WHITE PINE COUNTY SCHOOL DISTRICT POLICY MANUAL
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WHITE PINE COUNTY SCHOOL DISTRICT POLICY

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Title: **Code Of Ethics for the Board of Trustees**		Policy Number: **1000**
Section: School Board of Trustees		Last Reviewed/Revised: 2/15/11
Date Board Approved:	1st Reading: 2/19/13	2nd Reading: 3/5/13

The professional conduct of the White Pine County Board of Trustees' affects the community's attitude toward the teaching profession, education and ability to best serve students. Trustees' are therefore charged with adherence to the highest ethical standards.

1. Trustees will promote the best interests of the District and will adhere to all educational and ethical standards that apply to staff.
2. Trustees will delegate authority for the administration of the District to the Superintendent.
3. Trustees shall enforce all policies, laws, regulations, rules and court orders pertaining to schools.
4. Trustees will make decisions for the educational benefit of all students in the District.
5. Trustees recognize that decisions must be made by the Board and will make no personal promise or take private action that may compromise the Board.
6. Trustees shall focus on student achievement, policy making, budget, goal setting, planning and evaluation and insist on impartial evaluation of all staff.
7. Trustees will support and protect school personnel in the proper performance of their duties.
8. After considering the Superintendent's and Chief Financial Officer's recommendations, the trustees will vote to approve funding for personnel they deem best qualified.
9. Trustees will hold confidential all matters that may injure individuals or the schools and respect the confidentiality of information that is privileged by law.
10. Trustees will encourage free expression of opinion by all Board members and will seek systematic communications between the Board and all members of the community.
11. Trustees will communicate concerns directly to the Board Chairman, Superintendent, and/or Chief Financial Officer.
12. Trustees will not use their position for personal or partisan gain.

Title: **Operating Protocols for the White Pine County School Board**		Policy Number: **1005**
Section: School Board of Trustees		Last Reviewed/Revised: 3/1/11
Date Board Approved:	1st Reading: 2/5/13	2nd Reading: 2/19/13

A School Board Meeting is a meeting held in public, not a public meeting.

1. The Board will represent the needs and interest first and foremost of ALL students in our District.
2. The Board, as elected representatives of the community, is accountable to the community-not the staff, students or faculty.
3. The Board will lead by example. We agree to avoid words and actions that create a negative impression on any individual, the Board, or the District. We encourage discussion and differing points of view. We will do it with care and respect.
4. Surprises to the Board or the Superintendent will be the exception, not the rule. We agree to ask the Board chair or the Superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting.
5. The Board and the Superintendent are jointly responsible for maintaining effective communication, decision making and handling of issues that come before the Board.
   If a Board member has a concern about something that the Superintendent has done or not done, he/she will hear it from the Board member only. The reverse is true, if the Superintendent has a concern, the Board member will hear of it only from the Superintendent.
6. Board requests from the staff are to be directed to the Superintendent and or the Chief Financial Officer. All requests for information from the staff will be shared with the rest of the Board.
7. All personnel complaints and criticisms received by the Board or individual members will be directed to the

Superintendent. In the event that the complaints and criticism concern the Superintendent, the Board Chair should be contacted.

8. The Board will encourage others to follow the board policy on complaint procedures and present their concerns, problems or proposals to the person who can properly address their issue.
9. To be efficient and effective, long board meetings must be avoided. If a member needs more information, either the Superintendent, Board chair, or Financial Officer can be contacted before the meeting. Audience participation rules will be consistently practiced.
10. Two periods of public/staff comment are provided for on the agenda. At the discretion of the chair, public comment will be allowed on specific agenda items if the person's opinion is sought by the Board to aid them in their decision making.
11. Public/staff comment will be brief and may be limited to 3 minutes, will avoid making disparaging remarks about any person, and profane or vulgar language will not be tolerated.
12. The Board will consider research, best practice, public input and financial impacts in their decision making.
13. The Superintendent is the chief executive officer and should propose items that go before the Board. The Board will speak to the issues on the agenda, not engage in inappropriate discussion.
14. When executive sessions are held, Board members must honor the confidentiality of the discussions.
15. The Board commits to continuous improvement through professional development workshops and networking.
16. The Board will complete a Board Self Evaluation and review governance, team agreements and processes.
17. Individual Board members do not have authority. Only the Board as whole has authority. An individual Board member will not take unilateral action.
18. The Board chair or designee will be the Board spokesperson.
19. The Board will establish the vision, create policies and assure accountability. The Superintendent will manage the schools.

Title: **Powers And Duties Of The Board**		Policy Number: **1020**
Section: School Board of Trustees		Last Reviewed/Revised: 1/18/11
Date Board Approved:	1st Reading:	2nd Reading:

The powers and the duties of the Board will be as conferred and prescribed by law. Complete and final authority on all matters pertaining to the district educational system, except as restricted by law, will be vested in the Board. It is further recognized that the Board may enter into contracts and agreements in conformity with state law.

Fundamental Responsibilities

A most important function of the Board is its legislative power over all educational matters of the district. Its resolutions have the effect of law in the operation of the school district property. In accordance with its established philosophy of education, its basic responsibilities are:

1. Legislative and policymaking. The Board is responsible for the development of policy as guidelines for administrative action and for employing a superintendent to implement its policies.
2. Appraisal. The Board is responsible for evaluating the effectiveness of its policies and their implementation.
3. Provision of financial resources. Approves the budget, financial reports, payment of obligations, and policies whereby the administration may formulate procedures, regulations and other guides for the orderly accomplishments of business.
4. Public relations. The Board shall order a continuous public relations campaign, providing the public with current information regarding the state of the district, with emphasis on philosophy, finance, policy, and accountability of the district.
5. Maintenance of school records. Require the establishment and maintenance of records, accounts, archives, management methods and procedures considered essential to the efficient operation and conduct of the schools.
6. Essential planning and evaluation. The Board is responsible for establishing educational goals that will guide both the Board and the staff in working together toward the continuing improvement of the ongoing educational program. It is

responsible for providing for the ongoing evaluation of the school system against the goals and objectives set forth by the Board and by State Board of Education.

Title: **Organization**		Policy Number: **1030**
Section: School Board of Trustees		Last Reviewed/Revised: 2/15/11
Date Board Approved:	1st Reading: 4/16/19	2nd Reading: 5/7/19

The Board shall organize on the first meeting date in January following the General Election or as needed, for the purpose of selecting from their membership officers including but not limited to the following: Chairperson, Vice-Chairperson, Clerk, NASB Director, NASB Legislative Delegate and Bonding Representative. Each officer shall be elected by a majority of all members of the Board. An officer may be removed without cause at any time by a vote of not less than four Board members.

LEGAL COUNSEL The Board of Trustees of the White Pine County School District may employ private legal counsel when the Board determines such employment is necessary, and pay for such counsel from school district funds.

It shall be the duty of the counsel to render all necessary legal opinions for the Board of Trustees and to represent the Board in specific problems requiring the services of legal counsel. When required, the attorney general of the State of Nevada may be asked to render a written opinion to the Board of Trustees on matters relating to the duties of the Board.

There shall be no charge to the Board of Trustees or White Pine County School District for any services rendered by the offices of the district attorney of White Pine County, or the attorney general of the State of Nevada.

AUDITOR At least once a year an independent audit shall be made of the total financial structure of the White Pine County School District. The Board of Trustees may choose any certificated or registered accountant or a partnership registered under the provisions of Chapter 628 of NRS to conduct the audit. The expense of the audit shall be charged against the school district funds.

Duties:

1. To examine the balance sheet of the school district at the close of its fiscal year and the related statements of transactions in the various funds for the fiscal year then ended.
   To conduct such examination in accordance with generally accepted auditing standards and to include such tests of the accounting records and such other auditing procedures as are necessary in the circumstances.
2. To render an opinion on the financial statements prepared at the close of the fiscal year.
3. To make such recommendations to the Board concerning its accounting records, procedures and related activities as may appear necessary or desirable.
4. To perform such other related services as may be requested by the Board.

Title: **Quorum**		Policy Number: **1040**
Section: School Board of Trustees		Last Reviewed/Revised: 1/18/11
Date Board Approved:	1st Reading:	2nd Reading:

When transacting business connected with the district, a quorum shall consist of (4) four members of the Board.

Title: **Board Member Authority And Responsibilities**		Policy Number: **1050**
Section: School Board of Trustees		Last Reviewed/Revised: 1/18/11
Date Board Approved:	1st Reading:	2nd Reading:

Because all powers of the Board lie in its action as a group, individual Board members exercise their legal authority over district affairs only as they vote to act at a legal meeting of the Board.

The Board will not be bound in any way by any statement or action on the part of an individual Board member, including the chairperson, unless the Board has, by vote, delegated authority to him/her. The Board will make its members, and the district staff and public aware that the Board only has authority to take official action at official Board meetings.

Title: **WPCSD Student Member of the Board of Trustees**		Policy Number:	**1051**
Section: School Board of Trustees		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 8/4/26	2nd Reading:	8/18/26

Purpose

The WPCSD desires to incorporate student voice into as many facets of the school operation as possible, including district governance.

Selection Process

- Incoming juniors and seniors are eligible to run for student board member.
- Interested students will complete an information packet, to include a thorough written statement about what why they would like to participate and what they intend to add. This process will begin in April.
- Students who have completed this process will each be interviewed by three trustees in June.
- The three trustees will select the final candidate prior to the final June meeting. The student board member will be introduced at the final June meeting.

Term

- The student board member terms begin on July 1 and end on June 30.

Resources of the Office

- The student board member will receive excused absences for board functions that take place during the school day, including school visits, meetings with division leadership, conferences, and training.
- The student board member will be provided the same technology as other board members.
- The student board member will receive the same access and introduction to board support staff as adult board members.
- The student board member shall attend professional development opportunities with colleagues, including board conferences and retreats.
- WPCSD will pay for the student board member to attend board conferences and trainings.

Board Norms

- The student board member sits with other board members at the dais.
- The student board member is provided with meeting materials at the same time and in the same manner as other board members.
- The student board member is expected to attend all public meetings of the school board, including regular business meetings, work sessions, and board retreats, except in cases of illness or advance notice of conflicts.
- The student board member is listed on the school district website in the same capacity as other board members.
- The board may exclude the student board member from an executive session on a case-by-case basis.

Rights of Student Board Member

- The student board member is authorized to partake in all meeting discussions.
- The student board member should meet with the superintendent frequently.
- The student board member can motion or second motions, something required to bring items to a vote.
- While the student board member can discuss positions and advocate, he or she cannot vote.
- The student board member will be provided with one full elective credit for each year served and may, if desired, opt out of one period of instruction during the school day if attendance at board meetings is 95% or greater and the student completes a project related to serving as a board member.
- The student board member will receive a $1000 scholarship for each year served if attendance at board meetings is 95% or greater.

Responsibilities of Student Board Member

- Work with the superintendent, principals, and students to capture students' perceptions on agenda items.

- Suggest agenda items to the superintendent that could potentially increase achievement, well-being, and smooth operations.
- Read backup materials and fully participate in board meetings.
- Learn the functions of the board and become acquainted with public service and governance.

Responsibilities of Adult Board Members

- Extend a hand of fellowship, welcome, and mentoring.
- Invite the student board member to attend activities in the trustee capacity.
- Correspond regularly with the student board member.

Title: **Powers Of Board Chairperson**		Policy Number:	**1060**
Section: School Board of Trustees		Last Reviewed/Revised:	1/18/11
Date Board Approved:	1st Reading: 2/1/11	2nd Reading:	2/15/11

The Chairperson, working in conjunction with the Superintendent, shall prepare the agenda. It shall be the prerogative of the Chairperson, if there is no objection from a Board member present, to move an agenda item to a different position during the course of any meeting. The Chairperson shall have the authority to sign all necessary documents related to the functions of the District and those required by the law under Nevada statutes. The Chairperson shall preside over all meetings of the Board. The Chairperson shall have the authority to call a special meeting of the Board when it is in the best interest of the District to do so. The Chairperson shall appoint members to all appropriate committees upon the approval of the Board of Trustees.

Title: **Powers Of Vice-Chairperson**		Policy Number:	**1070**
Section: School Board of Trustees		Last Reviewed/Revised:	1/18/11
Date Board Approved:	1st Reading:	2nd Reading:	

The Vice-Chairperson shall preside when the Chairperson is not present.

Title: **Powers Of Clerk**		Policy Number:	**1075**
Section: School Board of Trustees		Last Reviewed/Revised:	1/18/11
Date Board Approved:	1st Reading: 2/1/11	2nd Reading:	2/15/11

The clerk shall:

1. Keep the minutes and audio recordings or transcripts of all meetings and transactions of the board of trustees.
2. Subject to the written direction of the board of trustees, draw all orders for the payment of money belonging to the school district.

NRS 386.325

Title: **School Board Meetings**		Policy Number:	**1080**
Section: School Board of Trustees		Last Reviewed/Revised:	2/15/11
Date Board Approved:	1st Reading: 2/5/13	2nd Reading:	2/19/13

All meetings of the Board shall be conducted according to Robert's Rules of Order as amended by White Pine County School District policy and in compliance with Federal and State statutes and regulations.

The regular monthly meetings (2) may be held in the Board Room on the first (1st) and third (3rd) Tuesday at 6:00 pm. unless the Board determines that a change in time and/or location is necessary to continue to conduct school business.

School board general sessions are open to the public.

White Pine Association of Classroom Teachers (WPACT) and White Pine County Support Staff Organization (WPCSSO) delegates may place items on the regular printed agenda for presentation to the Board at its regular session. This will be done through the superintendent.

Meeting Minutes: Minutes of the previous meeting shall be prepared by the Board Secretary, be presented to each member of the Board, and shall be approved by the Board as the first act of the regular meeting. A copy of all motions shall be carefully recorded. The name of those who make motions, and those who second motion, shall be recorded. On the call of any one of its members, the yeas and nays vote upon any question must be entered in the minutes. The official minutes shall be in a permanent book kept in the office of the Superintendent of Schools. Minutes are not official until the Board has approved them. Dissemination of minutes prior to their approval will be limited to School Trustees and the District Superintendent.

Title: **Executive Meetings**		Policy Number:	**1090**
Section: School Board of Trustees		Last Reviewed/Revised:	1/18/11
Date Board Approved:	1st Reading: 2/1/11	2nd Reading:	2/15/11

All executive meetings shall comply with Nevada Statutes.

Executive sessions will be held to discuss only those issues allowed by state statute. The Board will not vote on, nor take action on an issue discussed during executive session. Any action necessary will be taken in open session. Members will honor the confidentiality of the discussions.

Individual Board members do not have decision-making authority. Only the Board as a whole has the authority to take action on district issues.

Board work sessions will be for in-depth discussion on one or two specific topics.

Title: **Agenda Items For Scheduled Meetings - Regular & Special**		Policy Number:	**1100**
Section: School Board of Trustees		Last Reviewed/Revised:	7/13/98
Date Board Approved:	1st Reading:	2nd Reading:	1/18/11

1. Agenda items for regular meetings shall be provided to the superintendent no later than 4:00 pm of the fifth working day immediately preceding the scheduled meeting.
2. Agenda items for special meetings shall be presented to the superintendent no later than 4:00 pm of the seventh day preceding the scheduled meeting.
3. Agenda items for action or discussion may be submitted either by the superintendent or by any Trustee.
4. Items placed for action or discussion may only be removed from the agenda prior to the meeting with the consent of the submitter.

Title: **Board Policy Development**		Policy Number:	**1110**
Section: School Board of Trustees		Last Reviewed/Revised:	1/18/11
Date Board Approved:	1st Reading: 2/1/11	2nd Reading:	2/15/11

The Board will develop policies and put them in writing so that they may serve as guidelines and goals for the successful and efficient functioning of the schools. The Board accepts the definition of policy as set forth by the National School Boards Association:

> *Policies are principles adopted by the White Pine County School Board to chart a course of action. They tell what is wanted: they may include how much and why. Policies should be broad enough to indicate a line of action to be followed by the administrators in meeting a number of problems; narrow enough to provide clear guidance. Policies*

are guides for action by the administration, who then sets the rules and regulations to provide specific directions to school district personnel.

It is the Board's intention that its policies serve as sources of information and guidance for all people who are interested in, or connected with the district schools. Board policies are framed, and are meant to be interpreted, in terms of state law(s), State Board of Education rules and regulations and the requirements of all other regulatory agencies within our local, county, state, and federal levels of governments. Wherever inconsistencies of interpretation arise, the law will prevail. Conflict between local policy or regulation must be interpreted in line with the contract(s) for members of the particular bargaining units. The policies are also framed, and are meant to be interpreted, in terms of those educational objectives, procedures, and practices which are broadly accepted by leaders and authorities in the public education field.

Changes in needs, conditions, purposes, and objectives will require revisions, deletions, and additions to the policies of present and future Boards. The Board does welcome suggestions for policy development.

Title: **Policy Adoption**		Policy Number:	**1120**
Section: School Board of Trustees		Last Reviewed/Revised:	1/18/11
Date Board Approved:	1st Reading: 2/1/11	2nd Reading:	2/15/11

Except for policy actions to be taken as emergency measures, the adoption of Board policies will follow this sequence which will take place at least at two (2) regular or special meetings of the Board:

1. Announcement and distribution of proposed new or revised policies as item of information.
2. Opportunity offered to concerned groups or individuals to react to policy proposals.
3. Discussion and final action by the Board on policy proposals.

Policies and amendments to policies will be effective immediately upon adoption unless a specific effective date is provided in the adopted resolution.

The Board will make every effort to ensure that its policies conform to the higher supremacy of state and federal laws, including the provisions of Nevada and U.S. Constitutions. Further, while it is not feasible to reiterate the principles of the Board adopted mission statement in the language of each and every policy statement; it is to be assumed that the spirit of this document will prevail in the implementation of all policies. Finally, the Board expects compliance with its formally adopted policies, and regulations, and noncompliance by staff or students will be considered cause for disciplinary action.

Title: **Board Review of Administrative Rules**		Policy Number:	**1130**
Section: School Board of Trustees		Last Reviewed/Revised:	1/18/11
Date Board Approved:	1st Reading: 2/1/11	2nd Reading:	2/15/11

The Board reserves the right to review administrative rules at its discretion, but it will revise or veto such rules only when, in the Board's judgment, they are inconsistent with policies adopted by the Board including the Board's Mission Statement. Administrative rules need not be subject to the same requirements for adoption as Board Policy. Before issuance, regulations will be properly titled and coded as appropriate to subject and in conformance with the codification system selected by the Board.

All rules/regulations to be adopted by the administrative team shall first be provided to the Board prior to actual adoption.

Title: **Policy Dissemination**		Policy Number:	**1140**
Section: School Board of Trustees		Last Reviewed/Revised:	2/15/11
Date Board Approved:	1st Reading: 9/17/19	2nd Reading:	10/1/19

The superintendent will establish and maintain an orderly plan for preserving and making accessible the policies and regulations of the district. Accessibility will extend to students, to all employees of the district, to members of the Board, and to persons in the community.

All employees are expected to know and observe the school policies and regulations. Each school has access to the White Pine County School District policy manual and administrative regulations on the WPCSD website.

Title: **Administration In Policy Absence**		Policy Number:	**1150**
Section: School Board of Trustees		Last Reviewed/Revised:	1/18/11
Date Board Approved:	1st Reading: 2/1/11	2nd Reading:	2/15/11

In the absence of Board policy specifically covering an action that the superintendent feels he/she must take for the orderly execution of his duties, he/she may take temporary action. The action should be in harmony with overall Board policy and in keeping with the best established practice that can be determined under existing time constraints. The superintendent will not be free to act when the action involves a Board duty, which by law cannot be delegated.

In each case in which the superintendent takes such initiative action, he/she will present the matter to the Board at its next meeting. The members may conduct the proper review and consider the need for policy adoption if determined necessary by the Board.

Title: **Board/Staff Communications**		Policy Number:	**1160**
Section: School Board of Trustees		Last Reviewed/Revised:	7/13/98
Date Board Approved:	1st Reading: 2/1/11	2nd Reading:	2/15/11

The Board desires to maintain open channels of communication between itself and the staff. However, the line of official communication will be through the superintendent.

Staff Communications to the Board All communications or reports to the Board (or any Board committee) from staff or administration will be submitted through the superintendent or in open Board meetings. District employees may wish to informally and unofficially converse with individual Board members on matters of policy (current or under consideration), or other matter of concern to them. Such conversations are informal and unofficial, as individual Board members must abide by the limitations outlined in Policy 1050. During these conversations district employees will not seek favor or decision in any matter.

Board Communications to Staff All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent, and the superintendent will employ all such media as are appropriate to keep staff fully informed of the Board's problems, concerns, and actions.

Visits to Schools Any individual Board member who wishes to visit a school or classroom as an interested parent will follow the regular procedures for visitors. Board members are encouraged to visit schools or classrooms to observe, or to express interest in school affairs. When doing so, they may inform the superintendent, who may assist in making appropriate arrangements with the Building Principal.

Informal Investigation or Information Gathering by Individual Board Members Individual board members may wish to seek information from staff members or administrators regarding policies or matters of concern to the Board. These conversations are informal and unofficial, as individual Board members must abide by the limitations outlined in Policy 1050. District employees cannot be required to respond to such inquiries. The participants will not be reprimanded, punished, or otherwise negatively impacted for having engaged in these unofficial and informal conversations.

Title: **Board Member Use Of E-Mail**		Policy Number:	**1165**
Section: School Board of Trustees		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 2/15/11	2nd Reading:	3/1/11

Board Member Use of E-Mail:

Use of electronic mail by members of the Board shall conform to the same standards of judgment, propriety and ethics as other forms of school board-related communication. Board members shall comply with the following guidelines when using e-mail in the conduct of Board Responsibilities.

1. The Board shall not use e-mail as a substitute for deliberations at board meetings or for other communications or business properly confined to board meetings.
2. Board members shall be aware that e-mail and e-mail attachments received or prepared for use in board business or containing information relating to board business may be regarded as public records which may be inspected by any person upon request, unless made confidential by law.
3. E-mail and attachments that are received or prepared regarding board business shall be properly preserved. To ensure proper preservation, it is recommended that the Board clerk receive a copy of all such e-mail.
4. Board members shall generally avoid reference to confidential information about employees, students or other matters in e-mail communication because of the risk of improper disclosure. Board members shall comply with the same standards as school employees with regard to confidential information.
5. As a courtesy, all e-mails from Board members to the Superintendent or staff should be copied to the Chairperson.

Title: **School Openings and/or Closures**		Policy Number:	**1170**
Section: School Board of Trustees		Last Reviewed/Revised:	1/18/11
Date Board Approved:	1st Reading: 2/1/11	2nd Reading:	3/1/11

Any area may be studied by the Board to determine the feasibility of opening a school. All school closings will follow procedures set forth in the Nevada Statutes.

Title: **Board Insurance**		Policy Number:	**1180**
Section: School Board of Trustees		Last Reviewed/Revised:	1/18/11
Date Board Approved:	1st Reading:	2nd Reading:	

As with active employees, Board members are eligible for medical and dental coverage through the District employee benefit plan. The District pays premiums for coverage and the member may cover qualified dependents by paying the same rates for dependents as active employees.

Title: **School Priorities Of The Board**		Policy Number:	**1190**
Section: School Board of Trustees		Last Reviewed/Revised:	1/18/11
Date Board Approved:	1st Reading:	2nd Reading:	

Decisions regarding instructional programs, staffing, school operations, and building utilization will be made through an analysis of priorities and objectives. The Board of School Trustees has endorsed the following priorities:

1. The first priority is a twin one:
    a. Quality Basic Education Programs for Students
        i. Availability of all courses necessary to meet requirements for graduation and entrance to colleges.
        ii. Employment of trained and proficient teachers.
        iii. Provision of quality and timely instructional teachers.
        iv. Acquire educational equipment which is necessary to prepare students for college or employment.
    b. Health & Safety of Students
        i. Adequate funding of transportation and vehicle maintenance.

ii. Adequate funding of maintenance to insure safe and comfortable classrooms.
iii. Updating of facilities to standards for health and safety.

2. Enrichment programs which provide opportunities to encourage the development of talents, abilities and adult skills. Among these are opportunities for the academically talented, vocational preparation, advanced coursework, accelerated classes and professional guidance for students and parents.
3. Provide for a well trained staff that is remunerated as well as the District can manage, provide opportunities for staff growth and development, and provide for the welfare of all employees.
4. Provide students opportunities for the development of leadership skills, social skills, physical skills, and outside interests through co-curricular and athletic programs.
5. Provide for well managed and efficiently run schools through sound administration.
6. Provide a center for community identification and activity which supports the development of students through parent and community involvement and interest in student activities.
7. Promote general community welfare through support and assistance to community groups, agencies, and organizations.
8. Assist in promoting economic welfare of the citizens of the county when possible and not in conflict with higher priority objectives.

Title: **Social Interaction**		Policy Number:	**1200**
Section: School Board of Trustees		Last Reviewed/Revised:	1/18/11
Date Board Approved:	1st Reading: 2/1/11	2nd Reading:	2/15/11

Staff and Board members share a keen interest in the schools and in education generally, and it is to be expected that when they meet at a social function and other affairs, they will informally discuss such matters as educational trends, issues, and innovations and general school district problems. However, staff members are reminded that individual Board members have no special authority excepting when they are convened at a legal meeting of the Board or vested with special authority by Board action. Therefore, discussions by either party of personalities or personnel grievances will be considered as evidence of unethical conduct.

Title: **Board And Administration Liability Exclusion**		Policy Number:	**1210**
Section: School Board of Trustees		Last Reviewed/Revised:	1/18/11
Date Board Approved:	1st Reading:	2nd Reading:	

No trustee or administrator shall be personally liable for monetary damages resulting from his/her duties as a trustee or administrator except for the following:

1. Acts or omissions not in good faith or that involve intentional misconduct, recklessness or a knowing violation of the law.
2. For a transaction from which the trustee(s) or administrator(s) received improper personal benefit.

It is the intention of the Trustees of the White Pine County School District to eliminate or limit the personal liability of the Trustees and Administrators to the greatest extent permitted under Nevada and Federal law.

Title: **Board Of Trustees Vacancies**		Policy Number:	**1220**
Section: School Board of Trustees		Last Reviewed/Revised:	6/7/05
Date Board Approved:	1st Reading: 2/1/11	2nd Reading:	2/15/11

1. Any vacancy occurring on the Board of Trustees must be filled pursuant to provisions of NRS 386. The posting of a notice of vacancy must be pursuant to the provisions of NRS 238.
2. The appointee shall serve until the next general election, at which time his/her successor must be elected for the balance of the unexpired term.
3. Any person appointed to fill a vacancy must have the qualifications provided in NRS 386 including being a resident of the election district in which the vacancy occurs.

WHITE PINE COUNTY SCHOOL DISTRICT POLICY

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Title: **Administration Goals**		Policy Number: **2000**
Section: Administration		Last Reviewed/Revised: 3/1/11
Date Board Approved:	1st Reading: 3/1/11	2nd Reading: 3/15/11

Proper administration of the schools is vital to a successful educational program. The general purpose of the District's administration will be to coordinate and supervise, under the Board's policies, the creation and operation of an environment in which students learn most effectively. Administrative duties and functions should be appraised in terms of the contribution made to improving learning and instruction. The Board will rely on its chief executive officer, the district superintendent, to provide at the district level the professional administrative leadership demanded by such far reaching goals.

The District's administrative organization will be designed so that all divisions and departments of the central office and the different schools are part of a single system guided by Board policies as implemented through the superintendent. Principals are expected to administer their units in accordance with Board policy and the superintendent's rules and regulations. However, mere execution of directives cannot, by itself, be construed as good administration. Vision, initiative, resourcefulness, and wise leadership as well as consideration and concern for staff members, students, parents, and others are essential for effective administration.

Within the concept of an effective total system, the Board directs that ways be sought to decentralize administration in order to bring administrative decisions closer to, hence more responsive to, specific needs of individual students and the school community.

Superintendent, each principal, and all other administrators will have the authority necessary for their specific administrative assignments. Each will likewise be accountable for the effectiveness with which the administrative assignment is carried out. The Board will be responsible, for clearly specifying requirements and expectations of the superintendent, then holding the superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the superintendent will be responsible for clearly specifying requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of administration in the District will be:

1. To manage the District's various resources effectively and efficiently.
2. To provide professional advice and counsel to the Board and to advisory groups established by Board action. Where feasible, this will be done through reviewing alternatives, analyzing the advantages and disadvantages or each, and recommending a selection from among the alternatives.
3. To manage so as to assure the best and most effective learning programs, through the achievement of such sub-goals as:
   a. Providing leadership in keeping abreast of current educational developments.
   b. Arranging for the staff development necessary to the establishment and operation of learning programs that better meet learner needs
   c. Coordinating cooperative efforts to improve learning programs, facilities, equipment, and materials.
   d. Provide access to the decision making process for staff, students, parents, and others to offer ideas for improvement.

Title: **School Superintendent**		Policy Number: **2010**
Section: Administration		Last Reviewed/Revised: 3/1/11
Date Board Approved:	1st Reading: 3/1/11	2nd Reading: 3/15/11

The superintendent is held accountable to the Board for all aspects of administering the school system under the policies adopted by the Board.

Since division of labor is essential for managing a large organization, it is expected that the superintendent will delegate portions of the administrative tasks to building principals and appropriate central office staff. The responsibility for their performance is **NOT** considered a delegable function. By the same token, it is presumed that the responsibility for all activities within any building, during school hours belongs to the designated head of that unit who is deemed accountable to the superintendent. Beyond the essential of fixing of accountability, the Board approves appropriately shared decision making within the school organization.

The Board views the superintendent's position in the school system in a triple capacity: Executive of the Board, leader and officer accountable for all personnel of the system, and liaison between those personnel and the Board.

Because of the extreme responsibility assigned to this officer under these statements, the selection of the proper person for the post is, second only to policy development, the most important task the Board performs. Under these statements of belief, the superintendent is the only person in the system with which the Board normally needs to be directly involved in decisions regarding appointments of personnel. Because the Board believes total responsibility for school system administration should rest with the superintendent; the Board has the responsibility to assure the proper means for the superintendent to select the members of his/her administrative team.

The superintendent shall work with the Board at all times, and always within the framework of the policies. The superintendent shall keep members of the Board well informed on all matters pertaining to the school system and after research and careful study will propose recommendations on matters requiring Board decisions for policy adoption or interpretation.

The relationship between the Board and the superintendent should be frank and one of actual trust, providing for open and sincere discussions of what is best for the students in the district.

Title: **Superintendent Of Schools**		Policy Number:	**2011**
Section: Administration		Last Reviewed/Revised:	3/1/11
Date Board Approved:	1st Reading: 3/1/11	2nd Reading:	3/15/11

The Superintendent, as the sole executive officer of the White Pine County School District, shall organize the administration of the schools in such a manner as to facilitate an understanding of and an adherence to an organizational pattern which will result in quality of instruction and efficiency of operation.

Title: **Appointment Of The Superintendent**		Policy Number:	**2012**
Section: Administration		Last Reviewed/Revised:	3/15/11
Date Board Approved:	1st Reading: 1/19/2021	2nd Reading:	2/2/2021

The Board of Trustees shall appoint a Superintendent of the White Pine County School District.

1. Terms of Employment

   The initial contract of the Superintendent shall be for a term of one (1) to three (3) years, length to be determined by the Board of Trustees. If she/he has served successfully and satisfactorily, he/she may be reemployed for additional terms, but not exceeding five (5) years.

2. Salary

   The salary of the Superintendent shall be fixed by the Board of Trustees.

Title: **Powers And Duties Of The Superintendent**		Policy Number:	**2013**
Section: Administration		Last Reviewed/Revised:	3/1/11
Date Board Approved:	1st Reading: 3/1/11	2nd Reading:	3/15/11

The Superintendent shall be directly responsible to the Board of Trustees for the exercise of the following duties:

1. Prepare the agenda for each Board meeting, attend all meetings, participate in all deliberations of the Board except when discussions concern his/her contract or evaluation.
2. Supervise all employees of the Board directly or through his/her administrative staff.
3. Follow district regulations in the employment of certificated personnel.
4. Assign, transfer and promote all employees in conformance with district regulations and collective bargaining agreements and with the approval of the Board when such approval is appropriate.
5. Recommend policies to the Board and develop policies as directed by the Board.
6. Provide the Board with all accurate and timely data required by the Board to make informed decisions.
7. Plan for the implementation and enforcement of the policies, rules, and regulations, and decisions of the Board and be responsible for the dissemination of all policies, regulations and general orders adopted by the Board.
8. Be responsible for the general efficiency of the school system including all phases of district operation.
9. Devise procedures that assure programs are responsive to current and future student need, and compatible with community expectations.
10. Maintain ongoing evaluations of all phases of district operations and report them to the Board on a scheduled basis.
11. Encourage staff development based on established research and the shared creative experience of all personnel in order to maintain high levels of performance.
12. Take leadership in developing a basic policy for constructive relations between schools and the community.
13. Manage school-related conflict in a positive manner.
14. Take a leadership role in working with the State Legislature on matters of concern to the district.
15. The Superintendent, subject to the approval of the Board of Trustees, may delegate any of the powers and duties which have been entrusted to her/him. He/she shall continue to be responsible to the Board for the success of the duties so delegated.

Title: **Superintendent Evaluation**		Policy Number:	**2014**
Section: Administration		Last Reviewed/Revised:	3/15/11
Date Board Approved:	1st Reading: 9/17/19	2nd Reading:	10/1/19

An effective working relationship between the Board and the Superintendent is essential to the successful operation of the School District. The development and maintenance of such a relationship shall be assisted by an annual review of the Superintendent's diverse responsibilities, accompanied by the appraisal of his/her performance.

Evaluation is a valuable tool in establishing and carrying out the goals of any institution. Although the evaluation of a Superintendent has several purposes, the ultimate objective is to ensure educational excellence through effective governance and management of the school system.

The Board will develop evaluative criteria and formats for evaluating Superintendent performance.

The Board, on the basis of the result of this evaluation, may renew and/or extend the Superintendent's contract, for periods not to exceed three (3) years each.

If, at any time during the Superintendent's tenure, a majority of the entire Board considers the Superintendent's performance to be deficient in one or more areas as defined by the Board's evaluation criteria, the Superintendent shall be so notified in writing. The notice shall identify specific areas needing improvement and also contain suggestions for improvement, in the form of a corrective action plan.

If the Superintendent is notified of deficiencies, a ninety (90) day probationary period shall be established. The probationary period may be extended by the Board at its sole discretion. During the probationary period, the entire Board shall meet with the Superintendent at least twice monthly for the purpose of monitoring the corrective action plan, while such deficiencies still

exist. If, in the opinion of the majority of Board members, there has not been adequate improvement and the deficiencies justify replacement of the Superintendent, s/he shall be notified in writing at the conclusion of the probationary period that his/her contract will be terminated for cause.

If the contract renewal date falls during the probationary period, the contract will be automatically extended until the end of the probationary period in order to give sufficient time for correction of deficiencies.

The evaluation criteria for the performance of the Superintendent shall be as stated in the attached (evaluation) documents. These documents include evaluation of the Superintendent by the Board.

Annually, the Superintendent shall report to the Board progress to date on District objectives.

The parties involved shall complete the evaluation forms by November 30th of each year. The Board President shall calculate the numerical averages of all the evaluations and collate all comments. S/he shall present this information and the Board shall review the evaluation with the Superintendent in an open session.

Title: **Administrative Selection Procedures**		Policy Number:	**2015**
Section: Administration		Last Reviewed/Revised:	3/1/11
Date Board Approved:	1st Reading: 3/1/11	2nd Reading:	3/15/11

The basic purpose of the selection of administrative personnel shall be to fill existing vacancies with individuals of the highest professional caliber who will best serve to enhance student achievement in the White Pine County School District.

The selection procedures for the position of Superintendent shall be the sole responsibility of the Board of Trustees. The selection procedures for the positions of building principal are covered under administrative regulations. Within the framework of the administrative selection procedures (regulation) principals shall be appointed as deemed necessary for the proper administration of the individual schools of the White Pine County School District.

All such principals shall meet the requirements of the Nevada State Department of Education.

The principal shall exemplify the qualities of an educational leader and shall be responsible for the total operation of the school to which he/she is assigned.

Title: **Organization Charts**		Policy Number:	**2020**
Section: Administration		Last Reviewed/Revised:	3/1/11
Date Board Approved:	1st Reading:	2nd Reading:	

The legal authority of the Board will be transmitted through the superintendent along specific paths from person to person as shown on the district organization chart.

The district organization chart will be prepared by the superintendent and approved by the Board. The lines on the chart will represent direction of authority and responsibility. The chart may also indicate certain "staff" (as opposed to "line") relationships.

The superintendent will keep the administrative structure up to date with the needs for supervision and accountability in the district. Therefore, he/she may, from time to time, recommend for Board approval changes in the district organization chart.

Title: **Line And Staff Relations**	Policy Number:	**2030**
Section: Administration	Last Reviewed/Revised:	3/1/11

Date Board Approved:	1st Reading:	2nd Reading:

The superintendent will establish and maintain a clear understanding on the part of all personnel of relationships in the district. Lines of direct authority will be those approved by the Board and shown on the district organizational charts. Personnel will be expected to refer matters requiring administrative action to the administrators to whom they are responsible. That administrator will refer all such matters to the next higher administrative authority when necessary. Additionally, all personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person deems appropriate.

It is expected that the established lines of authority will serve most purposes; through grievance procedures established by the Board either in policy or through bargaining unit contracts, all personnel will have the right to appeal any decision made by an administrative officer unless specifically prohibited by contract.

Further, lines of authority should not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best working relationship in order to assure the best possible school programs and services. The lines of authority establish direction of authority and responsibility, but the lines also represent avenues for a two-way flow of ideas and communications to improve the schools.

Title: **Collective Bargaining Procedure**		Policy Number: **2035**
Section: Administration		Last Reviewed/Revised: 3/15/11
Date Board Approved:	1st Reading: 2/17/15	2nd Reading: 3/3/15

1. The Negotiations Team will be appointed by the Board of Trustees. It may include board members, and district level staff and or a contracted negotiator.
2. Prior to the commencement of negotiations, the Negotiations Team will meet with the entire Board to determine strategy, and to determine negotiable points.
3. No changes in strategy may be presented during collective bargaining without the prior review and approval of the Board.
4. Contract proposals must be submitted to the finance officer. The proposals and the finance officer's detailed report of fiscal impact will then be submitted to the board for review.
5. All negotiations are subject to approval by the Board.

Title: **Management Team**		Policy Number: **2040**
Section: Administration		Last Reviewed/Revised: 3/1/11
Date Board Approved:	1st Reading:	2nd Reading:

The Board supports the concept and application of team management in the administration of the district. The superintendent will lead, determine the structure of, and designate membership for the management team. The team is responsible to the superintendent, who, in turn, is responsible to the Board.

Title: **Administrative Councils, Cabinets And Committees**		Policy Number: **2050**
Section: Administration		Last Reviewed/Revised: 9/13/99
Date Board Approved:	1st Reading: 3/1/11	2nd Reading: 3/15/11

The Board authorizes the superintendent to establish such permanent or temporary councils, cabinets, and committee as he/she deems necessary for proper administration of Board policies and for the improvement of the total educational program. All councils, cabinets, and committees created by the superintendent will be for the purpose of obtaining, to a maximum degree, the advice and counsel of district staff, students, and district residents and to aid in district communication. Functioning in an advisory role, such groups may make recommendations for submission to the Board through the superintendent. However, such groups will exercise no inherent authority. Authority for establishing policy remains with the Board and authority for implementing policy remains with the superintendent.

The membership, composition, and responsibilities of administrative council's cabinets, and Committees will be defined by the superintendent and may be changed at his discretion.

Expenses incurred by such groups for consultative services, materials, and any travel will be paid from the general operating funds of the district, but only when within budgetary allotments as approved by the superintendent in advance.

Title: **School Building Administration**		Policy Number:	**2060**
Section: Administration		Last Reviewed/Revised:	3/15/11
Date Board Approved:	1st Reading: 10/19/21	2nd Reading:	11/9/21

Acting with the approval of the superintendent and upon the advice of the superintendent, each principal will be the chief administrator of his/her school. All personnel assigned to his/her building will be directly responsible to the principal. Staff members who work in more than one school will be responsible to the building principal of the school during the time they are working in his/her building.

The principal is charged with the supervision and the direction of the staff and the students assigned to his/her building, and with care of the school facility and its equipment. He/she will see that district policies, rules, and regulations, the directives and the guidelines for the instructional program, are observed.

Within the framework of Board policies and the general rules and regulations set by the superintendent, the principal may establish and enforce such additional regulations, as he/she deems advisable for the efficient operation of his/her school. Each principal should prepare a handbook for staff and students.

Title: **Policy Implementation**		Policy Number:	**2070**
Section: Administration		Last Reviewed/Revised:	3/1/11
Date Board Approved:	1st Reading: 3/1/11	2nd Reading:	3/15/11

The superintendent has responsibility for carrying out, through administrative regulations, the policies established by the Board.

There are many activities that are common to all departments and school levels, but procedures for conducting them may vary from unit to unit. Principals and department heads will establish procedures for conducting activities within their individual units within the larger framework of administrative regulations and Board policies.

The policies developed by the Board and the administrative regulations developed to implement policy are designed to increase the probability of an effective and efficient school system. Consequently, it is assumed that all District employees and students will willingly carry them out.

Employees in superordinate positions are responsible for informing subordinates of existing policies and regulations and for seeing that they are implemented in the spirit intended. Continuous disregard for Board policy and administrative regulations will be interpreted as willful neglect of duty.

Title: **Development Of Regulations**		Policy Number:	**2080**
Section: Administration		Last Reviewed/Revised:	3/1/11
Date Board Approved:	1st Reading: 3/1/11	2nd Reading:	3/15/11

The Board delegates to the superintendent the function of specifying required actions and designing the detailed arrangements under which the schools will be operated, whenever practical. These detailed arrangements will constitute the administrative rules and regulations governing school buildings. They will be defined in written form and organized by

subject or date with adequate indexing for easy use. Format and distribution will be so as to facilitate easy filing and proper use, and distribution will include the members of the Board. The administrative regulations must in every respect be consistent with the policies of the Board. The Board reserves the right to change, eliminate, or suggest regulations to the superintendent.

Usually, the Board itself will adopt administrative regulations only when specifically delegated by state laws. The Board may also do so when the superintendent recommends Board adoption in light of strong community attitudes or probable staff or student reactions. (Reference Policy 1130)

Title: **Duties And Responsibilities Of The Building Principal**		Policy Number:	**2090**
Section: Administration		Last Reviewed/Revised:	3/1/11
Date Board Approved:	1st Reading: 3/1/11	2nd Reading:	3/15/11

The duties and responsibilities of the building principal and assistant principal are in the job description section of this policy manual.

Title: **Public Record Request**		Policy Number:	2100
Section: School Board of Trustees		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 5/18/22	2nd Reading:	6/28/2022

I. All public records of the White Pine County School District, the contents of which are not otherwise declared by law to be confidential, shall be open at all times during office hours to inspection by any person, and may be fully copied as set forth by policy and procedures.

II. Upon receipt of a written request to inspect or copy a public record, the office which has legal custody or control of the record shall within five business days after the date on which the office has received the request:

   a. Copy or allow the inspection of the record;
   b. Notify the requestor in writing that the office does not have legal custody or control of the record and where, if known, the public record is located;
   c. Notify the requestor in writing of the date and time when the record will be available if the office cannot make the record available within five business days, or
   d. Notify the requestor that the record is confidential, in writing, including a citation to the legal authority that makes the records confidential, after consultation with the District's counsel. Records which contain confidential information shall be provided if the confidential information can be redacted, deleted, or concealed from the portions of the records which are not confidential.

III. Only records that already exist are considered public records. The White Pine County School District is not obligated to create a record in response to a request for a copy of a public record.

IV. The White Pine County School District shall charge a $0.05 per page fee for providing a copy of a public record. The fee shall not exceed the actual cost of providing the copy, unless:

   a. A law or regulation sets forth a specific fee that must be charged;
   b. The copying requires an extraordinary use of personnel or technological resources; or
   c. A collective bargaining or other applicable agreement provides for a specific fee.

V. No fee shall be charged for providing a copy of a public record if a specific law or regulation requires the copy to be provided without charge.

VI. A person may request a copy of a public record in any medium in which the public record is readily available. A request for a copy of a public record in a particular medium, if that medium is readily available, shall not be refused simply because a copy in a different medium has already been made or is preferred by the person making the copy.

VII. If a request for a copy of a public record would overly burden a particular office due to either the size or the nature of the request, as determined by the appropriate administrator, the request may be referred to another office for processing.

VIII. If a request for a copy of a public record would require an extraordinary use of White Pine County School District personnel and/or technological resources, an additional fee shall be charged for such extraordinary use. Before processing such a request, the person requesting the copy must be informed of, and prepay the amount of the additional fee.

IX. A request for a copy of a public record in conjunction with litigation or related to a pending legal matter shall be deemed to involve extraordinary use of White Pine County School District personnel and/or technological resources and subject to an additional fee.

X. A list of fees that the White Pine County School District charges for copies of public records shall be maintained at the District office.

XI. A legible sign or notice shall be posted in a conspicuous place at the District office that lists the fees that the White Pine County School District charges for copies of public records.

Pursuant to Nevada Revised Statutes ("NRS") Chapter 239 and White Pine County School District ("WPCSD" or "District") Policy 2100, the following is the District's public records request fee schedule.

This fee schedule is subject to change.

Fees for Providing a Public Record

a. Black and white or color copies (in hard copy format or in electronic format if there were actual costs involved in the provision of the record) - $0.05 per page
b. DVD or CD - $5.00/each
c. Under NRS 239.052, WPCSD "may charge a fee for providing a copy of a public record. Such a fee must not exceed the actual cost to the governmental entity to provide the copy of the public record. . . ."
d. NRS 239.005(1) provides: "'Actual cost' means the direct cost incurred by a governmental entity in the provision of a public record, including, without limitation, the cost of ink, toner, paper, media, and postage."
e. A fee may be charged for the provision of a record in hard copy format or in electronic format if there were actual costs involved in the provision of the record. For example, an actual cost may be incurred in the provision of an electronic record if WPCSD needs to print a hard copy of the record to review and determine whether the records are confidential or privileged.

II. Cost Estimate and Advance Payment

a. The requestor will be advised of the cost estimate in advance. Payment in full of the estimated amount will be required prior to processing the request.

III. Exceptions to Fees - Fees may differ for documents that the law, collective bargaining, or another applicable agreement requires must be copied at a specified cost or at no cost.

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Title: **General**		Policy Number:	**3000**
Section: Personnel		Last Reviewed/Revised:	5/1/07
Date Board Approved:	1st Reading: 5/4/21	2nd Reading:	5/18/21

These policies are established to carry out the intent of the governing board to adopt uniform personnel policies that will enable each employee of the District to make his/her fullest contribution to the programs and services provided by the School District.

Scope
The contents of these policies do not constitute a contract of employment and should not be construed as a guarantee of continued employment with the District. In cases where application of these policies would conflict with a collective bargaining agreement that is in effect between a recognized employee organization and the District, the provisions of the collective bargaining agreement shall govern. In all other cases, these policies shall govern. Nothing in these policies is intended to supersede applicable state or federal laws or administrative regulations related to personnel matters.

Administration
The District reserves the right to change these personnel policies through established procedures and approvals. Nothing contained in these policies is intended to confer any property right in continued employment or imply a contract of employment. Employees who fail to comply with these policies may be subject to disciplinary action, up to and including termination.

All employees of the District are expected to read and familiarize themselves with the contents of these policies. After receiving and reviewing these policies, each employee is expected to sign an acknowledgment form (*Employer Personnel Policies — Acknowledgment and Receipt*). The employee should return the signed acknowledgment form to the superintendent's office for inclusion into his/her personnel file.

All changes, proposed revisions, additions, and notices of deletions to these policies will be made available to all employees in a timely manner.

Title: **Personnel Files**		Policy Number:	**3010**
Section: Personnel		Last Reviewed/Revised:	5/1/07
Date Board Approved:	1st Reading: 5/4/21	2nd Reading:	5/18/21

The District will maintain a master personnel file for each employee in the District.

Contents The Superintendent/designee will be the records manager for personnel and payroll files and will have the overall responsibility for maintaining and preserving the confidentiality of the files. An employee's supervisor or manager may elect to maintain a duplicate copy of the documents; however, this does not supersede or eliminate the need for the District to maintain the master personnel file. At the time of hire, each new employee will complete all government-required documentation, all District-required documentation, and, when applicable, documentation pertaining to such matters as benefit plans enrollment and beneficiary designations. The employee has the responsibility to provide a copy of his/her driver's license or other required license or certificate. Additionally, an employee must notify his/her administrator/supervisor of any suspension, restriction, or revocation of his/her driver's license, permit, or other license or certification required for the performance of his/her assigned job.

Personnel file should include the following:
1. Job description
2. Job application/résumé
3. Job offer letter

4. Employment contract/any agreement between the employee and the District
5. Signed acknowledgments, including receipt of the District's policies and procedures, handbook, new employee orientation checklist, and related documents
6. District-issued credit card, long distance calling card, and related agreements
7. Emergency contact information
8. Authorizations for release of information signed by employee
9. Employment history of positions held including promotion, demotion, transfer, layoff, and termination
10. Training/education records including college transcripts
11. Performance evaluations
12. Performance improvement plan, letters of instruction, and reports of coaching/counseling session
13. Documentation of oral reprimand, written reprimand, disciplinary notices and documents
14. Letters of recognition, commendation, and congratulations
15. Exit interview

Payroll files should include the following:

1. Position's exempt/non-exempt status
2. Enrollment documentation for District-sponsored benefits
3. Salary history record, including rates of pay and other forms of compensation
4. Separation checklists
5. COBRA Notice

The personnel file should **not** include any of the following:

1. Grievances or the responses thereto
2. I-9 immigration form and supporting documents
3. General correspondence
4. Any document which describes a medical or psychological condition of the employee or any other individual. (Medical and related documents must be kept in a separate, locked file to which access is strictly limited to those in a "need-to-know" position.)

All personnel records will be considered confidential and not open to public inspection, and access to files will be governed by the White Pine County School District policy.

Employee Access

An employee may view the contents of his/her personnel file upon request as described in this policy. All inspections must be conducted in the presence of an authorized District Office employee. An employee may request copies of any or all documents in his/her file, but may not remove any documents from the file. The District will provide only one (1) set of copies to the employee without charge per year. If the employee needs additional copies, s/he will be required to pay for them based on rates established by the Board of Trustees.

Negative Information

Negative or derogatory material originating with the District shall not be placed in an employee's file unless the employee has had a reasonable opportunity to review the material beforehand and discuss the material and related information with the employee's immediate administrator/supervisor. Employees will be requested to sign such material to acknowledge they have reviewed it with the understanding that such acknowledgment shall not necessarily indicate agreement with all or any part of the material concerned. If the employee refuses to sign such material, it may be placed in the employee's file with a dated notation that the employee refused to sign such material after having been given an opportunity to do so. For employees covered through a collective bargaining agreement, removal of negative information will conform to negotiated agreements.

Employee Submitted Information

Statements by the employee submitted in rebuttal to adverse material placed in his/her personnel file will be included in the employee's personnel file. The District may place other information submitted by the employee in the personnel file if the District finds that such information is relevant to the employee's work history with the District.

Verification of Employment
Upon a request for verification of employment, only dates of employment, base salary, and job titles will be provided. An employee's address or telephone number will not be given without proper authority; i.e., a current release signed by the employee, a court order, or a subpoena.

Confidential Information
The District will identify the types of personnel information and employment records that it will keep confidential and identify the positions that might appropriately be granted access to such confidential data on a need-to-know or business-related basis.

The Superintendent/designee will identify the confidential information and records and designate what positions will have access to those records and information.

Identification of Confidential Information
The following types of personnel information and employment records concerning current employees, former employees, and applicants for employment that the District maintains are confidential are as follows:

1. All information related to an employment application including, but not limited to, letters of reference, résumés, or his/her status as an applicant for employment.
2. All information that the District received or compiled concerning the qualifications of an applicant or an employee including, but not limited to, reports by employers, law enforcement officials, or other individuals concerning the hiring, promotion, performance, conduct, or background of applicants or employees.
3. Ratings, rankings, scoring sheets, or remarks by members of an evaluation board or individual interviewers concerning an applicant, or results from any testing or employment screening process.
4. Materials used in examinations, including answers, rating guides, score sheets, etc., on any written exam or rating criteria for interviews.
5. Information in an employee's file or record of employment which relates to his/her
    a. Performance;
    b. Conduct, including any proposed or imposed disciplinary action taken;
    c. Race, ethnic identity or affiliation, age, gender, marital status, number and names of dependents, military/veteran status, living arrangements, membership in any organization, sexual orientation, national origin, disability, date of birth, or social security number;
    d. Past or present home address, telephone number, post office box, or relatives;
    e. All information concerning the voluntary or involuntary termination of an employee, other than the dates of actual employment.
6. The name of an employee's/former employee's designated beneficiary.
7. All medical information concerning an employee or applicant including, but not limited to
    a. Pre-employment and post-employment medical and psychological examinations;
    b. Disability and documentation relating to reasonable accommodation requested or granted;
    c. Drug testing;
    d. Pregnancy, doctor's certification and other communication;
    e. Any other medical information that an employee or applicant has voluntarily provided or the District has requested.
8. All confidential medical information shall be kept in files segregated from other personnel and employment records. Access to such files shall be strictly limited to those with a demonstrable need-to-know. This would include

a. Supervisors and managers, regarding necessary restrictions and accommodations in the employee's duties;
b. First aid and safety personnel;
c. Government officials investigating compliance with the ADA, on request;
d. State workers' compensation office officials; and
e. Insurance company employees when the company requires a medical examination to provide health or life insurance (29 CFR §1630.14(c)(1)).

9. All information contained in a confidential investigative file. The District shall keep all confidential investigative documentation in files separate from other personnel and employment records with access limited to only those with a demonstrable need-to-know. When and if it becomes the basis for disciplinary action, it will be part of the file to which the employee has access.

Access to Confidential Information

Access to confidential records is restricted to the following, unless specifically provided in a separate policy.

1. The names of members of an evaluation panel shall not be released, nor shall tests that are governed by confidentiality agreements be released. Access to the materials for an examination and information relating to an applicant that is relevant to a decision to hire that person (i.e., information described in section **Identification of Confidential Information** *Items 1-4*) is limited to
   a. Employees with a business need-to-know the information in order to fulfill the responsibilities assigned by the District;
   b. The District's Superintendent/designee, human resources director, or his/her designee;
   c. Persons authorized pursuant to any state or federal law or court order (i.e., governmental/legal/auditing/investigating agencies);
   d. Counsel retained by or on behalf of the District; and
   e. Any other parties with whom the District has a contractual relationship in order to enable the District to respond accurately and fully to any lawsuit, complaint, grievance, or other statutory appeal filed by or on behalf of an employee or former employee against the District.
2. Access to an employee's personnel-related confidential file containing those items listed above in section **Identification of Confidential Information***, Items 5 — 9*, is limited to
   a. The employee;
   b. The employee's representative when s/he presents a current signed authorization from the employee;
   c. The employee's administrator or manager/supervisor with a need-to-know, or as needed for a reasonable accommodation and human resources;
   d. Persons authorized pursuant to any state or federal law or court order;
   e. Counsel retained by or on behalf of the District; and
   f. Any other parties with whom the District has a contractual relationship in order to enable the District to respond accurately and fully to any lawsuit, complaint, grievance, or other statutory appeal filed by or on behalf of an employee or former employee against the District.
3. Access to an employee's personnel-related confidential file containing those items listed above in section **Identification of Confidential Information***, Item 9*, is limited to:
   a. The employee's administrator or manager/supervisor, human resources director/manager, or his/her designee;
   b. Persons authorized pursuant to any state or federal law or court order;
   c. Counsel retained by or on behalf of the District; and
   d. Any other parties with whom the District has a contractual relationship in order to enable the District to respond accurately and fully to any lawsuit, complaint, grievance, or other statutory appeal filed by or on behalf of an employee or former employee against the District.

Disposal of Personnel Records

1. As of June 1, 2005, and in compliance with the Fair and Accurate Credit Transactions (FACT) Act Disposal Rule, the District shall dispose of sensitive information derived from consumer reports to ensure there will be no unauthorized access to — or use of — any confidential information. "Consumer Reports" are defined as reports which contain information from a consumer reporting company, such as reports obtained from third party agencies who conduct employment background checks on behalf of the District.
2. Sensitive information includes any and all documents which contain employee information which can include
    a. Employee name,
    b. Social security number,
    c. Driver's license number,
    d. Phone number,
    e. Physical address,
    f. E-mail address, and
    g. Any other personal identifiers.
3. Method of disposal

The District shall dispose of sensitive information by shredding or burning any and all papers and by destroying or erasing all electronic files or media which contain personal information. In addition, the District shall, in accordance with good personnel practices, properly dispose of any records containing employee personal or financial information.

1. The District will determine whether the disposal of consumer report documents will take place by utilizing an internal process and equipment or by procuring the services of a document destruction contractor to dispose of material that is specifically identified as consumer report information. The District will exercise due diligence to ensure that a contractor disposes of documents as required by law. Due diligence may consist of requiring the disposal company be certified by a recognized trade association to ensure the disposal company complies with the disposal rule requirements.

Reference: 29 CFR 1630.14

Title: **Employees — General**		Policy Number:	**3030**
Section: Personnel		Last Reviewed/Revised:	5/1/07
Date Board Approved:	1st Reading:	2nd Reading:	

Employees are the District's greatest asset and the District is committed to ensuring that employees are valued. The District values the worth and dignity of every person and the pursuit of truth, knowledge and excellence. The professional conduct of every employee at White Pine County School District affects attitudes toward the professions and our institution.

The District will ensure that information upon which employment decisions are based is accurate and complete and it is the policy of the District to verify employment information prior to making an offer of employment.

Moreover, the District will respond in a consistent manner whenever inquiries are received with respect to current or former employees of the District.

The Superintendent/designee will develop procedures for acquiring and providing employment references.

Title: **Growing Our Own Educators**		Policy Number:	**3031**
Section: Personnel		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 4/12/2022	2nd Reading:	10/4/2022

The district believes in growing its own educators and encourages shared understanding among relevant staff, district, and school administrators, of how to facilitate the growth of current and future educators in order to achieve its vision of world class learning.

The district supports paraprofessionals completing an educator preparation program as follows:

- The district allows a person employed as a paraprofessional to complete a program of student teaching.
- The district allows a paraprofessional to increase instruction-related responsibilities as outlined in their education preparation program
- The district provides for a student teaching experience to be carried out within the school building in the same or similar area in which the person is employed and seeking licensure
- The district permits a paraprofessional to complete student teaching while remaining employed as a paraprofessional.

The district also supports licensed school psychologist candidates as follows:

- The district allows a person who is employed by a public school to provide support or other services relating to school psychology to complete a program of internship in school psychology while remaining employed in such a position.
- The district allows a school psychology paraprofessional to accumulate clock hours as a school psychologist intern while performing school psychology internship-related activities as required by his/her school psychologist program.

Suggested best practices include:

- The district will work with educator preparation program providers to assign the paraprofessional to a high-quality mentor teacher.
- The district will create a schedule that allows for other current paraprofessionals or a substitute to switch duties of the employee during the times that the employee is completing student teaching requirements.
- The district will create a schedule that allows the student teaching or school psychology internship to be completed with integrity and within the timeframe set forth by the educator preparation program provider.

Per SB352

Title: **Fair Employment Practices**		Policy Number:	**3040**
Section: Personnel		Last Revised/Reviewed:	7/20/21
Date Board Approved:	1st Reading: 6/25/24	2nd Reading:	7/16/24

Reference: NRS 613

The District recognizes the fundamental rights of applicants and employees to be assessed on the basis of merit. Recognition of seniority and current employment with the District may also be considered. Therefore, it is the policy of the District to provide equal employment opportunity for all applicants and employees. The District does not sanction or tolerate discrimination in any form on the basis of any protected class including race, color, religion, age, gender, pregnancy, sexual orientation, national origin, ancestry, disability, veteran status, domestic partnership, genetic information, gender identity or expression, political affiliation, membership in the Nevada National Guard or any other class that becomes protected by federal and/or state law.
If the alleged discrimination could constitute sexual harassment under Title IX, then refer to sections with respect to nondiscrimination on the bases of sex under Title IX.

The District will:

1. Recruit, hire, train, promote, discharge, and discipline without regard to protected class membership, as well as to ensure that all compensation, benefits, transfers, layoffs, return from layoffs, District-sponsored training, social, and recreation programs will be administered in conformance with the District's policy.
2. Comply with all applicable laws prohibiting discrimination.
3. Provide reasonable accommodation as required by law or statute.
4. Hold all administrators or managers/supervisors responsible for ensuring personnel policies, guidelines, practices, procedures, and activities are in compliance with federal and state fair employment practices, statutes, rules, and regulations.

This policy applies to all persons involved in the operation of the District and prohibits harassment, discrimination, and retaliation by any employee, including supervisors and coworkers, volunteers, customers or clients of the District, and any vendor or other service provider with whom the District has a business relationship. The District will not tolerate instances of harassment, discrimination, or retaliation whether or not such behavior meets the threshold of prohibited conduct/behavior(s). While single incidents of alleged harassment, discrimination, or retaliation may not be sufficiently severe or pervasive to rise to the level of being a violation of the law, the District nevertheless prohibits such conduct/behavior(s) and may impose appropriate disciplinary action against any employee engaging in such.

If the alleged discrimination could constitute sexual harassment under Title IX, then refer to sections with respect to nondiscrimination on the bases of sex under Title IX.

1. Equal Employment Opportunity Officer Designated

The primary responsibility for ensuring fair employment practices for the District are promoted and adhered to is assigned to the District's designated Equal Employment Opportunity (EEO) Officer. The District's designated EEO Officer will also serve as the Americans with Disabilities Act (ADA) Coordinator, unless otherwise noted, and as such, also has responsibility for coordinating the District's compliance with federal and state disability laws. The designated EEO Officer for the District is the Superintendent or designee. The name and work telephone number of the individual designated will be posted at District work sites. In the event the designated EEO Officer is unavailable, the Superintendent is designated as the alternative EEO Officer.

2. Anti-Harassment

   a. Definition

   District promotes a productive work environment and does not tolerate verbal, physical, written, or graphical conduct/behavior(s) that harasses, disrupts, or interferes with another's work performance or that creates an intimidating, offensive, or hostile environment based on that protected class membership.

   b. Prohibited Conduct/Behavior(s)

   The District will not tolerate any form of harassment based on protected class membership, including any conduct/behavior(s) on the part of employees, volunteers, clients, customers, vendors, contractors, etc., that impairs an employee's ability to perform assigned duties. Examples of prohibited conduct/behavior(s) include, but are not limited to:

   ·Offensive verbal communication including slurs, jokes, epithets, derogatory comments, degrading or suggestive words or comments, unwanted sexual advances, invitations, or sexually degrading or suggestive words or comments.

· Offensive written communication including notes, letters, notices, emails, texts, or any other offensive message sent by electronic means.
·Offensive gestures, expressions and graphics including leering, obscene hand, finger, or body gestures, sexually explicit drawings, derogatory posters, photographs, cartoons, drawings, or displaying sexually suggestive objects or pictures.
·Physical contact when the action is unwelcomed by the recipient including brushing up against someone in an offensive manner, unwanted touching, impeding or blocking normal movement, or interfering with work or movement.
·Expectations, requests, demands, or pressure for sexual favors.

3. Dealing with Allegations of Prohibited Conduct/Behavior(s)

a. Process

Employees or applicants who believe they are being subjected to any form of prohibited conduct/behavior(s) as described in this policy/regulation by another (e.g., employee, student, parent, volunteer, vendor, contractor of the District) based on their protected class membership, as well as those who believe they have witnessed another employee, client, or member of the public being subjected to prohibited conduct/behavior(s), have an affirmative duty to bring the situation to the attention of the District. Employees covered by a collective bargaining agreement may opt to use the process described in this policy/regulation or in an applicable grievance procedure delineated by their collective bargaining agreement, but may not use both.

b. Employee Responsibilities

Employees who believe they personally are being or have been subjected to prohibited conduct/behavior(s) and/or are the target of any form of prohibited conduct/behavior(s), or have witnessed any other employee being subjected to these behaviors should immediately:

1. Identify the offensive behavior to the alleged harasser and request that the behavior cease. **Note**: An employee is NOT required to talk directly to the alleged harasser or to the employee's supervisor. It is critical, however, that employees who believe they have been targeted or have witnessed what the employee believes to be prohibited conduct/behaviors(s) directed to or committed by another, contact one of the individuals listed in sections 2 or 3 below.
2. If the employee feels uncomfortable in speaking directly to the alleged harasser or if the employee requested the prohibited conduct/behavior(s) to cease, but the request did not produce the results desired, the employee should report the prohibited conduct/behavior(s) as soon as possible to any administrator or manager/supervisor, District's designated EEO Officer, or to the HR Representative.
3. Employees who believe the EEO Officer has engaged in prohibited conduct/behavior(s) should bring such concerns to the attention of the alternate EEO Officer or to the Superintendent. If the EEO is the Superintendent, the Finance Officer in consultation with legal counsel, will designate an objective person to conduct an investigation of such allegations. Employees may also report the prohibited conduct/behavior(s) to the District's attorney.
4. An employee who witnesses or obtains information regarding prohibited conduct/behavior(s) by the immediate supervisor is required to report the incident to the administrator, EEO Officer, or HR Representative.
5. Applicants who have concern regarding violations of this policy are encouraged to contact the designated EEO Officer or the alternate.

4. Administrator or Manager/Supervisor Responsibilities

Regardless of whether the employee involved is in the administrator's or manager's/supervisor's department and regardless of how the supervisor/manager became aware of the alleged prohibited conduct/behavior(s), all administrators or managers/supervisors must immediately report all allegations, complaints or observations of such prohibited conduct/behavior(s) to the EEO Officer, Superintendent, or Finance Officer if the Superintendent is the EEO Officer and the behavior involves the Superintendent. The report shall contain all known information including:

·The persons(s) involved.

·A written record of any specific conversations held with the complainant(s) and other person(s) involved as applicable.

·All known pertinent facts, including date(s), time(s), and locations(s).

·An administrator's or manager's/supervisor's failure to immediately report such activities, complaints, or allegations will result in discipline, up to and including possible termination.

·Supervisors/Managers shall not investigate nor conduct further fact finding without authorization from the reporting officer/EEO Officer or Superintendent or Finance Officer if the Superintendent is the EEO Officer and the behavior involves the Superintendent.

5. Investigation

a. Upon being made aware of allegations or complaints of prohibited conduct/behavior(s), the District will ensure that such allegations or complaints are investigated promptly. The District treats all allegations or complaints seriously and requires all employees to be candid and truthful during the investigation process. The reporting officer/EEO Officer or Superintendent, Designee or Finance Officer if the Superintendent is the EEO Officer and the behavior involves the Superintendent will identify the appropriate individual(s) to conduct the investigation.

The District will make efforts to ensure that all investigations are kept as confidential as reasonably possible. Employees will be required to refrain from discussing the subject content with other employees or persons who may have information pertinent to the investigation throughout the course of the investigation. Employees shall be required, upon request, to provide information to regulatory agencies. The District will release information obtained only to those individuals involved in the investigation and the administration of the complaint with a business need-to-know, or as required by law.

The District will communicate to the individual who made the initial complaint, as well as the individual against whom the complaint was made, that the investigation is completed and appropriate action, if any, has been taken.

If evidence arises that a participant in the investigation made intentionally false statements, that employee will be subject to discipline, up to and including termination.

If it is determined that a violation of this policy/regulation has occurred, the District will take corrective action against the violator commensurate with the severity of the offense. Such corrective action may include, but is not limited to, counseling, verbal warning, written reprimand, pay reduction, transfer, demotion, suspension without pay, or termination. The District will also initiate action to deter any future prohibited conduct/behavior(s) from occurring.

With regard to disability-related complaints, the EEO Officer (when appropriate, working with the Superintendent and/or the complainant) shall propose a resolution to the complaint based upon the findings of such investigation. Such resolution will include reasonable accommodation when the District determines that such a reasonable accommodation can be provided.

6. Training

The District will periodically provide training to all employees on the prevention of discrimination and prohibited conduct/behavior(s) in the workplace. The District will provide new employees a copy of this policy/regulation upon hire and discuss the contents during the new hire orientation process. New employees will participate in training on the prevention of discrimination and prohibited conduct/behavior(s) within 30 days of hire. A copy of this policy/regulation will be made available to applicants upon request.

7. Prohibition against Retaliation

Retaliation is adverse treatment which occurs because of opposition to prohibited conduct/behavior(s) in the workplace. The District will not tolerate any retaliation by administrators/supervisors or coworkers against an employee who exercises rights under this policy. An employee who believes they have been harassed, retaliated, or discriminated against in any manner as a result of having filed a complaint, assisted another employee in filing a complaint, or participated in an investigative process should immediately notify the EEO Officer or the alternate. The District will promptly investigate and deal appropriately with any allegation of retaliation.

Title: Pregnancy, Childbirth, and Related Medical Conditions		Policy Number:	**3041**
Section: Personnel		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 6/28/24	2nd Reading:	7/16/24

As required by federal law and the Nevada Pregnant Workers' Fairness Act, the District is committed to provide reasonable accommodation, as listed in the Accommodation section under Employment Disabilities, whenever a female employee/applicant requests an accommodation for a condition of the employee relating to pregnancy, childbirth, or a related medical condition, provided the individual is otherwise qualified to perform the essential functions of the assigned job, absent undue hardship.

1. Accommodation

Whenever a manager/supervisor becomes aware that an employee has a need for an accommodation due to pregnancy, childbirth, or related medical conditions, the manager/supervisor should promptly notify the EEO Officer. The District is committed to provide reasonable accommodation, as listed in the Accommodation section under Employment Disabilities.

2. Prohibitions

The District will not:

- Take adverse employment action against an employee because the employee requests or uses a reasonable accommodation.
- Deny an employment opportunity to an otherwise qualified applicant because they have requested a reasonable accommodation.

- Require an employee or applicant to accept an accommodation she did not request or chooses not to accept.
- Require an employee to take leave if a reasonable accommodation is available that would allow the employee to continue working.

3. Notice Requirements

This policy complies with the District's obligation to provide a written or electronic notice to all new employees upon commencement of employment that they have the right to be free from discriminatory or unlawful employment practices as well as the right to a reasonable accommodation for a condition of the employee relating to pregnancy, childbirth, or related medical condition. This notice will be provided within ten days after an employee notifies her immediate supervisor that she is pregnant. This notice will also be posted at conspicuous locations that are accessible to employees.

The District may require an employee to provide an explanatory statement from the employee's physician concerning the specific accommodation recommended by the physician for the employee.

Title: **Family Medical Leave Act (FMLA)**		Policy Number:	**3043**
Section: Personnel		Last Reviewed/Revised:	3/30/2010
Date Board Approved:	1st Reading: 6/29/21	2nd Reading:	7/20/21

As a public employer, the District is covered under the Family and Medical Leave Act (FMLA), will comply with the requirements of the FMLA, and will advise employees if they meet all the FMLA eligibility requirements. District must provide employees Form WHD-1420 (*reference: FMLA Form WHD-1420-Employee Rights and Responsibilities Under the Family and Medical Leave Act*) and are also required to post and keep posted this notice in a conspicuous place, even if no employees are eligible.

1. Eligibility
   Employees who have been employed by the District for at least one (1) year and have worked for the District at least one thousand two hundred fifty (1,250) hours during the preceding 12-month period and are employed at a work site where fifty (50) or more employees work for the District within seventy-five (75) surface miles of that work site are eligible for FMLA leave. Employees at a rural school are not eligible for FMLA leave if that rural school has fewer than fifty (50) employees and there are no other schools within the District's jurisdiction within seventy-five (75) surface miles. The required one (1) year of employment does not have to be consecutive. There may be a break in service as long as it does not exceed seven (7) years. There is an exception to the 7-year condition for National Guard and Reservists and written agreements. All employees meeting the above qualifications qualify for FMLA, regardless of their seasonal, temporary, etc., status.
2. Compensation during Leave
   FMLA leave will be unpaid leave unless the employee has accrued paid leave and is otherwise eligible to use the leave. If leave is requested for the employee's own serious health condition or for the serious health condition of the employee's spouse, child, or parent, the employee must use all of his/her accrued paid sick, annual, compensatory time, and personal leave as part of the FMLA leave. (See the applicable collective bargaining agreement for any alternate provisions which may apply.) If leave is requested for any of the other reasons identified below, an employee may use all of his/her accrued paid sick leave, annual leave, compensatory time, and personal leave as part of the FMLA leave. The remainder of the leave period will then consist of unpaid FMLA leave. Employees must be made aware that they are required to use sick, annual, compensatory time, and personal leave as appropriate, in the rights and responsibilities notice Form WH-1420 (*reference: FMLA Form WHD-1420-Employee Rights and Responsibilities Under the Family and Medical Leave Act*)).

An employee may not accept other employment during an FMLA absence if the job conflicts with the reason the employee is on FMLA leave; i.e., an employee is on FMLA leave due to a back injury and accepts a job requiring heavy lifting.

3. Intermittent or Reduced-Schedule Leave
   When medically necessary (as distinguished from voluntary treatments and procedures), leave may be taken on an intermittent or reduced-schedule basis. Leave for bonding with a newborn is not considered medically necessary and, therefore, may not be taken on a reduced schedule or intermittent basis unless agreed to by the District**.** Employees needing intermittent leave or reduced-schedule leave must attempt to schedule their leave so as not to disrupt the District's operations. The District may require an employee on intermittent leave to transfer temporarily to an available alternative position for which the employee is qualified if the position has equivalent pay and benefits and better accommodates the employee's intermittent or reduced-schedule leave. Intermittent leave and reduced-schedule leave reduces the 12-week entitlement only by the actual time used. An employee who has been transferred under this section has reinstatement rights to his/her former position until the end of the 12-month FMLA leave year.
   Note: FMLA leave that is taken for a period that ends with the school year and begins the next semester is considered consecutive rather than intermittent leave. The District will not count the period during the summer vacation when the employee would not have been required to report for duty against the employee's FMLA leave entitlement.
4. Special Rules for Instructional Employees
   The following applies only to instructional employees such as teachers, athletic coaches, driving instructors, and special education assistants whose principle function is to teach and instruct students in a class, small group, or individual setting. It does not apply to teacher assistants, cafeteria workers, counselors, maintenance workers, bus drivers, or other non-instructional employees.
   a. Intermittent or Reduced-Schedule Leave
      If intermittent leave or reduced-schedule leave is foreseeable and the employee would be on leave for more than 20% of the total number of working days covered by the leave period, the District may require the employee to choose either to take the leave for a period of particular duration, not greater than the duration of the planned treatment, or to transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates the period of leave than does the employee's regular position.
      If an instructional employee does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced schedule, the District may require the employee to take leave of a particular duration or to transfer temporarily to an alternative position. Alternatively, the District may require the employee to delay the taking of leave until the notice provision is met. Employees who would be on leave for less than 20% of the total number of working days covered by the leave period are not eligible for transfer to an alternative position.
   b. Leave Taken Near the End of Academic Term
      The District may require an instructional employee who begins leave more than five (5) weeks prior to the end of the term to remain on leave until the end of the term if:
      i. The leave period lasts at least three (3) weeks; and
      ii. The employee's return would occur during the three-week period immediately preceding the end of the term.
      When the leave is for other than the employee's own serious health condition and
      iii. The leave would occur within the five-week period immediately preceding the end of the term;
      iv. The leave would last for longer than two weeks; and
      v. The employee would return within the two-week period immediately preceding the end of the term, the District may require the employee to remain on leave until the end of the term.
      When the leave is for other than the employee's own serious health condition and

vi. The leave would occur within the three-week period immediately preceding the end of the term; and
vii. Last more than five working days, the District may require the employee to remain on leave until the end of the term.

If the employee is required to remain on leave until the end of the term, the District may charge only the period of time until the employee is able to return to work against his/her leave entitlement.

The District will provide instructional employees who are on FMLA leave at the end of the school year any benefits over the summer vacation that employees would normally receive if they had been working at the end of the school year.

5. Duration of and Reasons for Leave

Any eligible employee, as defined above, may be granted a total of twelve (12) weeks of unpaid FMLA leave (which can run concurrent with paid leave) during a rolling 12-month period with the exception of Military Caregiver Leave as provided in *section 6* below. This period is measured backward from the date an employee uses any FMLA leave. A "week" is defined as a calendar week, regardless of the number of days the employee normally works. Twelve (12) calendar weeks does not entitle the employee working three (3) days a week to sixty (60) leave days, but rather twelve (12) weeks. FMLA leave may be granted for the following reasons:

a. The birth of the employee's child and in order to care for the child;
b. The placement of a child with the employee for adoption or foster care;
c. To care for the employee's spouse, child, or parent who has a serious health condition;
d. An employee's serious health condition that prevents the employee from performing the functions of his/her job. Serious health conditions may include conditions resulting from job-related injuries and/or illnesses; or
e. Due to a qualifying exigency arising when an employee's spouse, son, daughter, or parent is a covered military member on active duty or has been notified of an impending call to federal active duty in support of a contingency operation, and the family member is a:
    i. Reserve component member (Army National Guard, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard, Air Force Reserve, or Coast Guard Reserve);
    ii. Retired member of the regular armed forces;
    iii. Retired reserve with 20 years of active service; or
    iv. Unit or unassigned member of the ready reserve or the selected reserve and certain members of the individual ready reserve, National Guard and state military.

Exigency leave may be taken for:

- Short-term notice deployment
- Military events and activities
- Childcare and school activities
- Financial and legal arrangements
- Counseling
- Rest and recuperation
- Post-deployment activities
- Additional activities arising out of active duty that the District and employee agree upon

Note: FMLA Exigency leave does not apply to an employee who is called to active duty.

A serious health condition is an illness, injury, impairment, or physical or mental condition of incapacity or treatment that involves:

- Inpatient care (overnight stay) in a hospital, hospice, or residential medical care facility.
- Continuing treatment by (or under the supervision of) a health care provider for a period of incapacity of more than three (3) consecutive full calendar days, combined with at least two (2) visits to a health care provider within thirty (30) days of the first day of incapacity or one (1) visit to a health care provider requiring a regimen of continuing treatment; i.e., prescription medication.

Unpaid FMLA leave will run concurrently with paid sick, compensatory time, personal, and/or annual leave, unless otherwise prohibited by any relevant collective bargaining agreement. Unpaid FMLA leave may also run concurrently with workers' compensation leave or other benefits.

The entitlement to FMLA leave for the birth or placement of a child for adoption or foster care will expire twelve (12) months from the date of the birth or placement. If both an employee and his/her spouse are employed by the District, their combined time off may not exceed twelve (12) weeks during any 12-month period for the birth, adoption, or foster care of a child, or the care of a parent with a serious health condition. Each spouse is, however, eligible for the full twelve (12) weeks within a 12-month period to care for a son, daughter, or spouse with a serious health condition.

Employees may not take more than a combined total of twelve (12) weeks for all FMLA qualifying reasons listed above.

6. Military Caregiver Leave

An eligible employee, as defined in Section 1 above, may be granted a total of twenty-six (26) weeks of unpaid FMLA leave during a 12-month period to provide caregiver leave for an injured service member who is the employee's spouse, son, daughter, parent, or nearest blood relative. The service member must be a member of the armed forces who suffered an injury or illness while in the line of duty that render the person medically unfit to perform his/her duties. This period is measured forward from the date an employee takes FMLA leave to care for the service member and ends twelve (12) months after that date.

Employees cannot take more than a combined total of twenty-six (26) weeks for military caregiver leave or because of other FMLA qualifying reasons as provided in Section 5 above. A husband and wife both working for the same employer are limited to a combined total of twenty-six (26) weeks of FMLA military caregiver leave.

7. Notice of Leave

An employee intending to take FMLA leave because of an expected birth or placement, a planned medical treatment or medical care, or qualifying exigency, must submit an application for such leave at least thirty (30) days before the leave is to begin. If a requested leave will begin in less than thirty (30) days, the employee must give notice to his/her immediate supervisor as soon as the necessity for the leave is known. Reasonable advance notice is required for all leaves, even if the event necessitating the leave is not foreseeable. If an employee gives less than thirty (30) days notice, the District may require an explanation.

Within five (5) days (barring extenuating circumstances) of receiving notice that 1) an employee requests to use FMLA leave, or 2) an employee requests leave and the District acquires knowledge that the leave may be FMLA-qualifying, the District will complete Form WH-381 (*reference: FMLA Form WH-381-Notice of Eligibility and Rights and Responsibilities*). Completion of this form will designate if an employee is eligible for FMLA or if an employee is not eligible, the reason(s) why they are not eligible. The form will designate if the employee is required to obtain certification related to medical conditions and/or required family relationships. The District may require the use of FMLA leave for any absence which would otherwise qualify as FMLA leave, even if no formal application for such leave was made by the employee, provided notice is given to the employee.

8. Certification of Leave

Employees requesting FMLA leave for qualifying exigency are required to complete Form WH-384 (*reference: FMLA Form WH-384-Certification of Qualifying Exigency for Military Family Leave*) and provide a copy of the military member's active duty orders.

Employees requesting FMLA leave for military caregiver leave are required to complete Form WH-385 (*reference: FMLA form WH-385-Certification for Serious Injury or Illness of Covered Service Member for Military Family Leave*) within fifteen (15) calendar days, barring extenuating circumstances.

A request for leave based on the serious health condition of the employee or the employee's spouse, child, or parent must be supported by completion of Form WH-380-E (*reference: FMLA Form WH-380-E-Certification of Health Care Provider for Employee's Serious Health Condition*) or Form WH-380-F (*reference: FMLA Form WH-380-F-Certification of Health Care Provider for Family Member's Serious Health Condition*) completed by

the treating health care provider. The certification must state the date on which the health condition commenced, the probable duration of the condition, and the medical facts regarding the condition.
If the employee is needed to care for a spouse, child, or parent, the certification must so state, along with an estimate of the amount of time the employee will need. If the employee has a serious health condition, the certification must state that the employee cannot perform the functions of his/her job. (**Note:** Attach the employee's current job description to Form WH-380-E (*reference: FMLA Form WH-380-E-Certification of Health Care Provider for Employee's Serious Health Condition)* when it is sent to the employee's health care provider.)
The Certification of Health Care Provider form must be completed and returned by the employee within fifteen (15) calendar days, barring extenuating circumstances.
District may contact the employee's health care provider for the purpose of clarification or authentication after giving the employee an opportunity to clarify specific discrepancies. Only the Superintendent or designees may contact the heath care provider. If the District questions the validity of the certification, the District may require, at its expense, that the employee obtain a second opinion from a health care provider designated by the District. If the second opinion conflicts with the original opinion, the District may require, at its expense, that the employee obtain the opinion of a third health care provider designated or approved jointly by the District and the employee. This third opinion will be considered final and binding on both parties.
In instances where diagnoses from medical providers appear to be indefinite or long-term, the District may require the employee to recertify that the original medical condition still exists. Such requests can be made no more frequently than once every six (6) months unless the circumstances reported in the original certification have changed significantly or the District receives information casting doubt upon the stated reason for the absence.
In situations in which the minimum duration of leave anticipated by the original certification is more than thirty (30) days, the District may request recertification if the employee requests an extension of leave, the circumstances described by the original certification have changed significantly, or the District receives information casting doubt upon the continuing validity of the certification.
The District may require the employee to provide new medical certification, not recertification, for his/her first FMLA-related absence in a new 12-month leave year.
Any employee on FMLA leave must notify his/her supervisor periodically of his/her status and intention to return to work. The supervisor/administrator has the authority to determine how often the employee must provide this notification.

9. Designation Notice
Within five (5) business days (barring extenuating circumstances) of receipt of all required information, the District will make a determination if employee's request for leave is for an FMLA-qualifying reason. The District will complete Form WH-382 (*reference: FMLA Form WH-382-Designation Notice*) indicating if leave is approved or not.
If the District cannot make a determination from the information provided, they will use this form to:
    - Indicate the information presented is incomplete or insufficient and provide the employee seven (7) calendar days to provide complete information.
    - Provide notice to an employee if a second or third medical certification is required.

District may also use this form to designate a fitness-for-duty certificate which will be required prior to returning to work.

10. Benefits Coverage During Leave
During a period of FMLA leave, an employee will be retained on the District's health plan under the same conditions that would apply if the employee were not on FMLA leave. To continue health coverage, the employee must continue to make any contributions that s/he would otherwise be required to make. Failure of the employee to pay his/her share of the health insurance premium may result in loss of coverage.
If the employee fails to return to work after the expiration of the FMLA leave, the employee may be required to reimburse the District for payment of health insurance premiums during the leave unless the reason the

employee cannot return is due to circumstances beyond the employee's control. The definition of "beyond the employee's control" includes a very large variety of situations such as: the employee being subject to layoff; continuation, recurrence, or the onset of an FMLA qualifying event; or the spouse's unexpected work site relocation of more than seventy-five (75) surface miles from the current work site.

An employee is not entitled to the accrual of any seniority or employment benefits during any unpaid leave. An employee who takes FMLA leave will not lose any seniority or employment benefits that accrued before the date the leave began and will be entitled to any cost of living increase granted to all employees during the FMLA leave period.

11. Restoration to Employment

Upon returning to work, an employee on FMLA leave will be restored to his/her most recent position or to a position with equivalent pay, benefits, and other terms and conditions of employment. The District cannot guarantee that an employee will be returned to his/her original job. The District will determine whether a position is an "equivalent position" as well as how an employee is to be restored to "an equivalent position" upon return from FMLA leave on the basis of the District's policies and administrative regulations and collective bargaining agreements regarding transfers and reassignments. The established policies and collective bargaining agreements relied on by the District as a basis for restoration must be in writing, must be made known to the employee prior to the taking of FMLA leave, and must clearly explain the employee's restoration rights upon return from FMLA leave.

12. Return from FMLA Leave

If an employee wishes to return to work prior to the expiration of an FMLA leave of absence, s/he must notify the administrator or manager/supervisor at least five (5) working days prior to the employee's planned return. Employees may be required to provide a fitness-for-duty certification prior to returning to work if the FMLA leave of absence was due to the employee's own serious health condition.

13. Failure to Return from FMLA Leave

Failure of an employee to return to work upon the expiration of an FMLA leave of absence will subject the employee to disciplinary action, up to and including termination, unless the District has granted an extension. (Note: Refer to the District's other leave policies.) An employee who requests an extension of FMLA leave due to the continuation of a qualifying exigency, care for service member, continuation, recurrence, or onset of his/her own serious health condition or of the serious health condition of the employee's spouse, child, or parent must submit a request for an extension, in writing, to the District. This written request should be made as soon as the employee realizes that s/he will not be able to return at the expiration of the leave period. Any additional time requested beyond the FMLA 12- or 26-week period will not be considered as FMLA leave. Rather, such time, if approved by the District, will be characterized as either paid or unpaid leave, thereby ending the District's return-to-duty obligations included in *Section GBC2. Item 11*. (See the applicable collective bargaining agreement for any alternate provisions which may apply.) Nothing in this policy limits the District's obligations of reasonable accommodation under the Americans with Disabilities Act (ADA), as amended.

Related Documents:

Certification of Health Care Provider for Employee's Serious Health Condition (Form WH-380-E)
Certification of Health Care Provider for Family Member's Health Condition (Form WH-380-F)
Certification of Qualifying Exigency for Military Family Leave (Form WH-384)
Certification of Serious Injury or Illness of Covered Service member for Military family Leave (Form WH-385)
Designation Notice (Form WH-382)
Employee Rights and Responsibilities under the Family and Medical Leave Act (Form WH-1420)
Notice of Eligibility and Rights & Responsibilities (Form WH-381)

The District recognizes that sections of its personnel policies relating to fair employment practices encompass its commitment to fair and equitable treatment of all employees and applicants, including those with disabilities. The District recognizes that there are particular issues relating to individuals with disabilities that need to be specifically addressed. The District also acknowledges its responsibility to ensure that individuals in the workplace can efficiently and safely perform the essential functions of their job without posing a direct threat to him/herself or others.

The District will comply proactively with the applicable employment provisions of disability laws. The District does not tolerate discrimination against any "qualified individual with a disability" in regard to any terms, conditions, or privileges of employment and prohibits any type of harassment or discrimination based on the physical or mental disability, history of disability, or perceived disability of an individual holding or seeking employment with the District.

The District is committed to providing reasonable accommodation wherever the need for such is readily apparent to the District or when the applicant or employee indicates a need for reasonable accommodation, provided that the individual is otherwise qualified to perform the essential functions of the assigned job and the employee's performance of the assigned job duties does not pose an obvious threat to the safety of him/herself or others.

1. Determination of Disability
   To find that an employee or an applicant has a disability under the law, the District must determine that the employee/applicant meets all three of the following criteria:
   a. His/her condition constitutes a physical or mental impairment, or s/he has a record of such impairment, or s/he is regarded as having an impairment; and
   b. The impairment affects a major life activity; i.e., prevents or restricts the employee or applicant from performing tasks of central importance to most people's daily lives; and
   c. The impairment is a substantial limitation on the identified activity and is permanent or long-term.
2. Disability-Related Inquiries
   The District shall adhere to the provisions of applicable laws regarding an employer's limitations on making disability-related inquiries or requiring medical examinations at each of the three stages of the employment process: pre-offer, post-offer/pre-employment, and employment.
   The District's restrictions regarding disability-related inquiries and medical examinations apply to all employees/applicants, whether or not they have disabilities. A disability-related question to an applicant may be a violation of law, even though the applicant may not have a disability.
   The District may require the employee to provide a fitness-for-duty certification from an appropriate medical provider whenever the District has reason to believe the employee may be unable to perform the essential functions of his/her job.
3. Confidentiality of Medical Records
   The District shall treat any medical or genetic information obtained from a disability-related inquiry or medical exam, as well as any medical information voluntarily disclosed by an employee, as a confidential medical record. Confidential medical records also include medical information from voluntary health or wellness programs. The District will share such information only with appropriate supervisors, managers, first aid and safety personnel, and officials investigating compliance claims on a need-to-know basis. Such information may be disclosed to appropriate District personnel or outside consultants and attorneys in relation to any employment issue between the employee and the District if the medical records are relevant to any such dispute. Any medical or genetic information shall not be kept in or with the employee's personnel or "site" file. Such medical or genetic information shall be kept in a separate, secure confidential medical file.
4. Accommodation
   a. Accommodation for Applicants
      Whenever an applicant requests accommodation in applying, testing, or interviewing for a position with the District, the Superintendent/designee shall determine whether the applicant's condition constitutes a disability under the disability laws. The Superintendent/designee shall then determine whether the request

for accommodation for a covered disability is reasonable. In making that determination of reasonableness, the Superintendent/designee shall consider whether granting such requests might impose an undue hardship on the District.

b. Accommodation for Employees
When the District has some objective reason to believe an employee may need some type of accommodation to perform his/her essential job functions, the District must initiate an interactive process with the employee to find out what accommodation the employee might need. Also, whenever an employee approaches his/her supervisor, the District's Superintendent/designee, or any other manager within the District requesting some type of accommodation, the District will initiate the interactive process. Whenever an administrator or manager/supervisor becomes aware that an employee has requested or may require some type of accommodation, the administrator or manager/supervisor should promptly notify the Superintendent/designee. Upon learning of the employee's request for accommodation, the Superintendent/designee shall arrange to meet with the administrator or manager/supervisor and the employee to discuss his/her accommodation request, the need for any reasonable documentation of the disability and the associated functional limitations, and the impact of the proposed accommodation on the District.

5. Requirements of Other Laws
The District may make disability-related inquiries and require medical exams that are required or necessitated by applicable laws or regulations; e.g., federal safety regulations, OSHA requirements, etc.
6. Glossary of ADA-Related Terms
    a. An "essential function" is a fundamental job duty of the position held or desired. A function is essential if the job exists to perform that function, a limited number of other employees are available to perform the function, or the function requires special skill or expertise. Determinations as to essential functions must be made on a case-by-case basis and are normally determined based on such factors as:
        i. The written job description prepared before advertising or interviewing applicants for the job;
        ii. In the District's judgment, the amount of time spent performing the function;
        iii. Input as to the actual work experience of past employees in the job or current employees in similar jobs; and
        iv. The nature of the work operation and the consequences of not having the function performed.

    Marginal functions associated with any job should not be considered essential functions. While normally considered an essential function, punctuality and regular work hours may not be an essential function of some jobs. For example, if the job functions can be performed without the presence of an administrator or manager/supervisor and the product expected is not subject to deadlines, adhering to established work hours may not be an essential function. Therefore, reasonable accommodations to the contrary may be necessary.

    b. A "disability-related inquiry" is a question (or series of questions) likely to elicit information about a disability. Generally, disability-related inquiries are not allowed during the hiring process. Examples of disability-related inquiries include
        i. Asking whether the employee/applicant currently has or has ever had a disability, how s/he became disabled, or inquiring about the nature or severity of an employee's/applicant's disability.
        ii. Asking an employee/applicant a broad question about his/her impairments that are likely to elicit information about a disability.
        iii. Asking an employee/applicant whether s/he is currently taking any prescription drugs or medication.
        iv. Asking about an employee's/applicant's genetic information.

    Other examples of prohibited disability-related questions include, but are not limited to, asking about an employee's/applicant's prior workers' compensation history, and asking an employee's/applicant's coworker or family member, doctor, or other person about the employee's/applicant's disability.

Questions that are not likely to elicit information about a disability are not prohibited under the ADA. These types of inquiries include asking employees/applicants about their general well-being, whether they can perform the essential job functions, whether they currently use illegal drugs, and if they have been drinking. The District may also ask an employee, but not a job applicant, about non-disability-related impairments such as how s/he broke his/her arm.

c. A "medical examination" is a procedure or test usually given by a health care professional or in a medical setting that seeks information about an individual's physical or mental impairments or health. Medical examinations include, but are not limited to:
   i. Vision tests conducted and analyzed by an ophthalmologist or optometrist;
   ii. Blood, urine, and breath analyses to check for alcohol use;
   iii. Blood pressure screening and cholesterol testing;
   iv. Nerve conduction tests;
   v. Range-of-motion tests that measure muscle strength and motor function;
   vi. Pulmonary function tests;
   vii. Psychological tests designed to identify a mental disorder or impairment; and
   viii. Diagnostic procedures such as x-rays, CAT scans, and MRIs.

   Procedures and tests that employers may require that are generally not considered medical examinations include:
   i. Blood and urine tests to determine the current illegal use of drugs;
   ii. Physical agility and physical fitness tests;
   iii. Tests that evaluate an employee's/applicant's ability to read labels or distinguish objects as part of a demonstration of the ability to perform actual job functions; and
   iv. Psychological tests which measure personality traits, such as honesty, tastes, and habits, but do not provide evidence that would lead to identifying a mental disorder or impairment.

b. Under the ADA, an "employee" is an individual employed by a district. Generally, an individual is an employee if the District controls the means and manner of his/her work performance. Where more than one entity controls the means and manner of how an individual's work is done, the individual may be an employee of each entity.

Title: **Drug and Alcohol-Free Workplace**		Policy Number:	**3045**
Section: Personnel		Last Reviewed/Revised:	8/7/18
Date Board Approved:	1st Reading: 6/25/24	2nd Reading:	7/16/24

The District recognizes that substance abuse in our nation and our community exacts staggering costs in both human and economic terms. Substance abuse can be reasonably expected to produce impaired job performance, lost productivity, absenteeism, accidents, wasted materials, lowered morale, rising health care costs, and diminished interpersonal relationship skills.

The District is committed to maintaining a safe and healthy workplace for all employees and assisting employees who recognize they have a problem with drugs or alcohol. The District will periodically provide employees with information about the dangers of workplace drug abuse and when appropriate, take disciplinary action for failure to comply with this policy.

The District strictly prohibits the following behavior:

- The use, sale, attempted sale, manufacture, attempted manufacture, purchase, possession or cultivation, distribution and/or dispensing of illegal drugs by an employee at any time and in any amount. This prohibition includes the use or possession of prescription medicines for which the individual does not have a valid prescription and the inappropriate use of prescribed medicines for which the employee has a valid prescription. In addition, the District prohibits employees from possessing open containers of alcoholic beverages while on the District's premises and/or while on duty and from working with a blood alcohol level of .02 or more at any time.

- Alcohol, marijuana, illegal drugs, and other substances which may impair the safety or welfare of employees or the public may not be brought onto the premises controlled by the District or placed in vehicles or equipment operated on behalf of the District. Law enforcement personnel performing job-related functions are exempt from this section.

Reference: 49 CFR Part 382 et. seq., DOT (49 CFR Part 40), FMCSR, FMCSA (49 CFR Parts 382, 383, 387, 390-397, and 399).

- Reporting Requirements:
  - An administrator or manager/supervisor who receives information or is a witness to any use of drugs or alcohol by an employee which violates the District's policies or the law is required to report this information to the Superintendent/designee immediately. The information reported must include:
    - The person(s) involved, including all witnesses;
    - Any information gathered, such as actual observation of drug/alcohol use, the presence of paraphernalia, observation of any unusual physical signs or behaviors;
    - A written record of specific conversations held with the accused and any witnesses;
    - All pertinent facts, including date(s), time(s), and location(s).
  - An administrator or manager/supervisor is required to report this information to the Superintendent/designee and may not conduct a formal investigation, release findings, or administer discipline prior to this disclosure and without specific authorization to do so.
  - An employee who witnesses or obtains information regarding illegal drug/alcohol use by his/her immediate supervisor is required to report the incident to that individual's supervisor.
- Specimen collection, drug testing procedures, sample collection, and alcohol testing procedures will comply with all applicable provisions of federal and state law.
- A positive test result for alcohol or drugs will be grounds for disciplinary action, up to and including possible termination.
- Employees in safety-sensitive positions as defined in 49 CFR Part 382, *et seq.*, are subject to the Federal Department of Transportation (DOT) (49 CFR Part 40) and the Federal Motor Carrier Safety Regulations (FMCSR) as prescribed by the Federal Motor Carrier Safety Administration (FMCSA) (49 CFR Parts 382, 383, 387, 390-397, and 399), as well as the District's Drug and Alcohol-Free Workplace Policy.
- Employee Responsibilities
  - Each employee is responsible for reviewing and complying with the District's Drug and Alcohol-Free Workplace Policy.
  - Each employee is responsible for meeting standards for work performance and safe on-the-job conduct.
  - Employees shall not report to work under the influence of alcohol, illegal drugs, or misused prescription or over-the-counter drugs.
  - Employees who suspect they may have a substance abuse problem are encouraged to seek counseling and rehabilitation from a substance abuse professional or other treatment provider. The District's medical insurance policy may provide for payment of some or all of the treatment costs.
  - It is the employee's responsibility and obligation to determine, by consulting a physician if necessary, whether or not a legal drug s/he is taking may or will affect his/her ability to safely and efficiently perform his/her job duties. An employee whose impairment may affect job performance must contact his/her administrator or manager/supervisor and attempt to find an appropriate alternative assignment. If none is available, the employee may take sick leave or be placed on a medical leave of absence (if available and the employee otherwise qualifies) or take other steps consistent with the advice of a physician. If an employee reports to work under the influence of prescription medication and, as a result, endangers him/herself or others, the employee will be disciplined, up to and including termination.
  - Each employee must report the facts and circumstances of any criminal drug or alcohol conviction that occurred while on duty or which may impact the employee's ability to perform the duties of his/her job. If duties involve driving a vehicle, the employee must report to his/her supervisor a conviction for driving under the influence (DUI) and/or revocation or suspension of the driver's license pending adjudication.

Notification to the District must occur before resuming work duties or no later than five (5) days after the conviction or revocation/suspension. The administrator or manager/supervisor shall immediately forward the notification to the Superintendent/designee who will forward it to the District's attorney.
    - Employees in safety-sensitive positions identified by the District are subject to random drug and alcohol testing as provided in this regulation.
    - Employees must act as responsible representatives of the District and as law-abiding citizens. It is every employee's responsibility to report violations of the District's policy to his/her immediate supervisor or to the Superintendent/designee. Such reporting is critical in preventing serious injuries or damage to the District's property.
    - Employees who are required to submit to a drug/alcohol test must complete and sign the consent form (*Drug/Alcohol Test Informed Consent*).

- Superintendent/Designee Responsibilities

The Superintendent/designee is responsible for

    - Authorizing the testing of employees,
    - Coordinating drug and/or alcohol testing,
    - Requesting completion of the consent form (*Drug/Alcohol Test Informed Consent*),
    - Notifying employees of positive test results and their right to a retest of the same sample,
    - Implementing disciplinary action against employees who fail to comply with provisions outlined in this regulation,
    - Notifying the District's attorney of an employee's conviction of a federal or state criminal drug or alcohol statute violation,
    - Ensuring that the drug and/or alcohol test forms and results are kept confidential and only provided to employees with a business need for the information,

- Administrator or Manager/Supervisor Responsibilities

The Administrator or Manager/Supervisor is responsible for

    - Determining if reasonable suspicion exists to warrant drug and/or alcohol testing, and detailing, in writing, the specific facts, symptoms, or observations that are the basis for the reasonable suspicion;
    - Submitting the documentation to the Superintendent/designee; and
    - Complying with the appropriate provisions outlined in this regulation that apply to supervisory personnel.

- District Responsibilities

The District is responsible for

    - Providing communication and training on this policy and regulation to include a training program to assist administrators and managers/supervisors to recognize the conduct and behavior that gives rise to a reasonable suspicion of drug and/or alcohol use by employees and how to effectively intervene,
    - Receiving and maintaining employee drug and alcohol testing records and files from all sources and assuring that they are kept confidential,
    - Making drug testing and notice forms available,
    - Notifying appropriate administrators or managers/supervisors of positive results of drug and/or alcohol tests,
    - Administering the contract with a third party to provide drug and alcohol testing services,
    - Overseeing the administration of the District's Drug and Alcohol-Free Workplace Policy,
    - Notifying administrators or managers/supervisors of their employees randomly selected for drug and alcohol testing, as referenced in section 15, and
    - Ensuring the administration of all pre-employment drug testing.

- Employee Education

The District maintains information relating to the hazards of and treatment for drug-and alcohol-related problems. Proactive training and information shall be sponsored by the District periodically. Any employee may voluntarily seek advice, information, and assistance. Medical confidentiality will be maintained consistent with this policy.

- Employee Assistance and Voluntary Referral
    - The District strongly encourages employees who suspect they have substance abuse problems to voluntarily refer themselves to a treatment program. A voluntary referral is defined as being one that occurs prior to any positive test for illegal drugs or alcohol under the District's policy and prior to any other violation of the policy, including a criminal conviction of that individual for a drug- or alcohol-related offense. A decision to participate in the employee assistance program will not be a protection or defense from discipline.
    - Any employee who voluntarily requests assistance in dealing with a personal drug and/or alcohol problem may do so through a private treatment program for drug and alcohol problems. An employee who is being treated for substance abuse in a recognized rehabilitation program may, if the Americans with Disabilities Act (ADA) applies, be entitled to reasonable accommodation so long as the employee is conforming to the requirements of the program and is abstaining from the use of controlled substances and/or alcohol.
    - The employee must agree to release treatment information to the District to permit the monitoring of the employee's ongoing compliance with the treatment recommendation. Any related leave will be considered to be medical leave under the provisions of the Family and Medical Leave Act if the employee is eligible. Employees requiring inpatient treatment are requested to notify the Superintendent/designee of the District in advance of the treatment admission. After such accommodation, the discontinuation of any involvement with alcohol or drugs is an essential requisite for continued employment. Upon completion of a substance abuse program, employees must take and pass a return-to-work test and sign a return-to-work agreement that will include a commitment to follow recommendations given by the treatment provider and other conditions as the District deems appropriate.
    - The cost of the drug or alcohol rehabilitation or treatment program shall be borne by the employee and/or the employee's insurance provider if the employee is eligible and the coverage is provided. All information regarding an employee's participation in treatment will be held in strict confidence. Only information that is necessary for the performance of business will be shared by the District's management. Employees are limited to treatment for substance abuse one time only under this regulation.
- Reasonable Suspicion Drug Testing
    - When any administrator or manager/supervisor has reasonable suspicion that an employee may be under the influence of alcohol or drugs, the employee in question will be directed by the Superintendent/designee to submit to drug and/or alcohol testing.
    - The site administrator shall be responsible to determine if reasonable suspicion exists to warrant drug and/or alcohol testing and shall be required to document, in writing, the specific facts, symptoms, or observations which form the basis for such reasonable suspicion. When possible, the documentation will be forwarded to the Superintendent/designee to authorize the drug and/or alcohol test of an employee.
    - The Superintendent/designee shall direct an employee to undergo drug and/or alcohol testing if there is reasonable suspicion that the employee is in violation of the District's policy. The employee will be suspended with pay pending results of the test.
    - Circumstances which constitute a basis for determining reasonable suspicion may include, but are not limited to
        - Information provided either by reliable and credible sources or independently corroborated. The administrator or manager/supervisor or another administrator or manager/supervisor receives information from a reliable and credible source, as determined by the administrator or manager/supervisor, that an employee is violating the District's policy.
        - Direct observation of drug or alcohol use.

The administrator or manager/supervisor or another administrator or manager/supervisor directly observes an employee using drugs and/or alcohol while an employee is on duty. Under these circumstances, a request for testing is mandatory.

- Drug and alcohol paraphernalia possibly used in connection with illicit drugs and alcohol found on the employee's person or at or near the employee's work area may trigger a request for testing.
- Evidence that the employee has tampered with a previous drug and/or alcohol test.

- The following behaviors will also contribute toward reasonable suspicion and, collectively or independently, on a case-by-case basis, may provide a sufficient reason for requesting a drug and/or alcohol test:
  - A pattern of abnormal or erratic behavior.

  This includes, but is not limited to a single, unexplainable incident of serious abnormal behavior or a pattern of behavior which is radically different from what is normally displayed by the employee or grossly differing from acceptable behavior in the workplace.
  - Presence of physical symptoms of drug and/or alcohol use.

  The administrator or manager/supervisor observes physical symptoms that could include, but are not limited to, glassy or bloodshot eyes, slurred speech, poor motor coordination, or slow or poor reflex responses different from what is usually displayed by the employee or generally associated with common ailments such as colds, sinus problems, hay fever, and diabetes.
  - Absenteeism and/or tardiness.

  If an employee has previously received disciplinary action for absenteeism and/or tardiness, a continued poor record that warrants a second or subsequent disciplinary action may, in combination with other relevant behaviors, result in drug and/or alcohol testing.
- An employee who is required to submit to reasonable suspicion testing will be provided transportation by the District to the location of the test. After the employee submits to the test or if the employee refuses to be tested, the District will provide transportation for the employee to his/her home.

- Post-Accident Testing
  - Each employee involved in an OSHA-recordable accident will be tested for drugs and alcohol as soon as possible after the accident, but after any necessary emergency medical attention has been provided. OSHA-recordable accidents are those accidents that result in:
    - Medical treatment other than first-aid treatment;
    - Loss of consciousness, restriction of work or motion; or
    - Transfer to another job.

  Additionally, any accident may trigger a post-accident test. Any accident in which there is property damage estimated to be valued at or in excess of five hundred dollars ($500.00) will trigger a post-accident test. (An employee may be suspended with pay pending the results of this test and with or without pay pending any subsequent investigation.) An employee who is required to submit to post-accident testing will be provided transportation by the District to the location of the test.
  - In the event an employee is so seriously injured that s/he cannot provide a blood, breath, or urine specimen at the time of the accident, the employee must provide necessary authorization, as soon as the employee's physical condition allows, to enable the District to obtain hospital records or other documents that indicate whether there were drugs or alcohol in the employee's system when the accident occurred.
  - In the event federal, state, or local officials conducted alcohol and/or drug testing following an accident, the employee will be required to sign a release allowing the District to obtain the test results from such officials.
  - An employee who is subject to a post-accident test must remain readily available for testing. An employee who leaves the scene before the test is administered or who does not make him/herself

readily available may be deemed to have refused to be tested, and such refusal shall be treated as a positive test. Further, the employee must refrain from consuming alcohol for eight (8) hours following the accident or until the employee submits to an alcohol test, whichever comes first.
    - For safety reasons, an employee required to submit to post-accident testing may be placed on leave of absence with or without pay, pending receipt of the post-accident testing results and any related investigation.
    - An employee who is required to submit to post-accident testing will be provided transportation to his/her home.
- Safety-Sensitive Positions
    - The District may conduct pre-employment testing for drugs and random testing for drugs and alcohol for positions identified as safety-sensitive by the District. Passing these tests is a condition of future or continued employment.
    - Safety-sensitive positions mean employment positions which may, in the normal course of business
        - Require the employee to operate the District's vehicles or heavy equipment on a regular and recurring basis; and/or
        - Involve job duties which, if performed with inattentiveness, errors in judgment or diminished coordination, dexterity, or composure, may result in mistakes that could present a real and/or imminent threat to the personal health and safety of the employee, students, coworkers, and/or the public.
- Pre-Employment Testing —Safety-Sensitive Positions
    - All applicants being considered for employment in safety-sensitive positions may be required to submit to screening for the detection of illegal drugs as part of a post-offer, pre-employment drug test. All such offers of employment are conditioned upon the ability to pass this drug test. Applicants for positions which require testing will be given a copy of the policy and the administrative regulation and must complete the District's consent form (*Drug/Alcohol Test Informed Consent*) in advance of the post-offer, pre-employment drug test.
    - An applicant refusing to complete any part of the drug testing will not be considered a valid candidate for employment with the District and such refusal will be considered a withdrawal of the individual's application for employment. An applicant who refuses to test or tests positive shall not be considered for employment with the District for at least twelve (12) months.
    - When an employee applies for a position that has been identified as being a safety-sensitive position, the employee will be subject to drug testing in accordance with the procedures contained in this policy before the employee will be considered a valid candidate for the job opening. An employee who tests positive for illegal drugs will no longer be considered an applicant for that position. Such employee will also be subject to discipline under the District's policy, up to and including termination. An employee may withdraw the application for the position until the employee is scheduled for pre-employment testing. Once an employee is scheduled for pre-employment testing, if that employee refuses to submit to the test, s/he will be disqualified for consideration for the position and subject to discipline, up to and including termination.
- Random Testing
    - All employees **in a safety sensitive position** are subject to random drug and alcohol testing.
    - The selection of employees for random testing shall be on a non-discriminatory basis. Random testing will be performed at any time while the employee is at work.
    - An employee selected for random testing shall proceed immediately to the test site. An employee who engages in conduct which does not lead to testing as soon as possible after notification may be considered to have refused to be tested.
    - Employees selected for a random test, but absent due to vacation, sick leave, other leave, or on urgent District business approved by their administrator or manager/supervisor will not be notified to take the

random test until the first day they return to work after random selection. Random selection may result in some employees being tested more than once each year; some may not be tested at all.

- Return-to-Work Testing/Follow-Up Testing
    - If the District agrees to continue employment of an employee who violates the District's policy and then undergoes rehabilitation for drugs or alcohol, the employee will, as a condition of returning to work, be required to agree to follow-up testing as established by the District's Superintendent/designee. The extent and duration of the follow-up testing will depend upon the safety and security nature of the employee's position and the nature and extent of the employee's substance abuse problem. The District's Superintendent/designee will review the conditions of continued employment with the employee prior to the employee's returning to work. Any such condition for continued employment shall be given to the employee in writing. The District's Superintendent/designee may consider the employee's rehabilitation program in determining an appropriate follow-up testing program.
    - Any employee subject to return-to-work testing who has a confirmed positive drug or alcohol test will be in violation of this policy and subject to termination.
- Consequence of Refusal to Submit to Testing/Adulterated Specimen
    - An employee who refuses to submit to testing for alcohol and/or drugs will be subject to disciplinary action, up to and including termination. An employee who consents to a drug or alcohol test but fails to appear timely at the collection site or who fails to give his/her urine sample after reasonable opportunity to do so, will be treated as a refusal to submit to an alcohol or drug test.
    - Submission of an altered or adulterated specimen or substitution of a specimen by a specimen donor will be considered a refusal to comply with the District's policy and subject the employee to disciplinary action, up to and including termination.
- Testing Guidelines

Where applicable, the District will follow federal testing procedures for drugs and alcohol set forth by the Federal Department of Transportation (DOT) 49 CFR Part 40 and the Federal Motor Carrier Safety Regulations (FMCSR). These regulations may be amended from time to time.

- Option for Drug Retest
    - No later than seventy-two (72) hours after receipt of a positive drug test, an employee who tests positive may request a confirmatory re-test of the same sample at his/her expense at a certified laboratory of his/her choice.
    - Upon request, the medical review officer will authorize the laboratory holding the employee's sample to release to a second laboratory, approved by the Department of Health and Human Services, a sufficient quantity of the sample to conduct a second testing analysis.
    - The employee will be required to authorize the laboratory to provide the District with a copy of its test results. The accuracy of the test results will be verified by the laboratory conducting the analysis.
    - If certain employees are required to submit to a screen test for drugs/prohibited substances within (30) days of employment, the employee has the right to submit to an additional test to rebut the results of the initial test
- Searches
    - If the District suspects that an employee or on-site contractor is in possession of illegal drugs, alcohol, or contraband, the District may request the individual to submit to a search of his/her person, personal effects, vehicles, lockers, desks, work area, baggage, and District quarters. By entering into or being present at a job site while on District time or representing the District in any way, an individual is deemed to have consented to such searches. If an individual is asked to submit to a search and refuses, that individual will be considered insubordinate and will be escorted off the job site and disciplined, as appropriate.
    - Searches will be conducted by management personnel and may or may not be conducted in the presence of the person whose property or work area is searched. Any suspected contraband will be

confiscated and may be turned over to law enforcement as appropriate. Any person whose property is confiscated will be given a receipt for that property by the District's representative conducting the search.

- Discipline Related to Abuse
    - Employees in violation of the provisions of the District's policy will be subject to disciplinary action, up to and including termination.
    - An employee may be found to have violated the District's policy on the basis of any appropriate evidence including, but not limited to
        - Direct observation of illegal use of drugs, prohibited use of alcohol, or possession of illegal drugs or alcohol or related contraband;
        - Evidence obtained from a motor vehicle citation, an arrest, or a criminal conviction for use or possession of illegal drugs or for the use or being under the influence of alcohol on the job;
        - A verified positive test result; or
        - An employee's voluntary admission.
    - Prior to determining its course of action, the District may direct an employee who has tested positive to submit to an evaluation by a substance abuse professional. The evaluation will attempt to determine the extent of the employee's use of or dependence on the abused substance(s) and, if necessary, recommend an appropriate program of treatment.
    - If an evaluation is conducted which results in a recommendation for treatment, continued employment may, but is not required to, be allowed if the recommended treatment is immediately begun and successfully completed. The treatment program may include, but is not limited to, rehabilitation, counseling, and after-care to prevent future substance use/abuse problems. The treatment program will not be at the District's expense; however, employees may use benefits provided by applicable insurance coverage. Failure by the employee to enroll in the recommended treatment program, to consistently comply with the program's requirements, to complete it successfully, and/or to complete any continuing care program shall be grounds for immediate termination from employment. Employees are limited to substance abuse treatment one time only under this regulation.
    - When an employee is required to undergo treatment under the regulation, the employee may be required to comply with the following as a condition of continued employment:
        - Monitoring of the treatment program and the employee's participation by the District;
        - Submission to return-to-work testing as required under this regulation and continuing follow-up testing as provided in the Return-to-Work Testing/Follow-Up Testing section above; and
        - Any other reasonable condition that the District deems necessary to maintain a safe and healthy workplace for all employees.

      Failure by the employee to enroll in a required treatment program, to consistently comply with the program requirements, to successfully complete the program, and/or to complete any continuing care program will be grounds for immediate termination of employment.
    - Disciplinary action will also be taken for any job performance or behavior that would otherwise be cause for disciplinary action.
- Confidentiality

All medical and rehabilitation records are confidential and may not be disclosed without the prior written consent of the patient, authorizing court order, or otherwise as permitted by state and federal law. Positive test results may only be disclosed to the employee, the appropriate medical and substance abuse treatment providers, the District's attorney, a District representative when needed to respond to an alleged violation of the District's policy; individuals within the District who have a need-to-know of drug and/or alcohol testing results, and a court of law or administrative tribunal in any adverse personnel action.

The employee acknowledges by consenting to drug testing, they are waiving any expectation of privacy related to the test

- Definitions:

Administrator: An individual who is directly responsible to the Superintendent/designee for administration of a site or significant District operation.

Alcohol: The intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohol including methyl and isopropyl alcohol.

Alcohol Use: The drinking or swallowing of any beverage, liquid mixture, or preparation (including any medication) containing alcohol.

Applicant: A person, including a current employee, applying for any position with the District (may also be referred to as a candidate).

Contraband: Any item such as illegal drugs, drug paraphernalia, or other related items whose possession is prohibited by this regulation.

Conviction: A finding of guilt, including a plea of no contest or imposition of sentence or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug or alcohol statutes.

District Premises: All District property and facilities, the surrounding grounds and parking lots, leased space, District motor-driven equipment/vehicles, offices, desks, cabinets, closets, etc.

Drug Test: A urinalysis (urine) test to determine the presence of prohibited drugs or their metabolites that includes specimen collection and testing by a Department of Health and Human Services (DHHS) certified laboratory. Both a screening test and a confirmation test must be used to establish a positive test result.

Illegal Drugs: Any controlled substance or drug as defined by federal law, the sale, possession, cultivation, transfer, use, purchase, or distribution of which is illegal, as defined by federal law. Illegal drugs include prescription drugs not legally obtained and/or prescription drugs not being used in the manner, combination, or quantity prescribed, or by the individual for whom prescribed.

Legal Drugs: Prescription drugs and over-the-counter drugs that have been legally obtained and are being used in the manner, combination, and quantity for which they were prescribed or manufactured.

Manager/Supervisor: An employee who has been authorized to select, train, schedule, and evaluate the work of other employees, and to make decisions or effectively recommend actions related to the hiring, evaluation, and discipline of assigned employees. This person may also serve as a department head.

Positive Drug or Alcohol Test: Any detectable level of prohibited drugs or their metabolites (in excess of trace amounts attributable to secondary exposure) in an employee's urine or blood. With respect to alcohol, a blood alcohol concentration of 0.02 or higher constitutes a positive test.

Substance Abuse Professional (SAP): A licensed physician, or a licensed or certified psychologist, social worker, employee assistance professional, or addiction counselor (certified by the National Association of Alcoholism and Drug Abuse Counselors Certification Commission) with the knowledge of and clinical experience in the diagnosis and treatment of drug- and alcohol-related disorders.

Title: **Workplace Safety**		Policy Number:	**3045.1**
Section: Personnel		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 11/19/24	2nd Reading:	12/17/2024

Employees have a duty to comply with all safety rules and are expected to take an active part in maintaining a hazard-free environment. Nevada OSHA requires that each new employee reads, understands, and signs the Nevada Workplace Safety Rights and Responsibilities form. Employees are to direct questions to their supervisor.

Employees are expected to observe all posted safety rules, adhere to all safety instructions, and properly use all equipment. Employees are required to report any accidents or injuries including any breaches of safety to the supervisor, as soon as possible.

Disciplinary action, up to and including termination, may be imposed for violation of known safety policy and/or procedure.

Employees with ideas, concerns, or suggestions for improved safety within the workplace are encouraged to raise them with their supervisor or with another member of management. Reports and concerns about workplace safety issues may be made anonymously if the employee wishes. All reports made in good faith may be made without fear of discrimination or retaliation

Title: **Prohibition of Workplace Violence**		Policy Number:	**3046**
Section: Personnel		Last Reviewed/Revised:	3/18/08
Date Board Approved:	1st Reading:4/15/25	2nd Reading:	5/6/25

The District is committed to providing for the safety and security of all employees, students, parents, visitors, equipment, and property. This policy applies to all regular, temporary, casual and provisional employees, contract workers, officials, and anyone else on the District's property.

Implementation of Policy

1. The District will not tolerate any form of workplace violence including acts or threats of physical violence, intimidation, harassment, and/or coercion, which involve or affect the District or which occur on property owned or controlled by the District or during the course of the District's business. In addition, the District expressly prohibits the possession of firearms by persons other than certified law enforcement officials, without written authorization from the superintendent.
   Examples of workplace violence include, but are not limited to, the following:
   a. All threats (including direct, conditional, or veiled) or acts of violence occurring on premises owned or controlled by the District, regardless of the relationship between the District and the parties involved in the incident.
   b. All threats of any type or acts of violence occurring off the District's premises involving someone who is acting in the capacity of a representative of the District.
   c. All threats of any type or acts of violence occurring off the District's premises involving an employee of the District if the threats or acts affect the legitimate interests of the District.
   d. Any acts or threats resulting in a criminal conviction of an employee or agent of the District or of an individual performing services for the District on a contract or temporary basis which adversely affect the legitimate interests and goals of the District.
   e. Specific examples of conduct which may be considered threats or acts of violence include, but are not limited to, the following:
      i. Hitting, shoving, or otherwise assaulting an individual;
      ii. Direct, conditional, or veiled threats of harm directed to an individual or his/her family, friends, associates, or property;
      iii. The intentional or malicious destruction or threat of destruction of the District's property;
      iv. Harassing or threatening phone calls, notes, letters, or computer messages;
      v. Harassing surveillance or stalking; and
      vi. Unauthorized possession or inappropriate use of firearms, weapons, hazardous biological or chemical substances, or explosives.
   f. The District desires to detect and deter real, potential, or threatened violence. Every employee is required to report immediately any acts of violence or any threat of violence against any coworker, administrator or manager/supervisor, volunteer, student, visitor, or other individual. Administrative, supervisory, and managerial personnel who witness or become aware of any acts or threats of violence must notify their

superior immediately. Every other person on District property is encouraged to report incidents of threats or acts of violence of which s/he is aware.

g. Reports of violence or threatening behavior should be made to the Superintendent/designee, an employee's immediate administrator or manager/supervisor, or any other administrator or manager/supervisor. The District is committed to ensuring that employees reporting real or perceived threats in good faith will not be subject to harassment or retaliation. Nothing in this regulation alters any other reporting obligation established in the District's policies or in state, federal, or other applicable law.

2. Violations
   a. Violations of this policy by any employee will lead to disciplinary action, up to and including termination and/or appropriate legal action. The District may also take appropriate disciplinary action against any employee who intentionally makes a false or malicious statement about coworkers or others.
   b. Actions of law enforcement personnel which are necessary in the performance of their duties and are consistent with policies or sound law enforcement procedures shall not be considered to violate this policy. In addition, actions necessary for bona fide self-defense or protection of employees of the District or of District property shall not be considered to violate this policy.
3. Temporary Restraining Orders
   a. The District may apply for an order for protection against harassment in the workplace under the terms of NRS 33.200 — 33.360 when it has reason to believe that
      i. A person knowingly threatens to cause or commits an act that causes
         A. Bodily injury to him/herself or to another person,
         B. Damage to the property of another person, or
         C. Substantial harm to the physical or mental health or safety of a person;
      ii. The threat is made or an act committed against the District, any employee of the District while performing employment duties, or against a person present at the District's workplace; and
      iii. The threat would cause a reasonable person to fear that the threat will be carried out, or the act would cause a reasonable person to feel terrorized, frightened, intimidated, or harassed.
   b. Such order of protection against harassment in the workplace may
      i. Enjoin the alleged harasser from contacting the District, an employee of the District while performing his/her duties, and any person while the person is present at the District's workplace,
      ii. Order the alleged harasser to stay away from the workplace, and
      iii. Order such other relief as the court deems necessary to protect the District, the workplace of the District, the District's employees while performing their employment duties, and any other persons who are present at the workplace.

Reference: NRS 33.200 — 33.360

Title: **Criminal Defense Costs of Employees**		Policy Number:	**3047**
Section: Personnel		Last Reviewed/Revised:	3/18/08
Date Board Approved:	1st Reading: 3/3/20	2nd Reading:	3/17/20

The District is committed to maintain a safe work and educational environment. To that end, the District expects all employees to display appropriate conduct in contributing to a safe work and educational environment.
However, if an employee of the District is charged criminally with assault, battery, or a similar offense which was predicated on the employee's actions. The school district will provide a legal defense if required under NRS 391.271.

Title: **Employment of Relatives**		Policy Number:	**3048**
Section: Personnel		Last Reviewed/Revised:	new
Date Board Approved:	1st Reading: 3/18/08	2nd Reading:	4/3/08

Pursuant to the provisions of NRS 281.210, no officer or appointing authority of the District may employ in any capacity on behalf of the District any relative of such person who is within the third degree of consanguinity or affinity. (Appendix GFA is a chart that defines the degree of consanguinity and affinity.) Existing employees may continue in their current position following the election or appointment of their relative to an appointing authority position.

In addition, no person shall be employed in a position if such employment would require supervision and/or evaluation by a relative who is within the third degree of consanguinity or affinity, nor shall such related employee be assigned to a position which has a fiduciary responsibility to one another which could be compromised by such familial relationship. For purposes of this paragraph, supervision includes second or higher levels of supervision.

The District shall not authorize employment of any individual under conditions which would be in violation of the provisions of NRS 281.210.

Except as provided hereinafter, the District shall not employ any individual when that individual would be directly supervised and evaluated by any relative of such individual within the third degree of consanguinity or affinity, nor shall the District assign such related person to a position which has a fiduciary responsibility to one another which could be in any manner compromised by such familial relationship.

The District may hire or assign a person so related as described above to a position directly supervised and evaluated by a relative within the third degree of consanguinity or affinity only when authorized by a vote of the Board of Trustees after receipt by the Board of a written request from the administrator or manager/supervisor seeking to hire or assign such individual. Such written request shall delineate some special, significant, and convincing reason or specific circumstance to justify such hiring or assignment as reasonable and in the best interest of the District.

If a change should occur in the relationship which would result in a violation of this regulation, both individuals affected shall be held responsible for reporting the change in relationship to the Superintendent/designee within thirty (30) days of the occurrence precipitating the change in relationship. The District then has the right to transfer one of the employees to another department or area of responsibility.

It is unlawful for a member of the District's Board of Trustees or other person who is an appointing authority of the District to employ in any capacity on behalf of the District any relative who is within the third degree of consanguinity or affinity. This prohibition does not apply when the teacher or other District employee is not related to more than one of the Trustees or person who is an appointing authority and receives a unanimous vote of all members of the Board of Trustees and approval by the Department of Education.

Reference: NRS 281.210

Title: **Background Investigation**		Policy Number:	**3050**
Section: Personnel		Last Reviewed/Revised:	12/17/01
Date Board Approved:	1st Reading: 1/18/22	2nd Reading:	2/1/22

All school district employees are required to be fingerprinted and their background investigated as a condition of their employment. Unless an exception applies and has been complied with, all volunteers who will be left unsupervised with students must also be fingerprinted and investigated before they can work unsupervised with students. Employees licensed by the Superintendent of Public Instruction fulfill this requirement through the State of Nevada Teacher Licensing Department. Non-licensed applicants for employment must submit to the school district a full set of fingerprints and written permission authorizing the school district to forward the fingerprints to the Central Repository for Nevada Records or Criminal History for its report on the criminal history of the applicant and

for submission to the Federal Bureau of Investigation for its report on criminal history with respect to the applicant prior to employment and at least once every five years thereafter.

The costs associated with fingerprinting for non-licensed employees will be paid by the District.

The superintendent should show due diligence and the process should be completed in a timely manner.

References: NRS 391.033, NRS 391.100, NRS 391.103, NRS 391.1035, NRS 391.104, and NRS 391.105.

Title: Prohibited Activity Related to Political Involvement		Policy Number:	**3051**
Section: Personnel		Last Reviewed/Revised:	8/5/08
Date Board Approved:	1st Reading:	2nd Reading:	6/29/21

1. Political Activity

Employees shall not engage in political activity of any kind at school during work hours. This includes, but is not limited to: soliciting monies, influence, service, or any other valuable thing to aid, promote, or defeat any political committee or the nomination or election of any person to public office. Wearing or displaying of apparel, buttons, insignia, or other items which advocate for or against a political cause is also an example of prohibited political activity during school hours. Furthermore, during working hours no employee shall attempt to coerce, command, or require a person holding or applying for any position, office or employment, including a citizen requesting service supplied by the District, to influence or to give money, service, or other valuable thing to aid, promote, or defeat any political committee, or to aid, promote, or defeat the nomination or election of any person to public office.

Employees are expressly forbidden to use any District resources, including but not limited to: interoffice mail, e-mail, telephone, fax machines, the Internet, or copy machines to engage in any political activity outside the approved scope of the District's official duties.

1. Running for or Holding Political Office

While employees are encouraged to participate in the political process, they must understand the District also has an obligation to provide service to the public.

Employees who are seeking or who have been elected or appointed to public office shall not conduct any business related to these activities while on duty. This includes all the items listed in the previous section (Section 1).

If there is a conflict with or the activities hinder the performance of the duties with the District, the employee will comply with one of the following (final approval is at the District's sole discretion):

a. The employee will be expected to resign his/her position;
b. The employee may apply and seek approval for use of accrued leave time; or
c. The employee may request unpaid leave.

Title: **Work Stoppage**		Policy Number:	**3053**
Section: Personnel		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 7/22/08	2nd Reading:	8/5/08

The District prohibits all employees from instigating, promoting, encouraging, sponsoring or engaging in any strike, picketing, slowdown, concerted work stoppage, sick out, or any other intentional interruption of work. Any employee who violates the provisions of this section will be subject to disciplinary action, up to and including termination.

NRS 288.230 Legislative declaration; illegality of strikes.

1. The Legislature finds as facts:

(a) That the services provided by the State and local government employers are of such nature that they are not and cannot be duplicated from other sources and are essential to the health, safety and welfare of the people of the State of Nevada;

(b) That the continuity of such services is likewise essential, and their disruption incompatible with the responsibility of the State to its people; and

(c) That every person who enters or remains in the employment of the State or a local government employer accepts the facts stated in paragraphs (a) and (b) as an essential condition of his employment.

2. The Legislature therefore declares it to be the public policy of the State of Nevada that strikes against the State or any local government employer are illegal.

(Added to NRS by 1969, 1382)

Title: **Social Networking (Social Media)**		Policy Number:	**3054**
Section: Personnel		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 6/24/2025	2nd Reading:	7/15/25

All employees of White Pine County School District should exercise communications via social media in a manner consistent with the World Class Relationships Framework. A violation of this is subject to disciplinary proceedings.

Violative speech is 1) when speaking on a matter not of public concern, 2) the employee is speaking as a public employee, or 3) if the speech is harmful to the efficiency and effectiveness of the White Pine County School District.

Employees are individually responsible for their personal communications through social media.

Employees are required to comply with all of the Board's policies and procedures with respect to the use of computer equipment, networks, or electronic devices when accessing social media sites. Any access to personal social media activities while on school property or using School District equipment must comply with those policies, and may not interfere with an employee's duties at work.

Any use of social media shall not disclose educational records in violation of school district policy, Nevada law, or Family Educational Rights and Privacy Act (FERPA).

Title: **School District Personal Digital Assistant (PDA) Devices**		Policy Number:	**3056**
Section: Personnel		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 1/9/18	2nd Reading:	1/23/18

The use of personal devices such as Chromebooks, iPads, and other devices are used by the district to enhance instruction and help prepare students for a world of digital technology and information. As we proceed through the twenty-first century, excellence in education requires that technology is seamlessly integrated throughout the educational program. Increasing access to technology is essential for that future. The use of technology is a way to empower students to learn at their full potential and to prepare them for the real world of college and the workplace. Chromebooks and other personal devices encourage students to solve problems and think critically by stimulating analytical thinking. Learning results from the continuous dynamic interaction among students, educators, parents and the extended community. Technology immersion does not diminish the vital role of the teacher. To the contrary, it transforms the teacher from a director of learning to a facilitator of learning.

A Personal Digital Assistant device is any school district issued laptop, Chromebook, phone, iPad or any other portable tech device that uses web-based applications or apps. These devices are school district property and are required to be used in

accordance with school district policies and procedures. This policy is intended to address the acquisition and use of applications, or apps, necessary for instructional and other school district purposes.

Apps used for business and instructional purposes must be approved by the District before they are downloaded. The District will purchase the app so it can be owned and available for any PDA used for its intended use. The District will not reimburse employees for apps that are personally purchased or purchased without prior authorization. Many education apps are free or minimal cost if set up through a school district account. The app remains with the school district unlike personal apps that are property of the person that purchased them. In these instances, when the employee leaves, the District no longer has access to the app and the District must repurchase the app if its use will continue.

Because many of the applications serve certain grade levels, the devices must remain in the assigned classroom assigned for inventory and accountability. If the devices are moved to different grade levels, the apps may have to be reinstalled or transferred.

If the device is surrendered and reassigned, the device must be inspected and reset to meet the needs of the new user.

If a device becomes obsolete and/or (for whatever reason) no longer meets the needs of the District, it can be surplused or donated to nonprofit group or local government.

The District is required by the Child Internet Protection Act (CIPA) to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. This means that student email is filtered. Mail containing harmful content from inappropriate sites will be blocked. Students and staff are expressly prohibited from downloading personal applications on school district devices used for instruction.

Title: **Staff Orientation**		Policy Number:	**3057**
Section: Personnel		Last Reviewed/Revised:	8/5/08
Date Board Approved:	1st Reading:	2nd Reading:	6/29/10

The District recognizes that an appropriate and timely orientation program can aid in the assimilation of new staff members.

Upon appointment, the administrator or manager/supervisor shall be responsible for ensuring that each new employee completes the orientation process. Orientation shall include, but need not be limited to, a review and opportunity to discuss the District's work rules and procedures, personnel policies and administrative regulations, services and programs offered by the District, performance expectations, etc. In addition, the administrator or manager/supervisor will ensure that new employees complete all appropriate employment and payroll forms, as detailed in Policy 3010, receive descriptions of benefit packages, and meet other staff with whom the employee will be working.

Title: **Outside Employment**		Policy Number:	**3058**
Section: Personnel		Last Reviewed/Revised:	8/5/08
Date Board Approved:	1st Reading: 2/2/2021	2nd Reading:	2/16/2021

1. Policy

In order to maintain a work force that is fit and available to provide proper services and carry out functions of the District, employees are prohibited from engaging in outside employment which presents real or potential conflict with or negatively impacts their employment with the District.

2. Conflicting Employment

Outside employment may be classified as in conflict with the District's interests if it:

a. Prevents the employee's availability for work beyond normal working hours, such as emergencies or peak work periods, when such availability is a regular part of the employee's job.
b. Is conducted during the employee's work hours.
c. Requires the services of other District employees during scheduled business hours.
d. Makes use of the District's telephones, computers, supplies, or other resources, buildings or equipment.
e. Is represented as an activity of the District or an activity endorsed, sanctioned, or recommended by the District.
f. Takes advantage of the employee's employment with the District, except to the extent that the work with the District may demonstrate expertise or qualification to perform the outside work.
g. Requires the employee to schedule time off at specific times that could disrupt the operation of the District.
h. Involves employment with a firm that has contracts or does business with the District.

Title: **Code of Ethics**		Policy Number: **3100**
Section: Personnel		Last Revised/Reviewed: 5/20/98
Date Board Approved:	1st Reading: 12/8/20	2nd Reading: 1/5/21

The employees of White Pine County School District recognize that serving in a school district is a public trust. To preserve that trust, the highest code of conduct is part of each employee's professional responsibilities and duties. The purpose of this policy is to establish the standards of conduct that are expected of WPCSD employees so as to applaud and ensure their professional integrity in the performance of their duties.

All employees shall, in the course of performing their duties and responsibilities:

1. conduct themselves with honesty and integrity.
2. act with care and diligence.
3. maintain appropriate confidentiality.
4. exemplify courtesy, respect and professionalism in all relations with coworkers, subordinates, students, parents, community members, supervisors and district leadership as the Board of Trustees may appoint.
5. adapt to new situations by modeling a willingness to learn.
6. use resources in a proper manner.
7. comply with any lawful and reasonable direction given by someone in WPCSD with the authority to give that direction.
8. comply with all applicable state, federal and local laws.
9. comply with all board policy, administrative regulations and department/school procedures and rules.
10. disclose (and take reasonable steps to avoid) any conflict of interest, real or apparent, in connection with their employment.
11. make decisions in personal dress and grooming which, as role models for students, reflect an appropriate professional standard.
12. implement (with fidelity) the curriculum established by the District.
13. maintain records in an effective, accurate and timely manner as to meet deadlines and requirements.
14. communicate using skills (both verbally and in writing) which are professional, easily understood and that model proper grammar and spelling.
15. ensure a safe and respectful learning environment for students through positive supervision and management at all times.
16. demonstrate positive relationships with students.
17. participate appropriately in conferences with colleagues and parents.
18. establish a warm environment in which students feel successful and productive.
19. advise the principal (or immediate supervisor) in case of illness or necessary absence at the earliest possible time and to complete any steps required for absence of duty.
20. at all times, act in a way that upholds the mission, vision, and values of White Pine County School District and reflects professionally upon it.

21. ensure that personal communication (including phone calls, text messaging, and all other forms of communication), audio/video recording, accessing social media platforms, and use of other features of the employee's private personal communication devices or the District's equipment, are restricted to authorized break periods, except under obvious emergency situations or with approval from a supervisor.

Title: Substitute Teachers		Policy Number: **3104**
Section: Personnel		Last Reviewed/Revised: 9/18/07
Date Board Approved:	1st Reading: 9/21/21	2nd Reading: 10/5/21

1. The District will maintain a list of approved substitute teachers for all fields, including music, art, and P.E.
2. The teacher who is absent shall furnish lesson plans, attendance and other student information.
3. Except in emergencies, substitutes shall report to school early enough to review the teacher's lesson plans and to prepare for the day. Substitutes shall remain at the school after the school day has ended until they have had sufficient time to leave an appropriate report for the teacher.
4. Substitutes shall follow lesson plans provided by the teacher and perform any duties assigned. In the event that lesson plans are not available, the substitute teacher shall immediately inform the building administrator or designee.
5. Employment is on a daily basis.
6. The daily long and short term rates for substitute teachers shall be set by the Board of Trustees. Every effort will be made to maintain the continuity of the substitute teacher to minimize disruption to the class
7. The Superintendent will set the criteria for long and short term substitutes.

Title: **Contracts**		Policy Number: **3106**
Section: Personnel		Last Reviewed/Revised:unknown
Date Board Approved:	1st Reading: 9/17/19	2nd Reading: 3/17/20

1. The superintendent shall give written notice to all teachers--both those being offered a contract and those being non-renewed—as their employment status for the following school year. This notice shall be provided in compliance with NRS 391 and collective bargaining agreement.
2. Teachers who are offered a contract shall notify the district of their acceptance in writing within 10 days of contract offer.
3. All employment notices to teachers shall be on school district forms.
4. Individual contracts shall show the number of contracted days.
5. Individual contracts shall show if the salary is to be paid on a ten or twelve month basis.
6. The daily deduction for time not worked and not excused by policy or contract shall be on the basis of the total contracted salary, excluding co-curricular activities, divided by the number of contracted days.
7. In order to be paid the stipend, the employee must fully complete all duties and expectations associated with the co-curricular or extra-curricular assignment.
8. The yearly accumulation of sick leave shall be per WPACT and WPCSSO contracts.

Title: **Lock and Key**		Policy Number: **3110**
Section: Personnel		Last Reviewed/Revised: 8/19/08
Date Board Approved:	1st Reading: 12/17/13	2nd Reading: 1/21/14

1. INTRODUCTION

The White Pine County School District recognizes its commitment to the preservation and protection of its assets and to the maintenance of confidentiality of certain records and documents held on the premises.

It is recognized that access to facilities is essential to the smooth operation of the District. This access implies an equally critical concern for the security and integrity of building facilities and their contents. Integral to both concerns are a well-defined and workable key issuance and control policy and the necessary procedures to implement it. The purpose of this policy is to allow controlled access to buildings in such a manner that will afford protection of assets and occupants.

Definition of "use" is: Any use, by any person, other than to whom it was issued.
The foregoing needs, concerns, and impacts have provided the framework and rationale for the key control policy and procedures which follow:

2. RESPONSIBILITY

Primary responsibility for the security of buildings and facilities lies with each individual. Responsibility for maintaining locks and lock hardware belongs to certificated personnel. Responsibility for authorizing issuance of keys lies with the administrators and the district office. The objective of this policy is to assign responsibility for keys and their use to individual employees and other non-employees using the keys. The holder of a key to any facility assumes the responsibility for the safekeeping of the key and its use. Protect keys against loss, theft, or unauthorized use. Report lost or stolen keys immediately to the appropriate Administrator.

Any person found to be in possession of an unauthorized key shall be liable for its use and may be subject to disciplinary and/or legal action. Notification will be made to the superintendent. Unauthorized keys shall be returned to the administrator of the site and/or district office. Any district employee has the right to confiscate keys from unauthorized individuals.

3. SECURITY OF BUILDINGS

It is the responsibility of the person assigned to a site to ensure that the door is locked at the conclusion of their work/practice/duty. Further, it is the responsibility of the last person at a site or in a classroom to ensure that the doors and windows are secure and the lights are turned off when they are leaving for the day. Keys are not to be loaned or transferred to others. Individuals who are issued keys shall be held responsible for their use.

4. TEMPORARY USE OF KEYS

Short term use of keys may be appropriate by users of facilities in special circumstances with the authorization from a site administrator. The aforementioned may obtain a key for temporary access for school or community purposes. The employee or person to whom the key is issued shall be responsible for the use of the key and shall ensure the key has been returned.

5. SUBSTITUTES

Substitutes or Temporary Employees may check-out a key but must, without exception, turn in all check-out keys either at the end of the each school day or at the conclusion of the substitute assignment. If this property is not returned promptly, the substitute paycheck will be withheld until this property is returned.

6. CONTRACTORS AND VENDORS

Contractors or vendors may be issued a key only upon written authorization from the district office. Specific terms of access shall be made in writing. The request shall be evaluated as to the need for access and methods available to provide access without issuing a key. A key shall be authorized only when no other reasonable means of access is available. The contractor or vendor shall be notified that they are responsible for any results from use of the key including loss or re-keying. The vendor or contractor may be requested to post a bond or deposit as collateral until the key is returned. All keys must be returned upon completion of the project.

7. RETURNING KEYS & VERIFICATION OF KEYS

Schools will be responsible for the verifying of keys. All keys shall be returned to the issuer by the person to whom they were issued so that the employee or student may be assured that his/her record is cleared. At the discretion of the superintendent, the Payroll Department may withhold final paychecks for employees until verification is obtained from the issuer. The administrator will notify maintenance of any changes of ownership, as well as the check out and the return of keys.

8. LOST KEYS

Lost keys shall be reported immediately to the administrator of that site and/or district office. The employee who was issued the key shall complete a "Lost Key" form and shall be assessed a fee for a replacement key. The person to whom the key was issued is responsible for its use. Fees to re-key the affected locksets may be assessed to the party who lost the key, up to $2,000.

9. RE-KEYING LOCKS

On occasion, re-keying of locks may be requested due to increased access needs, lost keys, or a variety of other reasons. This request must be initiated by the site administrator. Such requests shall require the approval of the superintendent.

10. TRANSFER OF KEYS

Employees shall not loan or transfer keys to anyone. The person to whom a key has been issued shall be held responsible for the use of that key until it has been properly returned to the issuer.

11. USE OF UNAUTHORIZED LOCKS

All locksets and padlocks used on district facilities shall be approved by the site administrator. All other locks are not allowed and can be removed. Locks which are removed shall not be returned nor will claims for reimbursement of cost be considered.

12. DUPLICATIONS OF KEYS

Duplication of keys by anyone other than authorized personnel is prohibited. Use of locksmith contractor services is strictly prohibited.

13. POSSESSION OF UNAUTHORIZED KEYS

Any person found to be in possession of an unauthorized key shall be liable for its use and will be subject to disciplinary and/or legal action. Notification will be made to the superintendent. Unauthorized keys shall be returned to the administrator of the site and/or district office. Any district employee has the right to confiscate keys from unauthorized individuals.

Title: Class Record Book: Student Attendance and Enrollment Records		Policy Number:	**3111**
Section: Personnel		Last Reviewed/Revised:	5/6/02
Date Board Approved:	1st Reading: 10/19/21	2nd Reading:	11/9/21

Teachers are responsible and held accountable for the accuracy of attendance and grades for all students in alignment with Nevada Revised Statutes, Nevada Administrative Code and Nevada Department of Education guidance.

Required information for Class Record Books (NAC 387.165)
District approved codes must be used in recording student attendance. (NAC 387.163)
All instructional staff required to maintain student attendance records will sign, on an annual basis, an assurance form indicating they have read, understand, and will follow the guidelines established by the district as per NAC 387.165. The signed assurance forms will be maintained by the building principal or designee.

Title: Supervision of Student Activities		Policy Number:	**3112**
Section: Personnel		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 10/19/21	2nd Reading:	11/9/21

1. All activities are to be held at the school unless advance arrangement is made with the Principal.
2. Class time is not to be used for activities without advance approval of the principal.
3. Sponsors for all activities shall be present from start to finish.
4. At student dances and parties, once a student is inside, they remain inside. Once they leave, they shall not be readmitted that evening. Principals and teachers shall be responsible for enforcing this policy.
5. In the event of inclement weather when schools have been closed, all school activities shall be cancelled. This shall include all intra- and extra-curricular activities, and all other games and scheduled events for students. The principals of each school may open their gymnasium for students who are within walking distance.

Title: **Master School Register**		Policy Number:	**3114**
Section: Personnel		Last Reviewed/Revised:	05/06/02
Date Board Approved:	1st Reading: 10/19/21	2nd Reading:	11/9/21

Each school shall appoint an attendance secretary/registrar responsible for maintaining the school master register. The school attendance secretary/registrar is responsible for meeting all requirements as outlined by Nevada Department of

Education guidelines and NAC 387.171. , The attendance secretary/registrar will reconcile the master register with the class record books.

Title: **Salesmen and Other Business People**		Policy Number:	**3115**
Section: Personnel		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 11/30/21	2nd Reading:	12/14/21

1. During school hours, teachers are not available to talk to salesmen or other business people.
2. All solicitations of pupils or sales by teachers to pupils are forbidden.
3. The principal shall approve all drives, sales activities and fundraisers. .

Title: **Visitors**		Policy Number:	**3116**
Section: Personnel		Last Reviewed/Revised:	10/7/08
Date Board Approved:	1st Reading: 11/30/21	2nd Reading:	12/14/21

1. Parents and patrons are welcome at all times, but shall first check in with the administrative office and submit photo identification for safety clearance.
2. It is the duty of all staff to ensure all visitors have been cleared through the office.
3. Teachers and principals shall encourage parent participation in school and class activities.
4. Students from other schools must have written permission from the principal to attend class. .
   Alumni and other young people on holidays and leave may be permitted to visit classes after they receive permission from the principal.

Title: **Volunteers**		Policy Number:	**3117**
Section: Personnel		Last Reviewed/Revised:	new
Date Board Approved:	1st Reading: 3/3/26	2nd Reading:	3/17/26

1. The White Pine County School District Board of Trustees recognizes the important role of parents/guardians and community volunteers in supporting student learning. Volunteers strengthen school programs, provide enrichment opportunities, and foster community engagement. The Board encourages the use of volunteers in schools and directs staff to actively support volunteer participation.
2. White Pine County School District will establish procedures for recruiting, screening, and training volunteers to ensure their work supports the educational mission. Each school is encouraged to utilize volunteers as a way to enhance instructional programs and strengthen connections with the community. Volunteers provide support services and may assist with instructional activities, skill reinforcement, and enrichment opportunities aligned with the curriculum. Volunteers are not a substitute for professional staff and will not assume instructional or supervisory responsibilities reserved for employees.

Title: **Identification Badges & School Activity Participation**		Policy Number:	**3127**
Section: Personnel		Last Reviewed/Revised:	8/19/08
Date Board Approved:	1st Reading: 4/18/2023	2nd Reading:	5/2/2023

Purpose

The White Pine County School District strives for excellence as well as safety. As such, the Board of Trustees desire to make all facilities within the school district **safe and secure for all** employees, students and visitors. The implementation of an employee Identification Badge System will enhance the safety and security within the school buildings and on school grounds. Although no system is fool-proof, employee identification badges that are prominently displayed while on duty provide an added sense of security that individuals in the schools are authorized to be there. Therefore, it shall be the policy of the White Pine County School District that all visitors and staff must wear identification badges while on District property. The implementation of an Identification Badge System serves the following objectives:

1. To provide an additional means to identify authorized staff members in the building. This is especially relevant at the beginning of each school term and also for intermittent personnel assignments.
2. To provide assurance to visitors to our schools that individuals who may question their (the visitor's) presence in the school are authorized to do so.
3. To provide an overall, more secure atmosphere for students, staff members, and visitors.
4. To provide an additional safety measure for staff in the case of an emergency.

Guidelines
Full and part-time employees will be issued an I.D. badge each new school year or on their first day of employment. Employees will have their photo taken annually by the school photographer to facilitate the creation and maintenance of a photo database. I.D. badges shall contain the bearers name and photograph. The cost of the I.D. badge will be borne by the District. Lost or stolen ID badges must be reported to the School District personnel office immediately. In the event that any ID badge is lost, stolen or destroyed, the employee may be responsible to pay $10.00 to cover the cost of a replacement badge. Worn ID badges shall be replaced at no cost. ID badges must be returned to the School District personnel office when employment is terminated.

The I.D. badges are the property of the White Pine County School District. If an employee is terminated, either by the District or at the will of the employee, his/her I.D. badge must be immediately returned to the appropriate school district administrator.

All employees are required to maintain and display the school district issued identification badge at all times while at work on White Pine County School District property during school hours or school sponsored events.

1. The I.D. badge must be worn in a conspicuous location above the waist. Employees are not permitted to alter their I. D. badge in anyway.
2. Employee badges are meant for the sole use of the person indicated on the badge and under no circumstance may an employee permit their I.D. Badge to be used by any other person.
3. Employees who have lost or forgotten their I.D. Badge must inform the building main office immediately upon arrival at the school or building, at which time they will be issued a temporary badge to be worn for the day.
4. Employees who repeatedly report to work without their identification badges, or refuse to wear the badge, may be subject to disciplinary action in accordance with any applicable laws.

Any employee who observes non-staff who is not wearing a White Pine County School District issued I.D., must guide that individual to the administration office for proper identification for access to site.
Identification Badges will be the activity passes. Identification Badges will be accepted at all District sponsored athletic activities allowing employees in free of charge.

An employee using their identification badge for admission shall enforce District regulations while at the event and/or report violations to the proper authority in a timely manner.

Temporary identification badges will be issued to all other employees or persons entering the building on official business, including, but not limited to:

1. Substitutes;
2. Student teachers;
3. College student teacher advisors; other persons temporarily employed in the district facilities;
4. Volunteers;
5. Vendors; and
6. Visitors

Temporary identification badges issued to student teachers, substitutes and other temporary personnel will be issued at the beginning of service and collected upon completion of the assignment. A list of all temporary badges will be maintained by the school office.

Employees of the White Pine County School District are not permitted to ignore this identification badge policy or allow or assist any person to enter or use school district facilities when they do not have a valid identification card. Doing so may subject the employee to disciplinary action.

Visitors
All visitors to the School District shall display a temporary visitor ID badge while they are in any School District building or on School District grounds during school hours. Upon entering a school building, visitors shall report to the school office to register and receive a temporary visitor ID badge. Visitors who do not comply with this Policy will be escorted from the property.

Title: **Conflicts with the Policy or Law of Nevada**		Policy Number:	**3130**
Section: Personnel		Last Reviewed/Revised:	
	7/28/2008		
Date Board Approved:	1st Reading: 8/5/08	2nd Reading:	8/19/08

Any information, action, material or directive that is in conflict with the law or policy of the State of Nevada, must be reported immediately to the appropriate supervisor, principal or superintendent.

Title: **Teacher-Pupil Problems**		Policy Number:	**3133**
Section: Personnel		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	8/4/88

When a problem is reported concerning teacher-pupil relationships, the teacher, through his principal, shall be given the first opportunity to correct and explain the situation to the student or parent. If the student, parent, or teacher feels more action is necessary to resolve the problem, the principal will directly enter the exchange, followed by the Superintendent of Schools and the Board of Trustees. When complaints are brought directly to the superintendent, he will refer the problem to the building principal, if at all possible.

Title: **Holidays**		Policy Number:	**3134**
Section: Personnel		Last Reviewed/Revised:	10/7/08
Date Board Approved:	1st Reading: 11/30/21	2nd Reading:	12/14/21

a. If a paid holiday falls upon:
    i. Sunday, the Monday following shall be observed as a holiday.
    ii. Saturday, the Friday preceding shall be observed as a holiday.

Title: **Regular Procedures for Certificated Instructional and Support Personnel**		Policy Number:	**3135**
Section: Personnel		Last Revised/Reviewed:	11/4/14
Date Board Approved:	1st Reading: 3/16/21	2nd Reading:	4/13/21

EVALUATION SYSTEM GOALS

Goal 1: Foster student learning and growth.
Goal 2: Improve educators' effective instructional practices.
Goal 3: Inform human capital decisions based on a professional growth system.
Goal 4: Engage stakeholders in the continuous improvement and monitoring of a professional growth system.

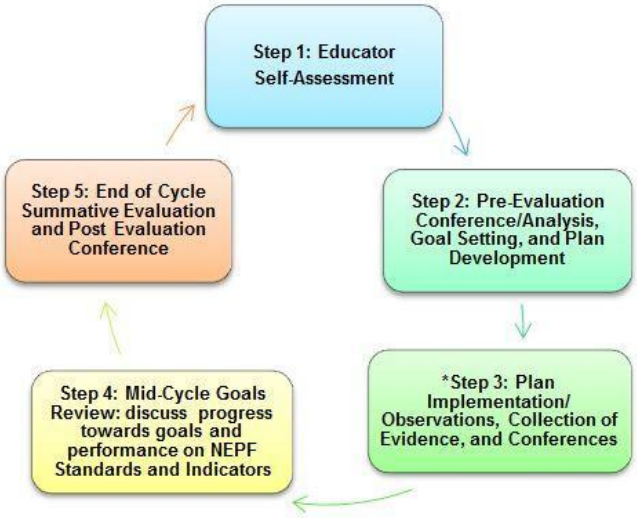
MAIN PURPOSES OF THE EVALUATION FRAMEWORK

The overall purpose of Nevada's Educator Performance Framework is to identify effective instruction and leadership, and to establish criteria to determine:

- the professional development needs of educators (goals 1, 2, 3 & 4)
- information on which to base human capital decisions including rewards and consequences (goal 3); and
- whether educators are: o using data to inform decision making (goals 1, 2 & 4)
    - helping students meet achievement targets and performance expectations (goals 1 & 4)
    - effectively engaging families (goals 1 & 2) o collaborating effectively (goals 1, 2, & 3)

THE EVALUATION CYCLE

The evaluation cycle is a year-long process with multiple components. The following guidelines are designed to help evaluators implement the Nevada Educator Performance Framework for Evaluation. The evaluation cycle is differentiated as outlined below, based on the level of experience and prior school year performance rating of the educator.



At the beginning of the school year:

The educator receives a complete set of materials outlining the evaluation process and the educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, collection of evidence, etc.) and review the NEPF Educational Practice rubrics that describe the Standards and Indicators. The purpose of this review is to develop and deepen shared understanding of the Standards and Indicators in practice. The rubric review is also an opportunity to identify specific areas of focus for the upcoming school year.

Figure 1: Typical Evaluation Cycle

Step	Timeline
Step 1: Educator Self-Assessment	Late Summer/Early Fall
Step 2: Pre-Evaluation Conference Analysis, Goal Setting, and Educator Plan Development	Early Fall
Step 3: Observations and Conferences Plan Implementation and Collection of Evidence	Throughout School Year
Step 4: Mid-Cycle Goals Review (Educator Assistance Plan if applicable)	Mid-year
Step 5: Post-Evaluation Conference and End-of-Cycle Summative Evaluation	Late Spring/Summer

Step 1: Educator Self-Assessment

The first step of the NEPF Evaluation Cycle is self-assessment and preliminary goal setting. The key actions are for the educator to analyze data, reflect on performance, and identify a minimum of one student learning goal and one professional practice goal. This is a critical moment for the educator to take ownership of the process. A guiding principle for the Nevada Educator Performance Framework is that evaluation should be done *with* educators, not *to* them. Embracing the self-assessment step of the process empowers the educator being evaluated to shape the conversation by stating what they identify as strengths, the areas on which they want to focus, and what support they need. The educator's position is more

powerful when backed by specific evidence, clear alignment with school and district priorities and initiatives, and strong use of individual and team goals.

- ✓ **Self-Assessment:**
  Using the **Self-Assessment Tool** and examining a wide range of evidence, the educator assesses his/her practice based on the levels of performance.
- ✓ **Goal Setting:** The educator uses the **Goal Setting and Planning Tool** to:
  - Set proposed goals, including but not necessarily limited to:
    - at least one Student Learning Goal (SLG), and
    - at least one goal related to improving the educator's own professional practice that supports the achievement of this goal.
  - Develop action steps for each goal.
  - Record evidence to be used.

Step 2: Pre-Evaluation Conference, Analysis, Goal Setting, and Plan Development

This step of the evaluation cycle for continuous improvement is where joint goal setting and plan development occurs. It begins with the educator sharing their self-assessment and proposed goals with the evaluator during the Pre-Evaluation Conference. The educator collaborates with the evaluator to refine the goals and Educator Plan as needed. The Plan should create a clear path for action to support the educator's professional growth and improvement, align with school and district goals, leverage existing professional development and expertise from within the school/district, and include proposed evidence.

- ✓ **Goal Setting and Planning:**
  The educator presents to the evaluator the **Goal Setting and Planning Tool** with proposed Student Learning Goal(s),(see Administrative Regulations) Professional Practice Goal, action steps, and potential sources of evidence to be used to evaluate his/her work.
- ✓ **Student Learning Goal:**
  The educator and evaluator discuss the proposed SLG(s) and use the **Student Learning Goals Checklist** to revise (if necessary), review baseline data, identify and define the following: student population, standards and content, assessments to measure student performance, performance targets and the rationale. (see appendix for details)
- ✓ **Professional Practice Goal:**
  The educator uses the **Self-Assessment Tool** and/or previous evaluation to identify and set a professional practice goal. The goal should align and provide support for the SLG.
- ✓ **Rubrics Review – Educational Practice:**
  The educator and evaluator review the Educational Practice rubrics to address questions, such as:
  - Are there any assumptions about specific indicators that need to be shared because of the school/classroom context? (example: If several students in the class are limited English speakers or are non-verbal, in what ways will the teacher address Instructional Standard 3: Students Engage in Meaning Making through Discourse and Other Strategies?)
  - Are there any Indicators for which effective performance will depend on factors beyond the control of the educator? If so, how will those dependencies be accounted for in the evaluation process?
  - Are there any Indicators that will be a specific focus for part or all of the year?
- ✓ **Rubrics Review – Student Learning Goal:**
  The educator and evaluator review the Student Learning Goal Scoring Rubric and discuss expectations and learning targets associated with each level 1-4. Expectations must be clear to both the evaluator and educator.
- ✓ **Goals and Plan Confirmation:**
  The evaluator analyzes the educator's proposed student learning and professional practice goals alongside the NEPF rubrics. The educator and evaluator agree on the goals to be included in the Plan and the evidence to be used to determine performance levels on each Indicator.

Step 3: Plan Implementation – Observations, Collection of Evidence, and Conferences

The third step of the evaluation cycle is implementing the Educator Plan. For the duration of the cycle, the educator pursues the attainment of the student learning and professional practice goals identified in the Plan. The evaluator provides feedback for improvement, ensures timely access to planned supports, and collects evidence on educator performance and progress toward goals through multiple sources. A single evidence source can be used to support evidence of performance on multiple indicators and/or standards. Additionally, the educator may choose to collect evidence throughout the cycle, **but should not create artifacts specifically for the evidence review**. Educators should use samples of documents that occur as part of the everyday practice that supports the lesson observed and demonstrates student learning.

The Plan provides a foundation for *dialogue, collaboration, and action*. The educator uses the Plan as a roadmap for improvement, completing the action steps to make progress toward student learning and professional practice goals. The evaluator uses the Plan to drive appropriate and timely support for the educator. Both continue to use the **Pre- / Post-Observation Conference Tools**, the NEPF rubrics, and student data to develop a shared understanding of effective practice, guide ongoing reflection, monitor progress toward goals, and determine collection of evidence.

- ✓ **Plan Implementation:**
  The educator, with the support of the evaluator, implements the Plan.
- ✓ **Evidence Collection:**
  - The evaluator reviews evidence described in the plan and other relevant data to demonstrate performance on the NEPF Standards and Indicators using the **Evidence Collection Tool**.
  - The evaluator reviews evidence to identify corresponding NEPF Standards and Indicators.
  - Observations are **NOT** scored.
- ✓ **Observation and Conference Process:**
  - The educator and evaluator use the **Pre/Post Observation Conference Tool** to discuss the upcoming observation. (For announced observations only.) NOTE: The questions on the tool are a guide, and are not required for every observation.
  - The evaluator conducts the observation. Using the **Observation Tool** and **Evidence Review Tool** the evaluator records evidence gathered during the announced or unannounced observation and identifies corresponding Standards and Indicators.
  - The educator and evaluator use the Pre/**Post-Observation Conference Tool** to discuss the observation and identify professional learning needs.

  Purposeful observations offer critical opportunities for evaluators to observe, collect evidence, and analyze the educator's practice. Observations should be both announced and unannounced, and frequent observations provide invaluable insight into the educator's performance. The evaluator uses the **Observation Tool** and **Evidence Review Tool** to collect evidence. **Observations are NOT scored.**

Figure 2: Differentiated Observation Cycle

	Probationary** educators in year one of their probationary period **OR** **All educators** whose previous year rating was **ineffective or minimally effective	***Probationary** educators whose immediately preceding year rating was **effective or highly effective***	***Probationary** educators whose rating for **two consecutive years** were **effective or highly effective** **OR** **Post-probationary** educators whose previous year rating was **effective or highly effective***
Evaluation Frequency	**1** time per year	**1** time per year	**1** time per year
Scheduled Observations Required Per Evaluation	**3** scheduled observations (minimum) *supervising*	**2** scheduled observations (minimum)	**1** scheduled observation (minimum)

(Per NRS 391.685, NRS 391.705) and changes made by passage of AB447 (2015)		*administrator must conduct 2 of the 3 required observations*	*supervising administrator must conduct 1of the 2 required observations*	*supervising administrator must conduct the 1 required observation*
Required Evaluation Components				
Self-Assessment		Prior to first evidence review	Prior to first evidence review	Prior to evidence review and recommended ***within 50 days*** of start of instruction
Analysis, Goal Setting, and Plan Development		Prior to first evidence review	Prior to first evidence review	Prior to evidence review and recommended ***within 50 days*** of start of instruction
	Observation Process	● 1st scheduled observation must occur ***within 32 (40) days*** after the first day of instruction ● 2nd scheduled observation must occur ***after 32 (40) days but within 64 (80) days*** after the first day of instruction ● 3rd scheduled observation must occur ***after 64 (80) days but within 96 (120) days*** after the first day of instruction	● 1st scheduled observation must occur ***within 64 (80) days*** after the first day of instruction ● 2nd scheduled observation must occur ***after 64 (80) days but within 96 (120) days*** after the first day of instruction	● The observation must occur ***within 96 (120) days*** after the first day of instruction
	Data/Artifacts Collection, Evidence Review, Collaborative Conferencing, Documentation, and Professional Learning Planning	Following each evidence review	Following each evidence review	Following each evidence review
	Mid-Cycle Goals Review	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year
Summative Evaluation		The Performance Rating is assigned based on evidence. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.		

OBSERVATION PROCESS (NRS 391.680 & 391.700)

"Announced" (scheduled) observations consist of a pre-observation review with the teacher/administrator and the evaluator, an observation based on the Standards, and a post-observation conference. The pre- and post-observation conference includes a list of uniform questions and potential artifacts/evidence review, as requested by the evaluator. The minimum number of announced observations is differentiated according to experience and performance as outlined in the Differentiated Observation Cycle (Table 8). For teachers, each announced classroom observation, as one component of the teacher evaluation, needs to be conducted for a minimum of twenty minutes.

"Unannounced" observations follow the same procedure as announced observations, with the exception of the requirements for a pre-observation review and the minimum twenty-minute duration for teachers. Post-observation reviews for announced and unannounced observations can be combined into a single meeting, regardless of the length of time between the observations. Unannounced observations may be conducted throughout the year, at the discretion of the evaluator, with no minimum or maximum.

Observations may be conducted by other authorized personnel. The quantity of scheduled observations that must be conducted by the supervising administrator are outlined in Table 8.

Pre-Observation Conferences: Each announced observation is preceded by a Pre-Observation Conference. This provides the educator an opportunity to discuss needs and evidence for the strategies used. It is also recommended that the **educator being evaluated leads these discussions** and provides the evidence and rationale for the basis of his/her actions. Prior to engaging in this step of the process it is essential that both the educator and evaluator participate in professional learning experiences that ensure they are adequately prepared for participating in this type of discussion.

Post-Observation Conferences: Following all observations, the Post-Observation Conference should be a joint discussion between the educator and evaluator. This is a time during which the **evaluator provides explicit feedback on performance.** Professional learning needs are discussed and identified. Professional learning opportunities for the evaluator in how to provide explicit and constructive feedback is essential. Based on observations and evidence, if an educator's performance is likely to be rated ineffective or minimally effective, the evaluator uses the Educator Assistance Plan Tool to develop and implement an assistance plan pursuant to NRS 391.695 and/or 391.715. Early support is best; therefore, this tool can be used to provide assistance to educators at any time during the evaluation cycle.

Step 4: Mid-Cycle Goals Review

The fourth step is a mid-cycle goals review. A conference should be held mid-year to discuss educator progress towards attaining goals and performance on NEPF Standards and Indicators.

This step is used to prompt reflection, promote dialogue between the educator and evaluator, and plan changes to practice, and/or goals, as necessary. The **Mid-Cycle Goal Review** is the time when the educator and evaluator formally meet to discuss students' progress toward the SLG(s), and the educator's performance to date. At this time the educator and evaluator may choose to revise the SLG if appropriate and/or the evaluator may use the **Educator Assistance Plan** to provide specific resources and directives to the educator if evidence from observations warrants the additional instructional guidance. It is an opportunity for taking stock by reviewing evidence collected by the educator and evaluator. If there are patterns of evidence demonstrating performance that is either *ineffective* or *minimally effective*, this is a critical time for the evaluator to discuss this evidence so there are no "surprises" during the summative evaluation. More importantly, if an educator is struggling, this allows the evaluator to provide the educator with the assistance required (NRS 391.695 & 391.715) to address areas of concern. Evaluators use the **Educator Assistance Plan Tool** to describe the actions that will be taken to assist the educator and state directives.

- ✓ **Progress Review:**
  At mid-cycle, the evaluator analyzes the data and evidence collected to date and shares an assessment of progress on the goals detailed in the **Goal Setting and Planning Tool**.
- ✓ **Mid-Cycle Conference:**
  Educator and evaluator develop a shared understanding of progress made toward each goal and the educator's performance on the Standards and Indicators. The evaluator will identify mid-course adjustments if needed.

Step 5: End-of-Cycle Summative Evaluation and Post-Evaluation Conference

The final step is the summative evaluation, which completes a full evaluation cycle. In this step, the evaluator reviews and analyzes the evidence, gathers additional evidence and insights from the educator, and identifies performance levels on the

NEPF Indicators to determine Standard scores and the overall rating. Thoughtful summative evaluation identifies trends and patterns in performance and offers feedback for improvement. It also provides the educator with valuable information that strengthens self-reflection and analysis skills.

✓ **Scoring of Educational Practice Category:**
The evaluator reviews the tools and relevant evidence collected throughout the cycle for the purpose of determining performance levels for each of the Indicators.
Scoring:

- The performance level (PL) for each Indicator is one through four (whole numbers only). The evaluator uses evidence collected throughout the cycle to identify the PLs for each Indicator using the **Summative Rating Tool.**
- The indicator PLs are then used to calculate the score for each Standard. This is done by averaging all PLs for each Standard.
- Overall scores for Instructional Practice (teacher)/Instructional Leadership (administrator) and Professional Responsibilities are calculated by averaging the Standard scores for each.
- The final Educational Practice score is then determined by adding the weighted Instructional Practice (teacher)/Instructional Leadership (administrator) and Professional Responsibilities scores on the **Summative Rating Tool.**

✓ **Scoring of Student Performance Category:**
Statewide Assessment Data:

- Each district will receive a data file from the Nevada Department of Education with a score of 1-4 for each school. This number becomes the statewide assessment portion of the Student Performance Domain score of the Final Summative Evaluation. District personnel will be responsible for ensuring each building administrator receives the information. That score is placed into the Statewide Assessment space on the Final Summative Evaluation Tool for each educator at that school eligible to receive a score in the Student Performance Category.

District Determined Measures/SLG:

- The SLG Scoring Rubric is used to determine the educator's score of 1-4, based on the previously set targets. This number becomes the district determined portion of the Student Performance Domain score of the Final Summative Evaluation That score is placed into the District Determined Measures space on the Final Summative Evaluation Tool.

Figure 3: NEPF Domain Scoring

Domain	Score	X Weight	Weighted Score
Instructional/Leadership Practice		(Determined by State)	
Professional Responsibilities		(Determined by State)	
Statewide Performance Measures – School wide Aggregate		(Determined by State)	
District Determine Performance Measures – SLG		(Determined by State)	
OVERALL			

✓ **Evaluation Conference:**
During the final evaluation conference, the educator and evaluator review the Evaluation Conference Summative Rating Tool on which the evidence and final rating for the Educational Practice category is recorded.

Title: **Leave for Parents of Children Enrolled in School**		Policy Number:	32**00**
Section: Personnel		Last Reviewed/Revised:	NEW
Date Board Approved:	1st Reading: 10-15-24	2nd Reading:	11-5-24

Employees who are parents of children enrolled in public or private school (K-12) are entitled to up to four hours of leave per school year, for each child enrolled in school. In the event paid leave is unavailable, employees may use unpaid leave. The employee may use the entitled leave time to:

- Attend parent-teacher conferences;
- Attend school-related activities during regular school hours;
- Volunteer or otherwise be involved at the school in which the child is enrolled during regular school hours; and
- Attend school-sponsored events.

The time for the leave must be mutually agreed upon by the employee and the District. The employee must request the leave in writing at least five school days prior to the date on which the leave is to be taken. The employee may also be required to furnish documentation demonstrating that the employee was present at the school activity for which the leave was provided.

Prohibition Against Retaliation

An employee shall not be retaliated against for utilizing the leave described in this section. Employees who believe they have been retaliated against as a result of having taken leave under this section may file a claim with the Nevada Labor Commissioner. The District shall provide the employee with all of the forms necessary for the claim filing.

Title: **Children in the Workplace**		Policy Number:	3201
Section: Personnel		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 5/6/2025	2nd Reading:	5/20/2025

At the WPCSD, we value our employees as integral members of our community, and we recognize the importance of balancing work responsibilities with family life. With our primary focus being the education of the youth in our community, we enthusiastically welcome the children of employees onto our campuses for events like family nights, school carnivals, athletic events, concerts, plays, picnics, etc.

The WPCSD is committed to ensuring that every student in our care receives the highest level of attention and service. We also understand the challenges that can arise when balancing work and family. To maintain the exceptional quality of education and support we provide, we encourage our employees to consider how bringing their children to work may impact their ability to fully focus on their important duties. We're here to support you in finding the best balance.

The purpose of this policy is to provide support and guidance for employees and supervisors in finding the balance within appropriate boundaries.

As a rule, employees should avoid being in a situation where they are simultaneously trying to perform the expected job duties and care for their own children.

Exceptions may be made on a case-by-case basis through a written request to the Administrator's and at their sole discretion. Superintendent will be included in the written request.

If an exception is made, the expectation is that the child is appropriately supervised and that such supervision does not interfere with the employee's duties.

Administrators have the discretion to review granting or denying exceptions at any time.

At no time should an employee bring a child to a meeting (staff or faculty meeting, IEP meeting, parent conference, etc.).

Ill children may not come to work with their parent.

Title: **Military Leave under Federal Law**	Policy Number:	**3205**	
Section: Personnel		Last Reviewed/Revised:	NEW
Date Board Approved:	1st Reading: 11/19/24	2nd Reading: 12/17/24	

Employees who are members of the uniformed services are entitled to military leave and to re-employment rights as provided in 38 USC, Sections 2021-2024, and 4301 et. seq. The uniformed services covered include the Army, Navy, Marines, Air Force, Coast Guard, Public Health Service Commissioner Corps, the reserve components of these services, and any other category dispatched by the President in time of war or national emergency. The Army National Guard and Air National Guard are also covered.

Notice and Notification

The District will provide employees with notice of their rights under the Uniformed Services Employment and Reemployment Rights Act (USERRA). This requirement may be met by posting the notice where the District customarily places notices for employees.

The District may require written (orders) or verbal notice of service obligation, but must waive the requirement if notice is impossible or unreasonable.

1. Compensation and Benefits
   ii. Leave Without Pay
      - The District will treat the employee the same as any other employee on leave without pay.
      - The employee may choose to use annual leave and compensatory time, if any, before going on leave without pay.

   iii. Health Insurance

   There is no impact to the employee's insurance coverage, including life insurance that is included in the health insurance package if the service is for 30 days or less. During the 30-day time period, the District and employee premium payments or obligations, if any, remain unchanged for. If the service is for more than 30 days, and the employee is in a leave without pay status, the employee may continue coverage similar to that required by COBRA for either 24 months or through the day after the date on which the employee fails to apply for reemployment in a timely manner; whichever is less (see Reemployment below). The District will reinstate coverage upon the employee's prompt reemployment without the imposition of exclusions or waiting periods.

   iv. Seniority

   An employee is entitled to the seniority (and rights and benefits governed by seniority) accrued at the commencement of military leave plus any additional seniority rights and benefits that the employee would have attained if the employee had remained continuously employed (the "escalator principle"). However, if a probationary period is a bona fide period of observation and evaluation, the returning employee must complete the remaining period of probation upon reemployment. The District will count time served for the purpose of determining annual and sick leave accrual rates, if the accrual amount is based on seniority. Additionally, the District must count time in the military when determining the employee's rate of pay if the rate is based on seniority (e.g., a grade-and-step pay system). The District is not required to accumulate annual or sick leave for an employee during the absence. The "escalator principle" will be applied to a returning employee's opportunities to take promotional examinations or skills tests, and to merit pay increases.

   v. Retirement

   Time served will be counted as work time for purposes of retirement. The District must make contribution payments to the retirement plan as if the employee had not left, provided the employee returns to work. The District contribution will be based on the rate of pay the employee would have been paid had the employee not

been called to military service (e.g., a grade-and-step pay system). An exception to this requirement is when the higher pay is based on additional knowledge, skill, or ability that can only be gained by work experience.

vi. Death or Disability

If an employee does not return to work due to death or disability, the survivor or disability benefit will be treated as if the employee had been working until the date of the death or disability. The District will make the retirement contribution up to the date of the death or disability.

vii. Other Leave

The District will count time served in the military when calculating the employee's Family Medical Leave Act eligibility.

viii. Reemployment

An employee has certain report-to-work obligations following military service. Eligible returning service members will be promptly reemployed, which in most cases means within two weeks of reporting. The employee's report-to-work obligations are:

- Service of one to 30 days: The beginning of the next regularly-scheduled work period on the first full day following completion of service, and expiration of an eight-hour rest period following safe transportation home.
- Service of 31 to 180 days: Application for reinstatement must be submitted not later than 14 days after completion of military duty.
- Service of 181 or more days: Application for reinstatement must be submitted not later than 90 days after completion of military duty.

The deadline for reinstatement may be extended for up to two years for persons who are convalescing due to a disability incurred or aggravated during military service, and the District will make reasonable accommodations for the disability.

Reemployment rights apply to veterans whose cumulative period of uniformed service does not exceed five years while employed by the same District. Time spent in National Guard and reservist training does not count towards the five-year period.

ix. Discharge

If time served is greater than 30 days but less than 181 days, an employee may not be discharged within 180 days of reemployment, except for just cause. If time served is greater than 180 days, an employee may not be discharged for one year, except for just cause.

2. Military Leave under Nevada Statute

Public officers and/or employees who are active members of the United States Army Reserve, United States Naval Reserve, United States Marine Corps Reserve, United States Coast Guard Reserve, United States Air Force Reserve, or the Nevada National Guard are entitled to leave to serve under orders including, without limitation, orders for training or deployment, as provided in NRS 281.145.

Upon employee's or public officer's request, District will relieve employee or public officer of duties with pay to serve under orders for training or deployment for a period of not more than the number of hours equivalent to 15 working days in a 12-month period.

The District is not required to pay the public officer's or employee's pay after 15-working days (or hours equivalent).

Public officer's or employee's accrued vacation time may not be deducted during the leave. If public officer or employee requests additional time beyond 15 working days, public officer or employee may choose to use annual

leave and compensatory time off, if any, before going on leave without pay. The District will treat the public officer or employee the same as any other employee on leave without pay.

The 12-month period designated by District in number 1 above is consistent with the school district fiscal year.

Participation in Training, Active Service or Duty, or Other Required Meetings

As provided in NRS 412.139, District may not terminate a member of the Nevada National Guard or National Guard of another state who is employed in this state because the member: assembles for training, participates in field training, is ordered to active service, or otherwise meets as required.

References: 38 USC, Sections 2021-2024, and 4301 *et. seq*
NRS 281.145 (7)

Title: **Non-Certificated Personnel**		Policy Number:	**3400**
Section: Personnel		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 11-30-21	2nd Reading:	12/14/21

Guidelines

1. The employees shall have the training and skills necessary to perform the job for which they are hired.
2. The probationary period for all classified employees shall be for a six-month period. There will be three written evaluations by the employee's immediate supervisor during the probationary period. These evaluations will be placed in the employee's file.
3. All appointments shall be made by the superintendent and shall be probationary until ability to perform job has been determined.
    a. Present employees or those who worked the previous school year for the District who have performed satisfactorily will be considered first for appointment to new positions that arise for which they are qualified and wish to apply or accept.
    b. All openings for permanent or long-term positions will be advertised with an adequate period of time for acceptance of applications.
    c. The principal or program director will interview qualified candidates and make recommendations to the superintendent.
    d. The superintendent will inform the Board of School Trustees of all new appointments.
    e. Temporary or emergency appointments of less than ninety (90) days will be made from available substitutes. In the case of summer help, those students or young adults who file applications will be considered for positions for which they are best suited based on age and experience. A report will be made to the Board of School Trustees regarding summer employees.
    f. The work schedule shall not exceed forty hours a week.
    g. Each employee shall be supervised by his principal or by the superintendent's designee when the employee serves more-than one school.
    h. The salaries paid shall be in accordance with the classified employee's salary schedule.
    i. The District reserves the right to transfer an employee to another position or location within the District
    j. An employee shall be on probation for the first six months in a new position. If performance is unsatisfactory, the employee may be returned to his/her former job classification.
    k. Employees shall receive two 10-15 minute breaks during an eight-hour shift.

Title: **Dismissal for Unsatisfactory Performance**	Policy Number:	**3402**
Section: Personnel	Last Reviewed/Revised:	

Date Board Approved:	1st Reading:	2nd Reading:

1. The District reserves the right to demote or dismiss in good faith any employee for any reason deemed sufficient.
2. Prior to discharge or demotion, as a result of unsatisfactory performance, an employee shall be given the reason such action is to be taken.
3. When the District determines that the nature of the offense is such that the unsatisfactory behavior or performance of the employee can be corrected and warrants continuance of employment, it shall so inform the employee and provide the employee with an opportunity to correct the unsatisfactory performance within the standards and time limits provided to the employee by the District.
4. Where the District determines that the nature of the offense is such that immediate suspension is necessary, the employee may be suspended immediately from employment with the District until such charges are investigated by the administrator and a decision is made to continue or to discontinue that employee's employment. If the employee is cleared of the charges, said employee shall be reinstated without loss of pay or accrued benefits.
5. The White Pine County School District believes in fair and equitable resolution of matters involving dismissal. For employees who are convinced that a dismissal has been patently unfair, a grievance procedure has been instituted. Details may be obtained from the administration office.

Title: Compensation- Wages		Policy Number: **3403**
Section: Personnel		Last Reviewed/Revised:
Date Board Approved:	1st Reading: 2/1/2022	2nd Reading: 2/15/2022

The Board of Trustees shall establish compensation schedules governing all employee wages. Wage compensation schedules for employee organizations must be collectively bargained pursuant to NRS 288.150. All wage compensation schedules will be updated annually and posted on the school district web-site. Hard copies will be provided upon request. Compensation with respect to offers of employment shall be made in accordance with the Board approved wage schedules. Any deviations from the schedule must have Board approval before they can become effective.

Wages will be issued at least once monthly and can be issued more frequently pending Board approval. Payroll dates will be subject to collective bargaining.

Title: **Deductions**		Policy Number: **3404**
Section: Personnel		Last Reviewed/Revised:
Date Board Approved:	1st Reading: 2/1/2022	2nd Reading: 2/15/2022

Wages and benefits are based on Board approved schedules, rates and amounts and are collectively bargained with labor groups pursuant to NRS 288.150. Compensation, which includes wages and benefits, is earned based on time worked and earned monthly leave accruals. For contract employees that elect to have their payroll distributed evenly over a 12-month period but work less than 12 months, early termination or unfulfilled contract days will result in a pro rata adjustment based on the actual time served and accrued leave earned. The adjustment will be made in the employees' final paycheck. For hourly and salaried employees, wages earned will reflect hours worked and leave earned on an accrual basis. In the event an employee is terminated for any reason, wages and benefits will be pro-rated based on actual hours worked and leave earned. This includes all forms of compensation including wages and benefits. Compensation will include, but is not limited to; wages, vacation, sick leave, personal leave and any other forms of paid leave and benefits

Title: **Overtime & Compensatory Time**		Policy Number: **3405**
Section: Personnel		Last Reviewed/Revised:
Date Board Approved:	1st Reading: 2/1/2022	2nd Reading: 2/15/2022

The school district will follow the federal Fair Labor Standards Act (FLSA), Nevada Revised Statutes (NRS) and the labor group collective bargaining agreements with respect to overtime and compensatory time (i.e. comp time). Overtime pay is compensation in the form of wages while comp time is compensation in the form of paid time off. If there is a conflict between the collective bargaining agreements and NRS, the collective bargaining agreement will be followed. The FLSA applies on a workweek basis. Employees shall be paid their regular hourly rate up to and including forty hours per week. If the total hours worked in a week exceeds 40 hours, the hours in excess of 40 will be paid at one- and one-half times the employees' regular hourly rate or for each hour with respect to comp time. For purposes of over and comp time, the District will provide compensation in the form of overtime and/or comp time in 0.25-hour increments (i.e. 15 minutes). Overtime that is not of an emergency nature must be approved by the immediate supervisor prior to any overtime work being performed.

Title: **Medical/Health Requirements - Special Circumstances**		Policy Number: **3409**
Section: Personnel		Last Reviewed/Revised: 12/17/24
Date Board Approved:	1st Reading: 4/15/2025	2nd Reading: 5/6/25

1. The District may require any employee to have a physical and/or mental examination by a physician of the District's choice at any time deemed necessary. The District will pay the expense for such examination.
   a. When, due to ill health, the District absent to the extent that it becomes impossible to maintain continuity of work performance, the immediate supervisor may initiate a request to require a medical examination by a physician.
   b. The Superintendent's designee shall arrange for the required medical examination and shall notify the employee of the date, place, and time to resort for the examination.
   c. If the employee fails to report for the required medical examination, the District may place the employee on medical leave of absence on a non-pay status until the employee agrees to submit to the medical examination or the District may suspend the employee without pay and shall notify the employee that it will be recommended that the employee be terminated effective the last day of earned sick leave.
   d. When an employee has been granted a medical leave of absence or has been terminated upon the expiration of sick leave or at any other time there is a question of the employee's physical ability to carry out the responsibility of a full-time assignment, the employee must submit the results of a medical examination before the employee can be considered for reassignment or reemployment with the District.
   e. The District may require, as a condition precedent to reassignment or reemployment, that an employee returning from an approved medical leave of absence, successfully complete an examination by a physician of the District's choice.
   f. In the event of direct exposure to a positive tuberculosis, per NRS 441A, a contact residing in the same household as a case having tuberculosis or suspected case considered to have tuberculosis shall not work in a sensitive occupation or attend a child care facility or school unless he or she is asymptomatic and is authorized to do so by the health authority.
   g. Bus drivers are required to have a medical examination per CDL licensing requirements.

2. Leave for Nursing Mothers

As required by state and federal law, the District will provide paid or unpaid reasonable breaks each time an employee needs to express breast milk for her nursing infant who is up to one-year old. Employees may elect to use their paid break times for this purpose. The District will furnish a private space, other than a bathroom, that is reasonably free from dirt or pollution, protected from the view of others and free from intrusion by others where the employee may express breastmilk.

If complying with this policy will cause an undue hardship for the District considering the size, financial resources, nature, and structure of the employer's business, the District may meet with the employee to agree upon a reasonable alternative. [SN1]

The District will not tolerate any retaliation by management or by any other employee against an employee who exercises rights under this policy. An Employee who believes they have been retaliated or discriminated against in any manner whatsoever should immediately notify the EEO Officer or the alternate. The District will promptly investigate and deal appropriately with any allegation of retaliation.

Reference: NRS 281.755 Duties of public body concerning rights of employees to express breast milk under certain circumstances.

Title: **Benefits**		Policy Number:	**3410**
Section: Personnel		Last Reviewed/Revised:	8/21/18
Date Board Approved:	1st Reading: 2/1/2022	2nd Reading:	2/15/2022

Employee benefits will be determined by the Board of Trustees subject to collective bargaining pursuant to NRS 288.150. Employee benefits consist of, but are not limited to, the following:

- Vacation
- Sick leave
- Personal leave
- Family medical leave
- Group health insurance (Medical, vision, dental and life insurance)
- Public Employee Retirement System (PERS)

Employees that are not a part of organized labor groups will be entitled to the same benefits as the labor groups.

Title: **Workers' Compensation**		Policy Number:	**3415**
Section: Personnel		Last Reviewed/Revised:	11/22/99
Date Board Approved:	1st Reading: 2/1/2022	2nd Reading:	2/15/2022

Workers' compensation is a no-fault insurance program which provides benefits to employees who are injured on the job and protection to employers who have provided coverage at the time of injury. The school district is required by Nevada Revised Statutes (NRS) to maintain workers' compensation insurance for all of its employees, board members and volunteers. The benefits are defined through NRS.

Nevada's Workers' Compensation Program provides a variety of benefits which are designed to assist the injured employee. These benefits may include (among others):

- Medical treatment;
- Lost time compensation (TTD/TPD);
- Permanent Partial Disability (PPD);
- Permanent Total Disability (PTD);
- Vocational Rehabilitation;
- Dependent's benefits in the event of death; and other claims-related benefits or expenses (i.e., mileage)

If an employee incurs an injury covered through workers' compensation, the employee may be entitled to receive compensation from the insurer. The employee's compensation from the insurer and any compensation also paid from the district in the form of paid leave shall not exceed the compensation the employee would have received from the school district for the employees regularly scheduled work assignment.

When an employee is eligible at the same time for disability benefits from Worker's Compensation and for paid leave benefits from the White Pine County School District, the total disability rate of pay may not exceed the employee's normal daily rate of

pay. An employee shall assign to the school district any disability benefits received from Worker's Compensation to be credited to his/her paid leave account to extend paid leave benefits paid to the employee by the District.

The employee's leave balance will be credited by the number of days represented by the dollar value of the Worker's Compensation check. If an employee or Worker's Compensation is reimbursed for disability pay by a third party who was responsible for the disability, the employee shall reimburse the school district on a pro rata basis.

An employee may decline to use any or part of the leave benefits normally payable to him or her while receiving disability benefits under Chapter 616 or 617 of the Nevada Revised Statutes. During such period of time, the employee shall be considered on leave of absence without pay.

When an employee has leave which is being used while off work, and payment is being returned to the District, annual leave shall continue to accumulate.

Title: **Staff Travel**		Policy Number:	**3703**
Section: Personnel		Last Reviewed/Revised:	1/19/16
Date Board Approved:	1st Reading: 4/13/21	2nd Reading:	5/4/2021

The District provides per diem to pay or defray the cost of staff travel for authorized school business. The per diem may not exceed the per diem authorized for state officials through NRS and the State Administration Manual (SAM).

In order for an employee to be reimbursed or receive payment in advance, the employee must complete a per diem form and have the form authorized by the immediate supervisor and the Superintendent or Chief Financial Officer. Receipts are required for all lodging expenses except in cases where an employee requests the standard (non-surveyed) Continental United States (CONUS) federal per diem rate, or less. In addition to the reimbursable lodging rates, employees may be reimbursed for lodging taxes and fees. Meals will be reimbursed in accordance with the meals and incidentals expense (M&IE). Receipts are not required for the M&IE allowance; however, employees will not receive reimbursement, or an advance, for meals that are provided by the meeting, conference or destination. Employees may receive reimbursement for breakfasts even though continental breakfasts are provided. Employees are required to deduct the meals furnished to them during the conference or meeting from their per diem form. A copy of the meeting or conference agenda from the entity hosting the meeting or conference must be provided to support the travel. Employees cannot create or tamper with an email or other supporting document for the travel. The purpose of the agenda is to reduce the risk of fraud, validate the authenticity of the travel and accurately pay the expenses.

Employees are encouraged to use District vehicles for business related travel. If a District vehicle is not available, the employee is entitled to the standard mileage rate published by the United States General Services Administration (GSA). If a district vehicle is available and the employee uses a personal vehicle for personal convenience, then the employee will be entitled to half of the standard mileage rate. Individuals, who opt to take a private vehicle when a district vehicle is making the same trip and space is available, do so at their own expense

With respect to federal awards, the District will follow federal guidelines. Pursuant to § 200.474(b), lodging and subsistence costs are costs incurred by employees and officers including incidental expenses. These must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the non-Federal entity in its regular operations as the result of the non-Federal entity's written travel policy. In addition, if these costs are charged directly to the Federal award documentation must justify that:

1. Participation of the individual is necessary to the Federal award; and
2. The costs are reasonable and consistent with non-Federal entity's established travel policy.

In the event of an accident or collision, a report must be completed as soon as possible using the school districts Notice of Loss or Accident form. For damage not related to an accident or collision, the driver must notify the transportation department using forms provided by the District.

Title: **Drivers for School Buses**		Policy Number:	**3713**
Section: Personnel		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 1/15/16	2nd Reading:	1/19/16

All school bus drivers must have a valid Nevada driver's license and be properly trained and certified to operate a school bus with student passengers on board. A background investigation will be performed on all bus drivers in addition to a thorough review of their driving record. The District is responsible for ensuring that all drivers are properly trained and certified before they transport students in any capacity. Drivers will be given on-road assessments in a vehicle of the type to be driven under similar conditions.

After drivers have been hired, their records will be checked on an annual basis to make certain they remain qualified and competent to transport students. Any violations will be brought to the attention of the Superintendent for review. Any corrective measures will be determined by the Superintendent or designee and will follow the current collective bargaining agreement, WPCSD policy manual and Nevada Revised Statutes if applicable.

The Superintendent may authorize school district payments for physical examinations. Bus drivers are required to have a medical examination before initially reporting for duty and must be re-examined every two years. Any bus driver over sixty years of age is required to have a medical examination on an annual basis.

Assignment of drivers will comply with NRS 392.380 and the appropriate collective bargaining agreement. Assignment of licensed drivers will be the responsibility of the Transportation Supervisor.

Title: **Transportation for Teachers with Multiple or Distance Assignments**		Policy Number:	**3717**
Section: Personnel		Last Reviewed/Revised:	6/30/09
Date Board Approved:	1st Reading: 4/13/21	2nd Reading:	5/4/21

a) Teachers whose assignments require them to serve more than one school on a regular basis will be provided a school vehicle for their required travel.
b) Teachers who are assigned to a school more than thirty miles from the District Office may be authorized to use a school vehicle by the superintendent if one is available.
c) All District vehicles will be a part of the District Motor Pool and will be parked at the District Office. District vehicles are for "Official Use" only and may not be used for such purposes as "Home-to-Work" transportation. All vehicles must be returned to the motor pool immediately after use
d) When an appropriate school vehicle is not available, the superintendent may authorize the use of a private vehicle.
e) Private vehicles may be reimbursed in accordance with state or District rates.
f) A vehicle may be provided to teachers residing in outlying areas at the discretion of the Board when circumstances justify such action.

Title: **Policy Statement**		Policy Number:	**3800**
Section: Personnel		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

The Board of Trustees has as its primary endeavor the providing of highly qualified personnel for all positions within the White Pine County School District. These employees are expected to devote themselves to the total educational effort of all students.

Title: **Sexual Harassment**		Policy Number:	**3802**
Section: Personnel		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 6/29/21	2nd Reading:	7/20/21

The District is committed to a learning and working environment that is free from sexual harassment prohibited by Title IX and Board policy. The Board recognizes that misconduct of a sexual nature may not always constitute sexual harassment under Title IX but can nonetheless interfere with the District's learning and working environment.

It is the policy of the White Pine County School District to maintain a learning and forcing environment that is free from sexual harassment. The district prohibits any form of sexual harassment. It shall be a violation of this policy for any student or employee of the White Pine County School District to harass a student or an employee through conduct or communication of a sexual nature as defined by this policy.

The White Pine County School District will act to investigate all complaints, either formal or informal, verbal or written, or sexual harassment and to discipline any employee or student who sexually harasses a student or employee of the school district.

1. Sexual Harassment Defined
    a. Sexual harassment consists of unwelcomed sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
        i. Submission is that conduct or communication is made a term or con either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or individual.
        ii. Submission to or rejection of that conduct or communication by an is used as a factor in decisions affecting that individual's employment or education; or
        iii. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile employment or education environment. Any sexual or offensive harassment as defined when perpetrated on any student or employee will be treated as sexual harassment under this policy.
    b. Sexual harassment may include but is not limited to:
        i. verbal harassment or abuse;
        ii. subtle pressure for sexual activity;
    c. inappropriate patting or pinching;
    d. intentional brushing against student's or an employee's body;
        i. demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
        ii. demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual employment or educational status; or
        iii. any sexually motivated unwelcome touching.
2. Reporting Procedures

    Any person who believes he or she has been the victim of sexual harassment by a student or an employee or the White Pine County School District, or any third person with knowledge or belief or conduct which may constitute sexual harassment should report the alleged acts immediately to an appropriate School

    District official as designated by this policy. The district encourages the reporting parting or complainant to use the report forms available from the principal of each building or available from the Central Office.

    a. In each school building the building principal is the person responsible for receiving oral or written communication of sexual harassment at the building level. Upon the receipt of a report, the principal must notify the Districts Human Rights Officer immediately without screening or investigating the report. A written report will be forwarded simultaneously to the Human Rights Officer. If the report was given verbally, the principal

shall reduce it to written form within twenty-four (24) hours and forward it to the Human Rights Officer. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the building principal, the complaint shall be filed directly with the District Human Rights Officer.

b. District wide
The School Board hereby directs the Superintendent to appoint the District Human Rights complaints of sexual complaints of sexual harassment from any individual, employee, or victim of sexual harassment and also from the building principals as outlined above. If the complaint involves the Human Rights Officer, the complaint shall be filed directly with the Superintendent. The School District shall conspicuously post the name of the Human Rights Officer, including a mailing address and telephone number.

c. Submission of a complaint or report of sexual harassment will not affect the individual's future employment, grades or work assignments.

d. Use of formal reporting forms is not mandatory.

e. The District will respect the confidentiality of the complainant and the individuals(s) against whom the complaint is filed as much as possible, consistent with the School District's legal obligations and the necessity to investigate allegations of harassment and take disciplinary action the conduct occurred.

3. Investigation and Recommendation

By authority of the School District the Human Rights Officer, upon receipt of a report or complaint alleging sexual harassment, shall immediately authorize an investigation. This investigation may be conducted by School District officials or by a third party designated by the School District. The investigation party shall provide a written report of the status of the investigation within ten (10) working days to the Superintendent and the Human Rights Officer. In determining whether alleged conduct constitutes sexual harassment, the School District should consider the surrounding circumstances, the nature of sexual advances, relationships between the parties involved and the context in which the alleged incidents occurred.

The investigation may consist of personal interviews with the complainant, the individuals against whom the complaint is filed, and others who may have knowledge of the alleged incidents or circumstances giving, rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In addition, the School District may take immediate steps, at its discretion, to protect the complainant, students, and employees pending completion of an investigation of alleged sexual harassment.

The School District Human Rights Officer shall make a report to the Superintendent upon completion of the investigation.

4. School District Action

a. Upon receipt of a recommendation that the complaint is valid, the White Pine County School District will take such action as appropriate based on the results of the investigation.

b. The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District. The report education any disciplinary action taken as a result of the complaint.

5. Reprisal

The White Pine County School District will discipline any individual who retaliates against any person who reports alleged sexual harassment or who retaliates against who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment, complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

6. Non-harassment

The White Pine County School District recognizes that not every advance or consent of a sexual nature constitutes harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory employment effect requires a determination based on all the facts and surrounding circumstances. False accusations of sexual harassment can have a serious detrimental effect on innocent parties.

7. Right to Alternative Complaint Procedures

   These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with appropriate State and Federal agencies.

8. Discipline

   Any school district action taken pursuant to this policy will be consistent with requirements of applicable collective bargaining agreements, Nevada Revised Statutes and White Pine School District policies. The White Pine County School District will take such disciplinary action it deems necessary and appropriate, including warning, suspension or immediate discharge to end sexual harassment and prevent its recurrence.

Title: **Sex Equity**		Policy Number:	**3803**
Section: Personnel		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

White Pine County School District is committed to ensuring those female students and female employees achieve equity with male students and employees by:

1. Eliminating from elementary and secondary schools any barriers or behaviors that may restrict female students from participating in any educational program or activity or seeing any career;
2. Ensuring that female applicants have equal opportunities to seek and to gain employment in any position within the district.

Title: **Appointment of Certificated Personnel**		Policy Number:	**3808**
Section: Personnel		Last Reviewed/Revised:	
	unknown		
Date Board Approved:	1st Reading: 5/4/2021	2nd Reading:	5/18/21

The Board of Trustees of the White Pine County School District shall employ certificated personnel necessary for the proper functioning of the total education program. The initial arrangements for employment shall be made through the Superintendent or his/her designee. The authorization of all written contracts rests with the Board of Trustees.

Title: **Certification/Licensure**		Policy Number:	**3809**
Section: Personnel		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

ALL teachers and administrators in the State of Nevada are required to hold a valid certificate (license) for the position or level at which they are assigned. The Department of Education grants these licenses.

All licensed employees of the White Pine County School District must maintain their license during the total term of employment.

Title: **Responsibilities And Duties**		Policy Number:	**3810**
Section: Personnel		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

The Board of Trustees shall determine the general responsibilities and duties of licensed personnel. It shall be the duty of the Superintendent to implement the directives of the Board of Trustees with regard to general responsibilities and duties of licensed personnel. Specific duties and responsibilities within the individual schools shall be assigned the principals provided these do not conflict with the general responsibilities and duties as approved by the Board of Trustees.

Title: **Classified Probation and Evaluation**		Policy Number: **3813**
Section: Personnel		Last Reviewed/Revised:
Date Board Approved:	1st Reading: 3/16/21	2nd Reading: 4/13/21

Probation and evaluation for classified staff will be conducted in accordance with Article 14 of the negotiated agreement with the White Pine County Support Staff Organization. The Board of Trustees reserves the right to determine policies that may differ from Article 14 with respect to probation and evaluation for non-union, classified personnel if necessary.

Title: **Staff Development**		Policy Number: **3815**
Section: Personnel		Last Reviewed/Revised:
Date Board Approved:	1st Reading: 9/16/08	2nd Reading: 10/7/08

The White Pine County School District is committed to providing professional development opportunities for all district employees including certificated and classified staff as well as the Board of Trustees. The responsibility for the administration of a systemic, district-wide professional development program will be under the office of the Superintendent.

The Superintendent shall work with the district administrative team and representatives from the White Pine Association of Classroom Teachers and White Pine County Support Staff Organization to develop professional development programs for all classified and certificated staff. Programs may be arranged for individual schools, individual job classifications, or on a district-wide basis. All professional development programs offered by the district must have the approval of the superintendent.

Any credits earned during professional development activities that are provided by the district, paid for by the district, and conducted during an employee's regular work schedule will not be eligible for use in making range progression on the teacher salary schedule.

Evaluation procedures shall be established for each professional development program and an evaluation completed by participants upon the completion of the program. On-going professional development trainings will be evaluated upon completion of the program. If the program extends beyond one academic school year, the training will be evaluated on an annual basis.

Title: **Voluntary Early Retirement Incentive Program All Employees**		Policy Number: **3817**
Section: Personnel		Last Reviewed/Revised: 4/7/03
Date Board Approved:	1st Reading: 8/4/15	2nd Reading: 8/18/15

The Board of Trustees may, at their discretion, purchase Public Employees Retirement System (PERS) service credits for an employee when it has been requested by the employee.

1. Any early retirement incentive program for eligible employees of the District shall be in accordance with the Nevada Revised Statutes, and the Nevada Public Employees' Retirement System policies and regulations.
    a. Employees participating in the Nevada Public Employees' Retirement System are eligible to retire at any age with thirty (30) years of service or at age 60 with a minimum of ten (10) years of service, or at 65 years of age with five (5) years of service.
    b. Nevada Revised Statutes provide that a member of the Nevada Public Employee's Retirement System with (5) years of service may purchase up to five (5) years of service. NRS further provides that an employer may choose to pay any portion of the cost to purchase retirement service credit for an employee but is under no obligation to do so
2. In order to qualify for District participation in the purchase of retirement service credit, an employee must meet the following criteria and procedures:

a. The individual must be an employee of the White Pine County School District at the time the application is made.
b. The employee resignation, the procedures for early retirement incentive option, must be completed no later than April 30 of the contract year and at least three (3) months prior to the effective date of retirement from the District. The Board of Trustees may, at their discretion, waive the April 30 deadline in the event of a medical or family emergency.
c. Employees requesting early retirement benefits must have completed a minimum of fifteen (15) years of service with the White Pine County School District.
d. The District will contribute a fixed dollar amount calculated as follows*:* (its then current PERS contribution rate x (the last full contract amount for licensed and classified employees) x (two), not to exceed the amount of service credit required for an employee to reach the maximum PERS benefits percentage, depending on date of entry into the PERS system. This contribution may not be enough to purchase two years credit for service.
e. The employee has the option of applying the dollar amount calculated in subsection (d) above to PERS, continued Health Insurance premium, cash, or some combination thereof.

3. An employee who has received a District contribution toward the purchase of retirement service credit may not be reemployed by the District in any position eligible for coverage under PERS until such time as the employee has reimbursed the District for the full amount plus applicable interest contributed by the District for the retirement service credit purchased.
4. The District will transfer all funds for the purchase of retirement service credit directly to PERS. Payment will not be made to or through the employee.

Title: **Employee Off-boarding and Network Access Revocation**		Policy Number:	**3880**
Section: Personnel		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 4/15/25	2nd Reading:	5/6/25

The District is committed to protecting sensitive data and maintaining the integrity of its network infrastructure. This policy establishes procedures for the timely revocation of network and data access when employees separate from the district due to resignation, retirement, termination, or any other reason. This policy applies to all employees, including full-time, part-time, contracted, and temporary staff, who have been granted access to WPCSD's network, systems, and data.

WPCSD shall implement a standardized off-boarding process including a checklist of identifying all of the keys, property, devices, equipment and privileges that must be collected and revoked upon separation of employment. This includes, but is not limited to, the following:

- prompt removal of network and data access
- access to facilities
- tech devices
- equipment
- email accounts
- internal databases
- cloud storage
- software applications
- and any other district resources.

The immediate supervisor will be responsible for completing and verifying the items on the checklist and ensuring the departing employees return all district-owned equipment, including laptops, ID badges, access cards, and other credentials. The supervisor must also notify the IT Department of employee separations before an employee's last working day or immediately in cases of immediate terminations. A copy of the completed checklist will be forwarded to the Superintendent's office and maintained in the employees personnel file.

IT Department: Responsible for executing the revocation of access, including:

- Disabling user accounts and email access.
- Revoking VPN, server, and cloud-based platform credentials.
- Collecting and securely erasing district-owned devices.
- Monitoring for unauthorized access attempts post-termination.
- Any other systems or software access

Exceptions & Special Considerations

Retiring employees or employees with ongoing contractual obligations may be granted limited access beyond their last official workday, subject to approval by the superintendent

For employees transferring to new roles within the district, access rights shall be reviewed and adjusted according to their new responsibilities.

WHITE PINE COUNTY SCHOOL DISTRICT

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FINANCE AND BUDGET

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Title: **Fiscal Management**		Policy Number: **4001**
Section: Finance and Budget		Last Reviewed/Revised: 9/6/11
Date Board Approved:	1st Reading:	2nd Reading:

The Superintendent and Finance Officer are to see that the District's fiscal management methods are up to date and modeled after best business practices. The Board of Trustees is ultimately responsible for allocation of funds, as well as oversight in spending and record keeping.

Title: **Fiscal Budget**		Policy Number: **4010**
Section: Finance and Budget		Last Reviewed/Revised: 9/6/11
Date Board Approved:	1st Reading: 3/15/2022	2nd Reading: 4/12/2022

Budgets will be prepared within the format, content, and time lines defined by Nevada Revised Statutes and must be adopted by the Board annually. Site-based budgets will be prepared. Budget reports will be provided to the Board, Superintendent, and Finance Officer on a monthly basis and will be made available to the public upon request. The Board, Superintendent, and Finance Officer will review the budget and discuss relevant issues monthly.

The budget will be revised to reflect necessary changes in spending and sources. Transfers will not result in an increase in overall expenditures. If the District receives additional funds, the budget may be augmented pursuant to Nevada Revised Statutes.

Title: **Budget Preparation**		Policy Number: **4011**
Section: Finance and Budget		Last Reviewed/Revised: 9/6/11
Date Board Approved:	1st Reading: 10/4/11	2nd Reading: 10/18/11

The district will maintain site-based budgets that will identify costs associated with each site and/or department in addition to other formats that may be prescribed by the Board of Trustees or required by Nevada Revised Statutes. Each site will be recognized as a separate unit and will be analyzed as to use of resources and performance.

Budgets will be prepared, filed, noticed and public hearings held in accordance with NRS 354. The Board of Trustees may prepare additional financial information and hold additional meetings and/or public hearings other than those identified in statute in order to disseminate to, and solicit information from, the general public.

Title: **Budget Transfers**		Policy Number: **4012**
Section: Finance and Budget		Last Reviewed/Revised: 9/6/11
Date Board Approved:	1st Reading: 3/15/2022	2nd Reading: 4/12/2022

A budget transfer is a transaction that does not result in an increase or decrease in appropriations. Pursuant to NRS 354.598005, budget appropriations may be transferred between functions, funds or contingency accounts by the person designated to administer the budget. The Board of Trustees must be advised of the action at the next regular meeting and the action must be recorded in the official minutes of the meeting.

If the person designated to administer the budget recommends a transfer of appropriations between funds or from the contingency account, the Board must announce the transfer at a regularly scheduled meeting and set forth the exact amounts to be transferred, the accounts, function, programs and fund affected as well as the reason for the transfer. The action must be recorded in the official minutes of the meeting.

(reference: NRS 354.598005)

Title: **Budget Augmentations**	Policy Number: **4013**
Section: Finance and Budget	Last Reviewed/Revised: 10/4/11

Date Board Approved:	1st Reading: 3/15/2022	2nd Reading: 4/12/2022

A budget augmentation is a procedure for increasing appropriations of a fund with the express intent of employing previously unbudgeted resources. Pursuant to NRS 354.598005, if anticipated resources actually available during a fiscal year exceed those estimated, the local government may augment its budget in the following manner:

1. If it is desired to augment the appropriations of a fund to which ad valorem taxes are allocated as a source of revenue, the governing body shall, by majority vote of all members of the governing body, adopt a resolution reciting the appropriations to be augmented, and the nature of the unanticipated resources intended to be used for the augmentation. Before the adoption of the resolution, the governing body shall publish notice of its intention to act thereon in a newspaper of general circulation in the county for at least one publication. No vote may be taken upon the resolution until 3 days after the publication of the notice.
    a. If it is desired to augment the budget of any fund other than a fund described in paragraph (1) or an enterprise or internal service fund, the governing body shall adopt, by majority vote of all members of the governing body, a resolution providing therefor at a regular meeting of the body.

2. A budget augmentation becomes effective upon delivery to the department of taxation of an executed copy of the resolution providing therefor.

3. Nothing in NRS 354.470 to 354.626, inclusive, precludes the amendment of a budget by increasing the total appropriation for any fiscal year to include a grant-in-aid, gift or bequest to a local unit of government which is required to be used for a specific purpose as a condition of the grant. Acceptance of such a grant and agreement to the terms imposed by the granting agency or person constitutes an appropriation to the purpose specified.

4. A local government need not file an augmented budget for an enterprise or internal service fund with the department of taxation but shall include the budget augmentation in the next quarterly report.

5. In any year in which the legislature by law increases or decreases the revenues of a local government, and that increase or decrease was not included or anticipated in the local government's final budget as adopted pursuant to NRS 354.598, the governing body of any such local government may, within 30 days of adjournment of the legislative session, file an amended budget with the department of taxation increasing or decreasing its anticipated revenues and expenditures from that contained in its final budget to the extent of the actual increase or decrease of revenues resulting from the legislative action.

6. In any year in which the legislature enacts a law requiring an increase or decrease in expenditures of a local government, which was not anticipated or included in its final budget as adopted pursuant to NRS 354.598, the governing body of any such local government may, within 30 days of adjournment of the legislative session, file an amended budget with the department of taxation providing for an increase or decrease in expenditures from that contained in its final budget to the extent of the actual amount made necessary by the legislative action.

7. On or before January 1 of each school year, each school district shall adopt an amendment to its final budget after the count of pupils is completed pursuant to subsection 1 of NRS 387.1233. The amendment must reflect any adjustments necessary as a result of the completed count of pupils.

Title: **Budget Reductions**		Policy Number: **4014**
Section: Finance and Budget		Last Reviewed/Revised: 9/6/11
Date Board Approved:	1st Reading: 3/15/2022	2nd Reading: 4/12/2022

When resources available during a period are anticipated to be less than anticipated, the budget may be reduced prior to year-end to more accurately align budgeted expenditures with anticipated resources. This is recommended in order to ensure actual expenditures do not exceed actual resources. Budget appropriations and expenditures may be reduced by the person designated to administer the budget providing the Board of Trustees is advised of the action at the next regular meeting and the action must be recorded in the official minutes of the meeting.

Title: **Resources**		Policy Number: **4100**
Section: Finance and Budget		Last Reviewed/Revised: 10/4/11
Date Board Approved:	1st Reading: 3/15/2022	2nd Reading: 4/12/2022

Resources consist of the local taxes, state and federal grants (i.e. appropriations), investment income, gifts, donations, miscellaneous revenue, fund balances and other remuneration that is received or collected by the school district that can be appropriated for expenditures. The District will prepare annual budgets that identify an estimated annual amount for each resource based on historical experience, projections provided by state and federal agencies, prior budgets and other means necessary to establish reasonable annual budgets. Budgets for resources are based on information that is available as of a specific time and is subject to change based on subsequent events and updated information. When budgeting resources, the District must be conservative with respect to its assumptions and projections in order to reduce the risk that actual resources are less than budgeted resources. In the event that anticipated resources are less than anticipated, the District may elect to reduce its budget prior to year-end in order to align expenditures with the diminished resources in order to reduce the risk of deficit spending.

Title: **Cash Receipts**		Policy Number: **4101**
Section: Finance and Budget		Last Reviewed/Revised: 1/3/17
Date Board Approved:	1st Reading: 10/4/2022	2nd Reading: 10/18/2022

The District may receive public funds via electronic transfer, currency, coin, checks, credit card and/or debit card transactions. All lawfully collected funds are considered public funds regardless of the source from which the funds were derived and are owned by the school district. Wherever possible the duties of cash handling shall be segregated as follows:

The person who has custody of assets will not record transactions.
The person who has custody of assets will not authorize transactions.
The person who authorizes transactions will not record transactions.

Public funds that are remitted by mail will be date stamped and forwarded to the Business Supervisor for processing. Public funds that are delivered in-person will be included on a cash receipts log and then provided to the Business Supervisor. Currency and coin must be counted under dual control whether received via mail or in-person. All, non-governmental payments (i.e. an individual or private business) will be recorded on a duplicate, pre-numbered receipt and accurately recorded in the school district or school accounting system. The original copy must be provided to the payor and the duplicate retained for audit purposes.

Public funds collected for school fundraising activity will also be logged and forwarded to the appropriate school for processing. All funds will be kept in a secure location until they can be deposited.

Employees are expressly prohibited from opening bank accounts outside of the control of the District for the receipting and/or expending of public funds.

Title: **Student Activity Accounts**		Policy Number: **4110**
Section: Finance and Budget		Last Reviewed/Revised: 4/12/22
Date Board Approved:	1st Reading: 5/5/26	2nd Reading: 5/19/26

Each school may conduct fund raising efforts for student activities. (See Policy 7460) The money generated by these efforts is deposited into a single checking account that is administered by the school. The student activity group sponsor is responsible for directing expenditures in accordance with the purpose of the fund-raising activity. The school principal is responsible for the maintenance, authorization, and recording of transactions, and implementing sufficient internal controls to reduce the risk of errors, irregularities, fraud, or embezzlement.

The following procedures should be separated among employees:

- Authorization
- Maintaining custody of assets
- Recording of transaction
- Reconciliation

A detailed supervisory review of related activities is required as a compensating control activity if these functions cannot be separated.

Two signature checks will be required of all schools except Baker and Lund. All disbursements from the school activity accounts will be made by check with proper authorization.

A daily register will be kept for all transactions of student activity groups. Accounting software may be purchased for recording transactions. Accounting software purchases must be approved by the Finance Officer prior to purchase. Individuals purchasing software without prior approval assume personal liability for the purchase.

Reconciliations of bank accounts will be completed before the end of the following month. Reconciliations must be reviewed and approved by the school principal, or vice-principal and must show the individual balances of each student activity. Copies of the bank reconciliations will be forwarded to the Finance Officer for review.

Because each student activity group owns the funds it has earned, it is not permissible to transfer funds from one group to another without written permission from the group lending the funds. Borrowed funds from another group must be repaid according to written agreement.

Each school may maintain a separate "interest" category which can be used at the discretion of the school administrator. This category will be used to account for the interest earned on the checking account. If a deficiency is allowed to occur in an activity's account, funds may be transferred from the interest account to cover the deficiency. Transfers will be paid back by the end of the fiscal year.

In accordance with NRS 205.130, issuance of a check or checks without funds or with intent to defraud will not be tolerated, and may be punishable by imprisonment or fine. Student activity accounts are subject to audit.
See Administrative Regulations

Title: **Petty Cash**		Policy Number: **4120**
Section: Finance and Budget		Last Reviewed/Revised: 10/4/11
Date Board Approved: 11/9/98	1st Reading: 10/4/2022	2nd Reading: 10/18/2022

A District petty cash fund of an amount as determined by the Finance Office and approved by the Board shall be maintained. Purchases of an emergency nature may be made from the fund with the approval of the Finance Officer or Superintendent. Per diem may be advanced under special circumstances for travel claims that have been approved by the Superintendent. Schools may maintain a petty cash fund as part of their activity fund. A written record or purchase order will be kept on file to

document all transactions. If funds are advanced for a purchase, a copy of the receipt must be obtained before the petty cash fund can be reimbursed.
The responsibilities of management of petty cash funds must be as follows:

The person who has custody of assets will not record transactions.
The person who has custody of assets will not authorize transactions.
The person who authorizes transactions will not record transactions.

All disbursements from the petty cash account will be made by check with proper authorization.

A daily register will be kept for all transactions affecting petty cash. Accounting software may be used for recording transactions. Software purchases must be approved in advance by the Finance Officer to ensure the software is compatible with existing systems and software and will be sufficient to record and account for the petty cash transactions

Monthly bank reconciliations will be maintained and completed before the end of the month following the month of activity. Reconciliations must be reviewed and approved by the finance officer.

The petty cash fund checking account will be a two signature account. The individual issuing the checks will not be an authorized signer on the account. Cash receipts will be deposited timely and must be deposited by someone other than the individual issuing checks.

Title: **Investments**		Policy Number:	**4130**
Section: Finance and Budget		Last Reviewed/Revised:	9/6/11
Date Board Approved:	1st Reading: 10/4/2022	2nd Reading:	10/18/2022

When the available cash balance exceeds the cash demands, the excess amount may be invested in authorized investments pursuant to NRS 355.170 and 350. The Business Supervisor and Finance Officer will ascertain the amount and timing for the investment and withdrawal based on monthly cash projections. The Finance Officer will be primarily responsible for directing investments. Only the Superintendent, Finance Officer and Business Supervisor shall be designated as authorized officials with respect to directing school district investments.

Title: **Temporary Interfund Loans**		Policy Number:	**4140**
Section: Finance and Budget		Last Reviewed/Revised:	9/6/11
Date Board Approved:	1st Reading: 10/4/2022	2nd Reading:	10/18/2022

Pursuant to NAC 354.290 a temporary interfund loan is a loan of money for a term of less than 1 year from a fund to meet an immediate obligation of another fund in advance of receipt by the borrowing fund of sufficient revenues from regular sources, including such a loan from a fund of:

(1) A local government to:
- (I) Another fund of that local government;
- (II) A fund of a component unit of that local government;
- (III) A fund of another local government; or
- (IV) A fund of a component unit of another local government; and

(2) A component unit of a local government to:
- (I) Another fund of that component unit;
- (II) A fund of another component unit of that local government;
- (III) A fund of that local government or of another local government; or
- (IV) A fund of a component unit of another local government.

A temporary interfund loan may be necessary for any federal, state and other grant that operates on a reimbursement basis. For these grants, funds must be expended and proof of expenditures provided to the grantors in order to secure reimbursement. This activity is permissible as long as there is sufficient cash flow to support the expenditures until they can be reimbursed and deposited. If the grant expenditures exceed the available sources as of June 30th, the school district must authorize an interfund loan pursuant to NRS 354.6118 from non-restricted sources to cover the deficit balances until the school district can secure the reimbursements.

Temporary interfund loans require a public hearing and resolution passed by the Board of Trustees that must be provided to the Nevada Department of Taxation. No interest may be charged and if the resolution does not stipulate an interest rate it will be assumed to be zero. The loan may not be made from any debt service fund or from any fund established or maintained as a fund dedicated to the payment of bonded debt and interest.

Reference: NAC 354.290 & NRS 354.6118

Before making an interfund loan or loaning money to another local government, the governing body of the local government that wishes to make the loan must:

1. Determine at a public hearing that:
    (a) A sufficient amount of money is available for the loan and that money is not restricted as to its use; and
    (b) The loan of the money will not compromise the economic viability of the fund from which the money is loaned; and
2. Establish at the public hearing conducted pursuant to subsection 1:
    (a) The amount of time the money will be on loan from the fund;
    (b) The terms and conditions for repaying the loan; and
    (c) The rate of interest, if any, to be charged for the loan.

(Added to NRS by 2001, 1497; A 2003, 52)

Title: **Grant Applications**		Policy Number:	**4145**
Section: Finance and Budget		Last Reviewed/Revised:	5/1/7/16
Date Board Approved:	1st Reading: 5/17/22	2nd Reading:	6/28/2022

Individuals can apply for grants on behalf of the School District. The Finance Officer, Superintendent, or designee must review all grant applications prior to submission to the granting agency. It is the responsibility of the Finance Officer and Superintendent to make sure that each grant fits within the financial framework and goals of the District. The Board must vote to accept each grant. Grants that require matching funds or create ongoing expenditures must not in any way have an adverse or deleterious effect upon the fund from which the money will be obtained.

All grant applications must be forwarded to the Finance Officer, Superintendent, or designee and logged and tracked on a form prescribed by the Superintendent and Finance Officer.

An updated copy of this log will be provided to the Board on a periodic basis.

A separate grant file shall be kept by the Finance Officer, Superintendent, or designee for each grant application in addition to the files maintained in finance.

The Finance Officer is responsible for filing final reports with the appropriate agencies. Late reports must be disclosed to the Board and indicate why the report was filed late.

The District Finance Officer may establish purchasing cutoff dates to facilitate year end closing routines.

Title: **Limitations of Administration And Distribution of Federal Grants (Federal General Procurement Conflict of Interest)**		Policy Number:	**4146**
Section: Finance and Budget		Last Reviewed:	6/27/17
Date Board Approved:	1st Reading: 11/17/20	2nd Reading:	12/8/20

No White Pine County School District Employee and/or administrator may participate in an administrative decision regarding a federal grant if:

Pursuant to 2 CFR § 200.318(c), no employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non-Federal entities may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.

Organizational conflicts of interest means that because of relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization.

Title: **Federal Grant Allowable Costs**		Policy Number:	**4147**
Section: Finance and Budget		Last Revised/Reviewed:	new
Date Board Approved:	1st Reading: 1/5/2021	2nd Reading:	1/19/21

The District will comply with federal requirements with respect to factors affecting allowability of costs with respect to federally funded programs and establish written procedures for determining the allowability of costs in accordance with 2 Code of Federal Regulations (CFR) Subpart E—Cost Principles and the terms and conditions of the Federal award.

The application of these cost principles is based on the fundamental premises that:

1. The District is responsible for the efficient and effective administration of the Federal award through the application of sound management practices.
2. The District assumes responsibility for administering Federal funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the Federal award.
3. The district, in recognition of its own unique combination of staff, facilities, and experience, has the primary responsibility for employing whatever form of sound organization and management techniques may be necessary in order to assure proper and efficient administration of the Federal award.
4. The application of these cost principles should require no significant changes in the internal accounting policies and practices of the District. However, the accounting practices of the District must be consistent with the cost principles of Subpart E and support the accumulation of costs as required by the principles, and must provide for adequate documentation to support costs charged to the Federal award.
5. In reviewing, negotiating and approving cost allocation plans or indirect cost proposals, the cognizant agency for indirect costs (Nevada Department of Education or awarding entity) should generally assure that the District is applying these cost accounting principles on a consistent basis during their review and negotiation of indirect cost proposals. Where wide variations exist in the treatment of a given cost item by the District, the reasonableness and equity of such treatments should be fully considered.

6. For non-Federal entities that educate and engage students in research, the dual role of students as both trainees and employees (including pre- and post-doctoral staff) contributing to the completion of Federal awards for research must be recognized in the application of these principles.
7. The District may not earn or keep any profit resulting from Federal financial assistance unless explicitly authorized by the terms and conditions of the Federal award.

In order to be allowable under Federal awards, except where otherwise authorized by statute, costs must be:

- Necessary and reasonable and allocable
- Conform to cost principles or Federal award as to types or amount of cost items
- Consistent with policies and procedures that apply uniformly to federal and non-federally funded activities
- Consistent treatment as direct or indirect cost
- In accordance with GAAP
- Not included as a cost to meet cost sharing or matching requirements of any other federally financed program
- Adequately documented

The application of these cost principles is based on the fundamental premises that the District has in place sound management practices; will follow the terms and conditions of the specific Federal award and will determine, based on its own unique combination of staff, facilities, and experience how to assure proper and efficient administration of the federal funds.

(References: 2 (C.F.R.) Part 200, §200.302(b)(7), 2 CFR § 200.400 Policy Guide, 2 CFR §200.56 Indirect (facilities & administrative (F&A)) costs., §200.307 Program Income, § 200.403 - Factors affecting allowability of costs)

Title: **Indirect Cost Rate**		Policy Number:	**4147.1**
Section: Finance and Budget		Last Revised/Reviewed:	new
Date Board Approved:	1st Reading: 2/6/24	2nd Reading:	2/20/24

An indirect cost rate represents the ratio between the total indirect costs and benefiting direct costs, after excluding and or reclassifying unallowable costs, and extraordinary or distorting expenditures (i.e., capital expenditures and major contracts and subgrants). The finance officer will submit an application of indirect costs and rate to the governing agency for approval on an annual basis. This rate is expressed as a percentage of the costs that have been directly charged to the program less disallowed costs. The approved rate is applied to eligible federal programs and establishes a maximum threshold of indirect costs for each eligible federal program. At the end of each year, the grant coordinator will calculate the indirect cost using the approved rate multiplied by the actual allowable costs and submit this amount for reimbursement. The district may choose to utilize a lower amount of indirect costs in order to meet grant budget constraints and maximize program expenditures.

Title: **Federal Funds - Compensation**		Policy Number:	**4148**
Section: Finance and Budget		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 1/8/22	2nd Reading:	2/1/22

Compensation for employees engaged in work on federal awards will be considered reasonable to the extent that it is consistent with that paid for similar work in non-federal funds. In cases where the kinds of employees required for federal awards are not found in the other activities of the non-federal funds, compensation will be considered reasonable to the extent that it is comparable to that paid for similar work in the labor market in which the District competes for the kind of employees involved.

Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- Be incorporated into the official records of the non-Federal entity;
- Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity, not exceeding 100% of compensated activities (for IHE, this per the IHE's definition of IBS);
- Encompass both federally assisted and all other activities compensated by the non-Federal entity on an integrated basis, but may include the use of subsidiary records as defined in the non-Federal entity's written policy;
- Comply with the established accounting policies and practices of the District
- Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Reference: 2 CFR section 200.430(i)(1)(vii)

Title: Grant Cash Management		Policy Number:	**4149**
Section: Finance and Budget		Last Revised/Reviewed:	new
Date Board Approved:	1st Reading: 2/6/24	2nd Reading:	2/20/24

As provided in 2 CFR 200.305, districts may draw federal funds using a reimbursement or advance payment method. The reimbursement method will be used unless there are compelling reasons to use the advanced payment method. Use of the advance payment method will require expressed, written authorization from the finance officer and superintendent in advance.

Reimbursement Payment Method

For reimbursements of federal funds, the district must:

2. Monitor the fiscal activity (payments and reimbursements) under each grant on a continuous basis, and request timely reimbursement only for expenditures that have already been disbursed and comply with all applicable award requirements.
3. Requests for reimbursement will be submitted on a quarterly basis or sooner if practicable.
4. Maintain source documentation and accounting records that reconcile to the reimbursement request at a level adequate to establish that funds have not been used in violation of any applicable statutory restrictions or prohibitions.
5. If the district transfers expenditures previously charged to a federal award for which reimbursement has been claimed to a non-federal fund source, the district will calculate the interest earned on the federal funds for possible submittal - refer to Interest Earned section below.

Advance Payment Method

For advances of federal funds, the district must:

1. Monitor the fiscal activity (drawdowns and payments) under each grant on a continuous basis and maintain source documentation and accounting records at a level adequate to establish that funds have not been used in violation of any applicable statutory restrictions or prohibitions.
2. To the extent available, disburse funds available from program income, rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.
3. Plan for cash flow in the grant project during the budget period and review project cash requirements before each drawdown.
4. Draw down only the amount of funds necessary to meet the immediate needs of the program or project (including the proportionate share of any allowable indirect costs), and minimize the time between receiving and disbursing those funds.
5. Pay out federal funds for expenditures that comply with all applicable grant requirements as soon as administratively feasible (a rule of thumb is no more than three business days after receiving the funds).
6. Deposit advance payments into insured accounts whenever possible.
7. Unless conditions listed in CFR Title 2 Part 200 Subpart D §200.305(b)(8) apply, districts must maintain advance payments in interest-bearing accounts.
8. Remit interest earned over $500 annually – refer to Interest Earned section below.

Interest Earned

Federal regulations allow districts to retain interest earned amounts up to $500 per year for administrative expenses. Any additional interest earned on those funds must be remitted annually to the Department of Health and Human Services (HHS) Payment Management System (PMS) through an electronic medium or by check to the HHS Program Support Center. Districts should refer to the federal or pass-through agency for pertinent information about the remittance.

Budget Revisions

Unless prohibited by federal or state statute(s) governing a particular grant program, districts can increase or decrease expenditures for any budgeted activity total or object total by an amount of up to 10 percent of the total "Budgeted Direct Expenditures" for that grant award without submitting a budget revision. If a budget revision is required due to exceeding that amount, a grant revision must be submitted and approved by the governing agency before reimbursement can be claimed.

Title: **Expenditures**		Policy Number: **4150**
Section: Finance & Budget		Last Reviewed/Revised: 11/3/09
Date Board Approved:	1st Reading: 10/20/09	2nd Reading: 11/3/09

The District's purchasing program shall serve the interests of the District and its educational program by providing the necessary supplies, equipment, services, and other purchases to meet minimum educational standards and maintain the goals of the District. The Board's authority for purchasing is extended to the Superintendent, or designee, through the detailed listing of items compiled as part of the annual budget process as approved by the Board of Trustees. The Superintendent and Finance Officer will be responsible for developing and administering the purchasing program of the district. The purchasing procedures will comply with applicable laws and regulations as well as Board policy. In addition, the purchasing program must accomplish the following objectives:

1. Establish an automated purchase order system

2. Simplify, clarify, modernize and communicate the process governing purchases
3. Make as consistent as possible the purchasing policies of the District.
4. Ensure the fair and equitable treatment of all persons who deal with the purchasing system.
5. Provide increased economy in purchasing activities and maximize to the fullest extent practicable the purchasing value of public funds.
6. Foster effective broad-based competition
7. Provide sufficient internal controls to guard against fraud, errors and omissions, and appropriately record transactions.
8. Ensure that all purchases are properly authorized and comply with local, state and federal laws, rules and regulations.

Title: **Purchasing Authority**		Policy Number:	**4151**
Section: Finance & Budget		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 10/20/09	2nd Reading:	11/3/09

School & Central Office administrators and support services supervisory personnel have discretion and authority to purchase goods and services for their designated areas of responsibility within the financial framework and policies established by the Board of Trustees. The Superintendent and Finance Officer must review and approve all purchases to ensure they comply with budget constraints and local, state and federal rules, laws and regulations. Purchase orders that do not meet these requirements will not be authorized.

Title: Micro-purchases		Policy Number:	**4151.1**
Section: Finance & Budget		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 2/6/24	2nd Reading:	2/20/24

Informal procurement methods are allowable pursuant to 2 CFR 200.320. When the value of the procurement for property or services under a Federal award does not exceed the Simplified Acquisition Threshold (SAT), as defined in 2 CFR § 200.1, formal procurement methods are not required. If there is a conflict with state and federal requirements, the state law may be enforced if it is more restrictive. If the state requirements are less restrictive, then the federal requirements must be followed.

The District may use informal procurement methods to expedite the completion of transactions and minimize the associated administrative burden and cost. The informal methods used for procurement of property or services at or below the SAT include the following:

9. Micro-purchases.
    1. Distribution. 2 CFR 200.320(a)(1)(i). The acquisition of goods or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold ($10,000, but subject to adjustment under 48 CFR subpart 2.1). Micro-purchases should be distributed equitably among qualified suppliers.
    2. Micro-purchase awards. 2 CFR 200.320(a)(1)(ii). Micro-purchases may be awarded without soliciting competitive price or rate quotations if the price is reasonable based on research, experience, purchase history or other information and documents. Purchase cards can be used for micro-purchases if procedures are documented and approved.
    3. Micro-purchase thresholds. 2 CFR 200.320(a)(1)(iii). The District is responsible for determining and documenting an appropriate micro-purchase threshold based on internal controls, an evaluation of risk, and its documented procurement procedures.
    4. District-approved increase to the micro-purchase threshold up to $50,000. 2 CFR 200.320(a)(1)(iv). The District may establish a threshold higher than the micro-purchase DJB – Purchasing Page 7 of 9 threshold

identified in the Federal Acquisition Regulations (FAR) in accordance with the requirements of this subsection. The District may self-certify a threshold up to $50,000 on an annual basis and must maintain documentation to be made available to the Federal awarding agency and auditors in accordance with 2 CFR § 200.334. The self-certification must include a justification, clear identification of the threshold, and supporting documentation of any of the following:

1. A qualification as a low-risk auditee, in accordance with the criteria in § 200.520 for the most recent audit;
2. An annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or,
3. a higher threshold consistent with State law.

5. District-approved increase to the micro-purchase threshold over $50,000. 2 CFR 200.320(a)(1)(v). Micro-purchase thresholds higher than $50,000 must be approved by the cognizant federal agency for indirect costs. The District must submit a request with the requirements included in 2 CFR 200.320(a)(1)(iv). The increased threshold is valid until there is a change in status in which the justification was approved.

Title: **Unauthorized Purchases**		Policy Number:	**4152**
Section: Finance & Budget		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 10/20/09	2nd Reading:	11/3/09

Employees who make unauthorized purchases are personally liable for the purchase and are subject to disciplinary actions. Unauthorized purchases are purchases that have not been previously approved by the Superintendent and Finance Officer.

Any employee who willfully and knowingly violates any District policies; state, federal or local laws, rules and regulations with respect to purchasing will be subject to disciplinary actions.

Title: **Regulatory Provisions**		Policy Number:	**4153**
Section: Finance & Budget		Last Reviewed/Revised:	8/15/17
Date Board Approved:	1st Reading: 4/15/25	2nd Reading:	5/6/25

All purchases shall be made in accordance with Nevada state laws, school board policies, and Federal regulations where applicable including the following Nevada Revised Statutes:

- NRS Chapter 332 – “Local Government Purchasing Act”
- NRS Chapter 338 – “Public Works Projects”
- NRS Chapter 339 – “Contractors Bonds on Public Works”
- Federal Debarment List •
- Any resolutions, policies or regulations as properly authorized by the Board of Trustees

The district shall strive for fair and competitive purchasing procedures to ensure the best value for taxpayer dollars. To achieve this, the district will establish purchasing thresholds for competitive pricing, quotes, and bids that may be more restrictive than those outlined in Nevada Revised Statutes (NRS) and federal policy. These thresholds will be determined by the district and may include, but are not limited to, discretionary purchases for lower dollar amounts, a requirement for multiple written quotes for mid-range purchases, and formal competitive bidding processes for higher-value acquisitions. By implementing these more stringent guidelines, the district aims to enhance fiscal responsibility and maximize the efficient use of public funds while maintaining compliance with all applicable state and federal regulations.

Purchases using Federal funds must comply with Federal regulations, including Buy American provisions.

Buy American Provisions:
For purchases made with Federal funds, the district shall purchase domestic commodities or products to the maximum extent practicable. Food products must be processed in the U.S. and contain over 51% domestic agricultural commodities by weight or volume. Non-food items must be produced in the U.S. and contain over 50% U.S. components.

Exceptions to Buy American:
Exceptions may be made when the product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of satisfactory quality and the cost of the domestic product is significantly higher than the non-domestic product.
All purchases must be properly documented, including justification for any exceptions to the Buy American provision. Records must be maintained for auditing purposes.

E-rate Funded Purchases:
For E-rate funded projects, the district will follow FCC and USAC guidelines, including competitive bidding requirements. Implementation of contracts resulting from E-rate bids will be dependent on the district's issuance of a written Notice to Proceed and availability of appropriate funding.

Small, minority, women's business, and labor surplus enterprises:
The District is committed to responsible, ethical, and inclusive procurement practices that support our educational mission and promote economic growth within our community including small, minority, women's businesses, and labor surplus enterprises.

The District will take all necessary affirmative steps to ensure that small businesses, minority-owned businesses, women's business enterprises, and labor surplus area firms are used whenever possible. These steps shall include, but are not limited to:

1. Assuring that small and minority businesses and women's business enterprises are solicited whenever they are potential sources.
2. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.

The District will maintain documentation of these efforts and include these requirements in all relevant procurement solicitations and contracts. The Purchasing Agent or designated official will be responsible for implementing and monitoring compliance with these affirmative steps.

Ethics:
District employees involved in purchasing must adhere to high ethical standards and avoid conflicts of interest. Gifts or gratuities from vendors are prohibited.

This policy aims to ensure compliance with Federal Buy American provisions while maintaining efficient and effective purchasing practices for White Pine County School District. The policy should be reviewed and updated periodically to ensure ongoing compliance with changing regulations.

References:

1. Buy American Act - 41 U.S.C. §§ 8301-8305
2. Federal Acquisition Regulation (FAR) Subpart 25.1 - Buy American-Supplies, which implements the Buy American Act for federal procurements.
3. Executive Order 10582, issued on December 17, 1954, which provides implementation guidance for the Buy American Act.

4. Executive Order 13881, issued on July 15, 2019, which strengthens Buy American preferences for federal procurements.
5. Executive Order 14005, issued on January 25, 2021, which further reinforces and expands Buy American policies.

Title: **Debit Card Usage**		Policy Number: **4154**
Section: Finance and Budget		Last Reviewed/Revised: 10/4/11
Date Board Approved: *05/06/02*	1st Reading: 10/4/2022	2nd Reading: 10/18/2022

The school district may elect to facilitate certain business related purchases through its debit cards within limits established by the Board of Trustees. Personal transactions are expressly prohibited. The debit card should be used only for purchases that, by their nature, are the most economical and practical means. These purchases can include travel related expenses and/or purchases from vendors that only accept debit or credit cards if such purchases are the most economical means. The debit card is an imprest account and should be used for immaterial purchases and should not be used for large purchases such as equipment or large, bulk purchases. Employees should obtain competitive pricing whenever possible in order to obtain the best value using public funds. The use of debit cards should not take the place of, nor circumvent, planned purchases that can be requisitioned through the purchase order process and system. It is important for debit card users to understand that each purchase commits district funds for all charges before properly authorized evidentiary support can be provided to support reimbursement. In order to reduce the risk of fraud, all debit card purchases must be supported by proof of purchase initialed by authorized individuals. If proof of purchase is not supplied, the Superintendent and Finance Officer must review the purchases and are responsible for verifying the legitimacy of the purchases and ensuring that they are properly recorded in the accounting system. In the event receipts, or proofs of purchase, are not provided on a consistent basis, the Superintendent or Finance Officer may temporarily suspend debit card privileges until proper procedures can be established to ensure that proper authorization is evident for all purchases.

The debit cards will be secured in a locked cabinet to restrict access and guard against theft and fraud. Any personal identification numbers (PINs) assigned to the debit cards will be kept strictly confidential. Only the Superintendent, Finance Officer and Business Supervisor shall have knowledge of, and access to, the PIN. Cards may be checked out by authorized personnel for official business purposes and returned after the business purpose has been fulfilled.

Debit card activity will be reconciled on a monthly basis. Only those purchases that have been properly authorized and accompanied by proof of purchase can be reimbursed without Superintendent or Finance Officer approval. The Business Supervisor will be responsible for tracking unsupported purchases and obtaining proper authorization. If proper authorization cannot be obtained, the Business Supervisor must report this information to the Superintendent and Finance Officer in order to authorize reimbursement and proper accounting of the unsupported transactions.

Title: **Bid Requirements**		Policy Number: **4155**
Section: Finance & Budget		Last Reviewed/Revised:11/18/03
Date Board Approved:	1st Reading: 10/20/09	2nd Reading: 11/3/09

For purposes of this policy, a "bid" refers to the formal process to solicit estimates from vendors based on a specified set of criteria. The District may seek less formal estimates through phone calls, catalogs, sales literature, requests for written estimates or quotes, or more formal means if necessary.

Unless otherwise excluded by NRS 332.115, the District or its authorized representative shall follow the following criteria with respect to bid requirements:

Purchases from $0 - $5,000

- No bid requirements
- District authorized representatives must seek to purchase items through the most economical means.

Purchases from $5,001 - $24,999

- District must seek at least three competitive quotes but is not required to hire professional services to develop bid criteria and advertise.
- Depending on the nature of the purchase, the District may place ads in the local media to solicit responses.
- The District may seek consultants to help prepare bid specifications if deemed necessary by the Superintendent or Finance Officer or required by the Board of Trustees.
- The District must keep all competitive quotes received.

Purchases from $25,000 - $49,999

- The District will follow bid requirements pursuant to NRS 332.039 and other provisions of NRS 332 that apply.

Purchases of $50,000 or more

- The District will follow bid requirements pursuant to NRS 332.039 and other provisions of NRS 332 that apply.

This section does not prohibit the District or its authorized representatives from advertising for or requesting bids regardless of the estimated annual amount required to perform the contract.

When competitive bids are required, they shall be submitted in writing and presented in a sealed envelope. Receipt of such bids shall be at the place, date and time designated in the notice of publication.

The governing body or its authorized representative shall maintain a record of all requests for bids and all bids received for the contract for at least 7 years after the date of execution of the contract. (NRS 332.039)

Dividing the total purchase price among several purchase orders to avoid the requirements of this policy and NRS 332 will not be allowed. Any proposal for leasing must have prior Board approval.

All bid advertisements must be reviewed and approved by the Finance Officer prior to placement. All bids involving facilities, transportation, and maintenance must also be reviewed and approved by the Director of Facilities and Transportation prior to placement.

Title: **Exceptions to Requirements for Competitive Bidding**		Policy Number: **4157**
Section: Finance & Budget		Last Reviewed/Revised:**11/17/09**
Date Board Approved:	1st Reading: 11/3/09	2nd Reading: 11/17/09

Exceptions to Requirements for Competitive Bidding

Contracts that, by their nature, are not adapted to award by competitive bidding may not be subject to competitive bidding requirements. The District will follow the provisions in NRS 332.112 through NRS 332.148 governing these exceptions. This includes, but is not limited, to the following categories which may be further defined by NRS:

1. Items which may only be contracted from a sole source;
2. Professional services;
3. Additions to and repairs and maintenance of equipment which may be more efficiently added to, repaired or maintained by a certain person;
4. Equipment which, by reason of the training of the personnel or of an inventory of replacement parts maintained by the local government is compatible with existing equipment;

5. Perishable goods;
6. Insurance;
7. Hardware and associated peripheral equipment and devices for computers;
8. Software for computers;
9. Books, library materials and subscriptions;
10. Supplies, materials or equipment that are available pursuant to an agreement with a vendor that has entered into an agreement with the General Services Administration or another governmental agency located within or outside this State;
11. Items for resale through a retail outlet operated in this State by a local government or the State of Nevada;
12. Goods or services purchased from organizations or agencies whose primary purpose is the training and employment of persons with disabilities; and
13. The design of, and equipment and services associated with, systems of communication,
14. Emergency contracts as defined by NRS 332.112

Title: **Emergency Contracts**		Policy Number: **4158**
Section: Finance and Budget		Last Reviewed/Revised: 10/4/11
Date Board Approved:	1st Reading: 10/4/11	2nd Reading: 10/18/11

Competitive bidding is not required for emergency contracts per Nevada Revised Statutes (NRS 332). Unless otherwise provided by NRS, an emergency is a result of a disaster such as, but not limited to, fire, flood, hurricane, riot, power outage, or disease.

The superintendent has authority to approve emergency purchase orders when deemed necessary for the continued operation of the district. A purchase order must have a clear statement to explain why the purchase must be considered an emergency and must be reported to the Board at the next public meeting.

Title: **Joinder or Use of Other Governmental Contracts**		Policy Number: **4159**
Section: Finance & Budget		Last Reviewed/Revised: **11/17/09**
Date Board Approved:	1st Reading: 11/3/09	2nd Reading: 11/17/09

Pursuant to NRS 332.195 the District or its authorized representative(s) may join or use the contracts of the State or another State and other local governments located within or outside this State with the authorization of the contracting vendor.

Title: **Award of Bids**		Policy Number: **4160**
Section: Finance & Budget		Last Reviewed/Revised:
Date Board Approved:	1st Reading: 11/17/09	2nd Reading: 12/1/09

Awarding bids will be done in accordance with Nevada Revised Statutes (NRS 332.065).

Title: **Rejection of Bids**		Policy Number: **4161**
Section: Finance & Budget		Last Reviewed/Revised:
Date Board Approved:	1st Reading: 11/17/09	2nd Reading: 12/1/09

Any or all bids received in response to a request for bids may be rejected by the District if it is either determined that any bidder is not responsive or responsible or that the quality of the services, supplies, materials, equipment or labor offered does not conform to requirements or if the public interest would be served by such a rejection.

Title: **Local Preference**		Policy Number: **4162**
Section: Finance & Budget		Last Reviewed/Revised: 11/17/09
Date Board Approved:	1st Reading: 12/13/22	2nd Reading: 1/10/23

When a local merchant's quotations for materials or services are competitive with out of the area businesses for purchases of $25,000 or less, the board prefers to purchase from the established local merchant within the district, provided the local merchant is properly licensed through the state of Nevada and the bid is within the lesser of 5% or $1,000 of the next lowest bid.

For bids that qualify as public works projects pursuant to NRS 338, a local preference may only be allowed providing the bidder qualifies to receive preference in bidding pursuant to NRS 338.0017

Title: **Site Purchases**		Policy Number:	**4163**
Section: Finance & Budget		Last Reviewed/Revised:	11/17/09
Date Board Approved:	1st Reading: 5/18/22	2nd Reading:	6/28/2022

All purchases must have the approval of the site administrator. The site administrator will be responsible for monitoring purchases and maintaining a system to make sure that the purchases are within budget guidelines.

Title: **Repair, Maintenance, and Improvements**		Policy Number:	**4165**
Section: Finance & Budget		Last Reviewed/Revised:	11/7/09
Date Board Approved:	1st Reading: 12/13/22	2nd Reading:	1/10/23

The District will maintain a work order system for staff to communicate general maintenance, repair and capital improvements to maintenance and custodial personnel. Work orders will be prioritized in the following order: life/safety, general maintenance and improvements

Life/Safety issues are items that threaten, or are a potential threat, to the life/safety/health of employees, students, and community. These items will receive the highest priority. General maintenance items are the day-to-day maintenance issues and improvements are items that are not a life/safety risk and are not essential to the operation of the District. Work related to general maintenance and improvements will be scheduled based on maintenance, custodial staff and/or outside vendor availability. Before work can be ordered on a project, the Director of Facilities and Transportation must obtain an estimate of the cost to complete the project except for items that are not conducive to planning and scheduling such as emergencies, hazards and life/safety issues that require immediate attention. Work and costs related to items of an urgent nature can be paid from vendor invoices and do not have to flow through the purchase order process. If a planned project will require goods and/or services in excess of $500 a purchase order must be authorized before work can begin on the project. In order to facilitate the project, a purchase order for the estimated cost of the project can be issued and properly authorized.

Title: **Checks Issued**		Policy Number:	**4166**
Section: Finance & Budget		Last Reviewed/Revised:	11/17/09
Date Board Approved:	1st Reading: 12/13/22	2nd Reading:	1/24/23

Accounts payable checks will be prepared prior to each Board meeting by the Accounts Payable Clerk. Pursuant to NRS 386.325 it is the duty of the Clerk of the Board of Trustees to draw all orders for the payment of money belonging to the school district subject to the written direction of the Board. The District Finance Officer will be responsible for the maintenance, authorization, and recording of transactions within the following guideline:

- The person who has custody of assets will not record transactions.
- The person who has custody of assets will not authorize transactions.
- The person who authorizes transactions will not record transactions.
- The individual responsible for reconciling the checking accounts must not be an authorized signer on the account nor issue the checks.

- The Superintendent and Finance Officer are the only signatures that may be affixed to the accounts payable checks for authorization.
- The Business Supervisor may have authorization to obtain information on the accounts and issue stop payment orders. Check registers must be reviewed and approved by the Superintendent, Finance Officer, and Board of Trustees before checks can be remitted to the vendors except those from petty cash.
- Before checks can be issued for goods and services, confirmation must be provided to the A/P Clerk to substantiate the purchase has been fulfilled and all goods and services were properly delivered and/or services provided. After confirmation has been received, the checks can be prepared and submitted for Board approval at the next Board meeting.
- Individual checks may be issued and mailed, or delivered, to vendors between Board Meetings provided they are approved by the Superintendent and Finance Officer to facilitate cash flow for smaller vendors. These checks, called interim checks must still be reviewed and approved by the full Board at the next regular Board meeting.

Title: **Payroll**		Policy Number: **4200**
Section: Finance and Budget		Last Reviewed/Revised: 10/4/11
Date Board Approved:	1st Reading: 5/18/22	2nd Reading: 6/28/2022

The superintendent and finance officer will develop and implement payroll procedures that conform to all requirements of law.

The superintendent is authorized to verify payroll and issue pay on his/her signature along with that of the finance officer.

The district maintains wage schedules for all positions. Employees will be paid in accordance with the appropriate wage/salary schedule.

When the regular pay day falls on a holiday, pay will be issued on the last preceding work day. Transmittals will be submitted to the Board of Trustees for review/approval at the next regular board meeting following the payroll.

All salaries, supplements, and compensation for extra duties will be paid through the district finance office. Extracurricular or coaching positions will be paid at the end of the particular season or completion of the extracurricular event. Compensation records reflecting an accurate history of wages and related benefits will be kept for each district employee.

If an emergency prevents regular pay distribution, pay will be distributed as soon as possible.

Title: **Payroll Deductions**		Policy Number: **4201**
Section: Finance and Budget		Last Reviewed/Revised: 11/1/11
Date Board Approved:	1st Reading: 5/18/22	2nd Reading: 6/28/2022

The District will provide payroll deduction services for employees. The Finance Officer or his/her designee has authority to approve voluntary payroll deductions. A payroll deduction form must be completed and authorized by the employee before the payroll deduction(s) can commence.

An employee may terminate a payroll deduction, by providing 30 days written notice, which will be signed by the employee, given to the payroll clerk and placed in his/her payroll file.

New payroll deduction programs must be reviewed and approved by the Superintendent and Chief Financial Officer. Organizations, companies, or individuals desiring to implement a new payroll deduction plan must submit their desired plan to the Superintendent and Chief Financial Officer for advance approval.

Deductions are to be withheld in equal installments, with the number of installments being determined by the number of pay periods.

Payroll deductions for union/association dues will be paid in accordance with the collective bargaining agreement(s).

Title: Time and Effort		Policy Number:	**4205**
Section: Finance and Budget		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 2/6/2024	2nd Reading:	2/20/24

As a recipient of federal funds, White Pine County School District must comply with the Office of Management and Budget (OMB) Circular A-87, General Principles for Determining Allowable Costs. Attachment A, Paragraph C.1. requires certification of effort to document salary and wage expenses charged directly against federally-funded programs. Paragraph C.1. states, "To be allowable under federal awards, costs must...be adequately documented." District time and effort reporting policies and procedures are intended to meet this requirement.

For the purposes of this policy, effort is defined as the amount of time spent on a particular activity. It includes the time spent working on a sponsored project in which salary is directly charged or contributed (cost-shared effort). Individual effort is expressed as a percentage of the total amount of time spent on work-related activities for which the school compensates an individual. Effort reports must be performed on a regular schedule and must be certified by either the employee or employee's direct supervisor, individuals who have first-hand knowledge of 100 percent of the employee's compensated activities.

1. Time and effort reporting shall reasonably reflect the percentage distribution of effort expended by employees involved in federally funded programs, grants and/or contracts, and shall be incorporated into the records for the school district. These records shall reasonably reflect the activity for which the employee is compensated and shall encompass all activities on an integrated basis.

2. Employees who are compensated in whole or in part from a federally funded program (Title I, II-A, III, Spec. Ed., etc.) and who are compensated in whole or in part from federal funds and operate under multiple cost objectives are required to complete a time and effort report for each month and must be reviewed by their immediate supervisor.

3. The business office/finance officer is responsible for the identification of, distribution, collection, and retention of all employee time and effort reports relative to federal funding.

4. The Time and Effort report must represent, in percentages totaling the agreed upon contractual amounts, the total activity for which each employee is compensated.

5. Where employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by enterprise resource planning (ERP) reports and documentation

6. Wages and benefits associated with time and effort reports and payroll for all grant related positions will be compared with pre-approved grant applications to ensure actual cost allocations are within budgeted cost allocations. Changes will be made to grant applications and/or cost allocations based on applications criteria and actual vs budgeted expenditures.

Title: **Recruiting and Hiring**		Policy Number:	**4300**
Section: Finance and Budget		Last Reviewed/Revised:	10/18/11
Date Board Approved:	1st Reading: 12/13/22	2nd Reading:	1/10/23

The Board of Trustees believes that the quality of the district's employees influences the quality of services provided by the school district and it is in the best interests of the school community to recruit, hire and retain the best-qualified staff available.

The Board of Trustees will approve all school district positions through the annual budget process and approval of grant applications and authorize the Superintendent to fill the positions. The Superintendent is the hiring authority on behalf of the Board and school district. Administrative employees other than the superintendent may make recommendations to the Superintendent to fill positions but do not have authority to extend offers of employment without Superintendent approval (refer to the Administrative Regulations Manual - Hiring Practices, Page 63). The Board authorizes the Superintendent to fill positions in advance of Board approval to adapt to emerging and urgent student and school needs that were not foreseen or foreseeable when budgets were approved. These positions will require Board authorization at the next available meeting.

It is the Superintendent's responsibility to ensure that all employees are properly trained and certified for the position(s) the employee has been hired to perform. In addition, the Superintendent is responsible for ensuring that proper background checks, references, investigations and other due diligence is performed before hiring an employee. All positions will be hired in accordance to governing collective bargaining agreements, policy, Nevada statutes and federal labor laws.

Title: **School Insurance and Bonds**		Policy Number:	**4400**
Section: Finance and Budget		Last Reviewed/Revised:	3/2/04
Date Board Approved:	1st Reading: 10/4/11	2nd Reading:	10/4/11

The Finance Officer serves as the Agent of Record and shall recommend all insurance and bonds, and is responsible for informing the Board.

The Board of Trustees and Agent of Record shall review the district's insurance program at least once per year.

Title: **Fraud**		Policy Number:	**4500**
Section: Finance & Budget		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 11/17/09	2nd Reading:	12/1/09

The purpose of this policy is to provide for the prevention, deterrence, and detection of fraud. Administration and staff will be responsible for creating a positive workplace environment ensuring a culture of honesty and ethical behavior to enhance White Pine County School District's ability to protect its assets, operations and reputation.

The White Pine County School District fraud policy is established to facilitate and develop internal controls that will aid in the detection and prevention of fraud and embezzlement. This policy applies to any fraud, or suspected fraud, involving employees as well as individuals, board members, consultants, vendors, contractors and other outside entities.

District administration is responsible for the detection and prevention of fraud, misappropriations, embezzlement and other inappropriate conduct. Fraud is defined as the intentional, false representation or concealment of a fact or information in order to secure unfair or unlawful gain.

The terms defalcation, misappropriation, and other fiscal wrongdoings refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration or any document or account belonging to the District
- Forgery or alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies or other assets
- Impropriety in the handling or reporting of money or financial transactions
- Profiteering as a result of insider knowledge of the District's activities
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything or material value ($50 or more) from contractors vendors or other persons providing services or materials to the District
- Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment and/or
- Any similar or related inappropriate conduct
- Unauthorized fund raising

Title: **Reporting Fraud**		Policy Number:	**4505**
Section: Finance & Budget		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 11/17/09	2nd Reading:	12/1/09

If an individual witnesses or suspects fraud, they should contact their immediate supervisor. If the supervisor does not have the authority to investigate, then the supervisor will contact the Superintendent unless the Superintendent is suspected, in which case the Chief Financial Officer and Board Chairperson will be notified immediately. The supervisor or Superintendent will contact legal council, the White Pine County Sheriff, and the White Pine County School District Board Chairperson. After contacting the proper authorities and determining a proper course of action, an investigation shall ensue.

Any investigative activity required will be conducted without regard to the suspected wrongdoer's length of service, position/title, or relationship to the District or its employees, officers, agents and/or board members.

The Superintendent or supervisor must complete a written report of the witnessed or suspected fraud and must keep a written journal of the steps leading up to and including the investigation and the results of the investigation. If the investigation proves that fraud exists, the matter will be referred to legal counsel and the proper authorities to pursue legal challenges and charges.

Any individual(s) that witnesses or suspects fraud but does not report it, may be an accessory to fraud and investigated and/or prosecuted in the same manner as the individual(s) that committed the fraud.

Title: **Investigation Responsibilities**		Policy Number:	**4510**
Section: Finance & Budget		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 11/17/09	2nd Reading:	12/1/09

The Superintendent has the primary responsibility for the investigation of all suspected fraudulent acts as defined in policy. If the investigation substantiates that fraudulent activities have occurred, the superintendent will issue reports to the legal counsel and the Board of Trustees.

Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for further action will be made in conjunction with legal counsel and the Board of Trustees.

Any employee who suspects dishonest or fraudulent activity will not attempt to personally conduct an investigation or interview/interrogate in relation to any suspected fraudulent act.

Title: **Confidentiality Relating to the Investigation of Fraudulent Activities**	Policy Number: **4515**

Section: Finance & Budget		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 11/17/09	2nd Reading:	12/1/09

The District will treat all information received confidentially. The identity of any employee who reports dishonest of fraudulent activity will be kept in the strictest of confidence. Investigation results will not be discussed with anyone other than those who have legitimate need to know. Any breach of confidentiality will be subject to disciplinary action and may include termination of employment.

Title: **Fraud Prevention**		Policy Number:	**4520**
Section: Finance & Budget		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 11/17/09	2nd Reading:	12/1/09

District administration will implement internal controls to educate staff and reduce the risk of fraud, misappropriations, embezzlement and other inappropriate conduct. Training will be held on an annual basis with District Administrators, Administrative Assistants and other personnel involved with handling of assets. Fraud and the Fraud Policy will be explained to each employee as part of the employee orientation or processing.

Title: **Vending Machines**		Policy Number:	**4600**
Section: Finance and Budget		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 9/16/08	2nd Reading:	10/7/08

The Building Administrator may approve vending machines for sales on campus. Those vending machines that provided beverages or food items must meet the guidelines established in the district wellness policy. The profits, in their entirety, shall go to student funds of that school. The District Office may enter into a district wide agreement for vending services.

Title: **Cash Management**		Policy Number:	**4900**
Section: Finance and Budget		Last Reviewed/Revised:	11/17/20
Date Board Approved:	1st Reading: 12/13/22	2nd Reading:	1/10/23

The purpose of the White Pine County School District Cash Management Procedures is to identify, plan, and prioritize the sources and uses of cash and minimize the risk of non-payment and insufficient funds. In addition, these procedures will help the School District spend within the resources provided in the event that the resources are different from the amounts budgeted. The Superintendent and Finance Officer will be responsible for implementing and maintaining a cash management system including investments of idle cash to maximize earnings and appropriate internal controls that reduce the risk of fraud.

Because annual budgets are based on estimates of resources to be received, continued monitoring of these resources will ensure that the School District is able to meet budgeted expenditures. By systematically monitoring cash receipts, the risk of spending beyond the District's means is reduced.

Accordingly, the School District's cash management system will include annual estimates of resources, monthly estimates of resources, and a comparison of monthly estimates with actual receipts. Any material differences between actual and estimated receipts will be analyzed, explained, and subsequent budget estimates changed as necessary. The impact of these material differences must be communicated to the Superintendent of Schools and the Board of Trustees.

With respect to federal awards/programs, the District will typically operate under a reimbursement basis. For any grant where federal funds are advanced, federal regulation § 200.305 provides that payment methods must minimize the time elapsing between the transfer of funds from the United States Treasury or the pass-through entity and the disbursement by the non-federal entity whether the payment is made by electronic funds transfer, or issuance or redemption of checks, warrants, or payment by other means-(see also §200.302 Financial management paragraph (b)(6)). Except as noted elsewhere in this part, Federal agencies must require recipients to use only the Office of Management and Budget (OMB) approved standard government wide information collection requests to request payment.

Title: **Monthly Bank Reconciliation**		Policy Number: **4930**
Section: Finance and Budget		Last Reviewed/Revised:10/18/11
Date Board Approved:	1st Reading:	2nd Reading:

At the end of each month, the cash and investment accounts will be reconciled to the monthly bank and investment statements. Reconciliations will be maintained in a file with the monthly statements.

Title: **Debt Management Policy**		Policy Number: **4950**
Section: Finance and Budget		Last Reviewed/Revised: 11/1/11
Date Board Approved:	1st Reading: 12/13/22	2nd Reading: 1/10/23

The purpose of the White Pine County School District Debt Management Policy and is to identify, plan, and prioritize the capital improvement and facility needs and coordinate their financing and construction. In addition, this policy provides order and continuity to the repair, replacement, construction or expansion of the School District's capital needs.

Pursuant to NRS 350.0013, local governments are required to prepare a debt management policy prior to incurring general obligation debt. Decisions regarding the use of debt will be based in part on the long-term needs of the District and the availability of funds.

Debt Services Fund: A debt service fund was established by resolution pursuant to NRS 354.612 for debt related revenue and expenses. Sources for this fund are derived from taxes ad valorem, government services tax, transfers from the general fund and/or capital funds. Sources in excess of uses are accumulated in a fund balance that provide ready reserve to meet current debt service payments should funding not be available from current revenues. It is the District's policy to strive for a minimum debt service fund balance equal to one year of principal and interest on its voter approved debt.

Issuance of Debt: The term of District debt issues should not exceed the useful life of the project or equipment financed. The repayment of principal on tax supported debt should generally not extend beyond 25 years unless there are compelling factors which make it necessary to extend the term beyond 25 years. Because mining operations may account for a significant percentage of the ad valorem taxes and local employment and revenues from these sources are subject to rapid change, long term debt obligations secured through net proceeds of minerals should not be sued to secure long-term debt. Closure of one, or a few operations, could threaten the District's ability to repay its obligations.

Refunding: A new bond issue may be underwritten by a refund. That is, the proceeds of the new bond issue may be used to redeem an outstanding issue. Prior to beginning a refunding bond issue, the District will review an estimate of the savings achievable from the refunding.

The District will generally consider refunding outstanding bonds if one or more of the following conditions exist:

- Present value savings are at least 3% of the par amount of the refunding bonds.
- The bonds to be refunded have restrictive or outdated covenants.
- Restructuring debt is deemed to be desirable.

The District may pursue a refunding not meeting the above criteria if:

- Present value savings exceed the costs of issuing the bonds.
- Current savings are acceptable when compared to savings that could be achieved by waiting for more favorable interest rates and/or call premiums.

When bond insurance is purchased directly by the District, the present value of the estimated debt service savings from insurance should be at least equal to or greater than the insurance premium.

Debt Capacity: According to the Nevada Revised Statutes (NRS 387), the total principal amount of the School District's general obligation debt shall be limited to 15% of the Districts total assessed valuation.

Sale of Debt: The sale of debt will be conducted through competitive or negotiated sale. Competitive sales are preferred, as they generally result in a lower interest rate.

Competitive Sale: With a competitive sale, any interested underwriter(s) is invited to submit a proposal to purchase an issue of bonds. The bonds are awarded to the underwriter(s) presenting the best bid according to certain stipulations set forth in the notice of sale. The best bid is usually based on the lowest overall interest rate.

Negotiated Sale: A securities sale can be by exclusive arrangement between the issuer and an underwriter or underwriting syndicate. At the end of successful negotiations, the issue is awarded to the underwriters. Negotiated underwriting may be considered based upon one or more of the following criteria:

- Extremely large issue size
- Complex financing structure (i.e., variable rate financing, new derivatives and certain revenue issues, etc.) which provides a desirable benefit to the School District
- Poor credit rating
- Other factors which lead the School District to conclude that a competitive sale would not be effective
- Use of private placement (i.e. state or federal programs).

School District Bond Guarantee Law: As provided for in NRS/NAC, the School District may enter into a bond guarantee agreement with the State of Nevada in which the School District's debt payments are guaranteed through the State's Permanent School Fund.

This is to be considered if:

- A higher rated bond results in a reduction in the amount of interest paid (lower annual payments).
- A broader competitive market exists for the higher rated bonds.
- Insurance savings can be realized.

Title: **Capital Improvements**		Policy Number:	**4995**
Section: Finance and Budget		Last Reviewed/Revised:	10/18/11
Date Board Approved:	1st Reading: 10/18/11	2nd Reading:	11/1/11

On or before August 1st of each year, the District must file with the Department of Taxation a written debt management policy and five year capital improvement plan. The capital improvement plan must include a list of estimated available resources for each year and a list of projects to be completed, with estimates for each project. The project costs must not exceed the estimated resources.

The Board of Trustees must review and approve the capital projects report before filing with the Department of Taxation. Because capital improvement costs are based on estimates, it may be necessary to revise the capital improvement plan to compensate for the actual costs. If the capital improvement plan is revised, the revision must be reviewed and approved by the Board of Trustees.

WHITE PINE COUNTY SCHOOL DISTRICT POLICY

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BUILDING AND PROPERTIES

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Title: **Use Of School Facilities**		Policy Number:	**5000**
Section: Building and Properties		Last Reviewed/Revised:	6/30/03
Date Board Approved:	1st Reading:	2nd Reading:	1/20/04

The Board may make district facilities available for use community organizations, provided that such uses do not interfere with the educational program and the organizations to which such uses are granted observe the rules and regulations of the Board. (*See Administrative Regulation*)

Title: **General**		Policy Number:	**5010**
Section: Building and Properties		Last Reviewed/Revised:	6/30/03
Date Board Approved:	1st Reading:	2nd Reading:	11/20/07

Community groups shall be permitted and encouraged to use school facilities for worthwhile purposes provided that:

1. The use thereof does not interfere with the school program.
2. The use thereof is not for private gain and is distinguishable as a public nonprofit venture, which would not profit or benefit in anyway a business, individual or group.
3. The use by State or county central committee will be granted without charge as per the provision of NRS 293.134.
4. The use thereof is not for any program or movement, which advocates the overthrow of the United States government or any state/local government.
5. The use thereof is not for an illegal purpose.

Title: **Granting Approval**		Policy Number:	**5020**
Section: Building and Properties		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	6/30/03

The building principal is authorized to approve and schedule the use of school facilities by non-school organizations.

Title: **Payment Of Rental Fees**		Policy Number:	**5030**
Section: Building and Properties		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

The use of school buildings and facilities by community organizations is subject to central fee schedule adopted by the White Pine County School Board.

Title: **Free Use of Building**		Policy Number:	**5040**
Section: Building and Properties		Last Reviewed/Revised:	6/30/03
Date Board Approved:	1st Reading:	2nd Reading:	

Permission for free use of school facilities will be approved according to the guidelines set forth in Administrative Regulations.

Title: **Damage And Insurance**		Policy Number:	**5050**
Section: Building and Properties		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	6/30/03

For all uses or events not co-sponsored by the district, all organizations making application for the use of a building or facility shall agree to pay the district for any damage to school property caused by any person or persons attend the meetings. Co-sponsor status shall be determined by the superintendent, under the conditions noted in the administrative regulations attendant to this policy. As well, all organizations shall provide an indemnity/hold harmless agreement prior to the use of school district facilities, which shall relieve the district from any and all responsibility for damage, loss of property or injury. All organizations shall also provide a certificate of insurance with coverages and limits acceptable to the district prior to the use of school district facilities to verify that the required insurance coverages are in force in accordance with the regulation

Title: **Care And Use Of Buildings**		Policy Number: **5060**
Section: Building and Properties		Last Reviewed/Revised: 10/28/97
Date Board Approved:	1st Reading:	2nd Reading: 6/30/03

Organizations making application for the use of a building shall agree to the proper care and use of the buildings as prescribed by the Administrative Regulations of the Superintendent.

Title: **Inventory**		Policy Number: **5070**
Section: Building and Properties		Last Reviewed/Revised: 9/3/13
Date Board Approved:	1st Reading: 6/27/23	2nd Reading: 7/18/2023

An automated inventory control system will be maintained by the District to account for the purchase and location of all capital and designated non-capital assets. Pursuant to NRS 354.499 "Capital Assets" are defined as assets of a long-term character which are intended to continue to be held or used such as land, building, machinery, furniture and other equipment. Noncapital assets that are tracked in the inventory control system are items of lesser value such as technology that are at-risk of theft.

NRS 354.625 requires the school district establish adequate inventory controls and designate, by entry in the minutes, the employee responsible for the maintenance of property and equipment records and inventory records and provide this designation to the Department of Taxation.

An inventory of all capital and designated non-capital assets will be maintained by the District on a continual basis and recorded in a designated format.

Assets will be assigned an inventory tag after the purchase has been verified and accepted. Physical inventory count counts will be conducted and compared with the inventory list on an annual basis. At the conclusion of the physical inventory count, administrators will be provided a new list of assets that must be verified. Any deviations, or missing items, must be researched, identified and physically counted or removed from inventory.

(Note: NRS 333.220 requires state agencies to perform a physical count annually. This is a better practice than every other year and we are performing our physical count annually so should we change our requirement to align with this statute?)

Missing items will be communicated to the Board and removed from the inventory after review and approval by the Board.

Any asset recorded on the inventory list will remain on the list until the asset is sold, disposed of or federal or state law dictates removal.

In the event an inventoried item is disposed of, sold, or moved, the individual that conducted the transaction must update status of the item in the inventory system or communicate the status to the employee responsible for inventory records

Any item lost or stolen must be reported to the Finance Officer or Superintendent. If the item was purchased with federal funds and the loss is due to gross negligence, or the loss is recoverable, the District must replace the item.

Capital assets purchased with federal funds shall be retained by the District in the project as long as there is a need for such property to accomplish the purpose of the project whether or not the project continues to be supported by federal funds. When there is no longer a need for such property to accomplish the purpose of the project, the district shall use the property in connection with other federal awards it has received in the following priority:

1. Other awards under federal programs administered by the Department of Education
2. Awards by other federal agencies needing property.

At no time can the property be transferred to the district's non-federal inventory. Property purchased using more than one funding source must be noted as to the division of purchase price between funding sources. For example, 50% Title I Basic and 50% Title I Migrant, or 50% District and 50% Title I. Also, the physical location of the item must be noted separately on each federal project inventory sheet. Please be aware that split funding often results in the need for user fees and additional bookkeeping.

The District may conduct surplus sales pursuant to NRS and may dispose of assets that have outlived their useful lives. Surplus sales will be conducted by the Director of Facilities and Transportation. The Director of Facilities and Transportation is directly responsible and accountable for making certain all assets are identified, transmittals are completed for each asset that is moved or disposed of, providing receipts for sales, and properly accounting for cash receipts and items sold, and other duties to facilitate the legal disposition of assets through surplus sales.

If the capital asset was purchased with federal funds and the equipment is no longer to be used in projects or programs sponsored by the federal government, the disposition of equipment shall be made as follows:

1. Equipment with a unit acquisition cost of less than $5,000 and equipment that has no further use value may be retained, sold or otherwise disposed of, with no further obligation to the federal government.
2. All other equipment may be retained or sold, and the federal government shall have a right to an amount calculated by multiplying the current market value or the proceeds from the sale by the federal share of the equipment.

If capital assets purchased with federal funds are broken beyond repair, they can be disposed of and deleted from the inventory after the district has received permission to do so from the Nevada Department of Education. Permission to delete an item must remain with the inventory records. Capital assets purchased with non-federal funds do not require permission from the Nevada Department of Education and can be disposed of or deleted from the inventory at any time pursuant to NRS.

Equipment inventory documents along with any disposal permission records must be kept on file by the district for a minimum period of five (5) years from the end of the grant or disposition of the asset.

The information below is provided for reference only and is not part of the policy.

https://www.assetworks.com/useful-life-and-depreciation/

Useful Life Estimates

CATEGORY	DESCRIPTION	USEFUL LIFE (yrs)
Machinery and Equipment	Books and Multimedia Materials	5
Machinery and Equipment	Computer Equipment	5
Licensed Vehicles	General Automobile	8
Machinery and Equipment	Science and Engineering Equipment	10

Machinery and Equipment	Audiovisual Equipment	10
Machinery and Equipment	Athletic Equipment	10
Machinery and Equipment	Grounds and Maintenance Equipment	15
Land Improvements	Fencing	20
Machinery and Equipment	Playground Structures	20

Title: **Records Retention**		Policy Number:	**5075**
Section: Building and Properties		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 2/6/2024	2nd Reading:	2/20/24

The superintendent will be responsible for establishing and maintaining a systematic means of filing, storing and disposing of school district records.

School district administrative personnel will be responsible for retaining, storing and disposing of paper and electronic records in accordance with the Local Government Records Retention Schedules (LGRRS) established in accordance with NRS 239.125 and NAC 293.155. School administration will designate personnel at each location to organize files and transition them from active to archive and the disposal in accordance with NRS and NAC. Hard copy files will be put into cardboard boxes and labeled with the contents of the box, date of storage and disposal date if the files are not required to be maintained permanently. Electronic files will be stored in secure locations within the school district's tech infrastructure and backed up in accordance with the school district's crisis response program.

Records will be stored by type and in disposal date order so that the records can be purged based on the disposal dates. At the end of each year, designated school personnel are responsible for securing the staff and resources necessary to dispose of the paper records in accordance with the LGRRS. Electronic files can be removed from storage devices by authorized personnel only at the direction of school district administration.

Title: **Use of District Tools and Equipment**		Policy Number:	**5080**
Section: Building and Properties		Last Reviewed/Revised:	8/19/08
Date Board Approved:	1st Reading: 9/21/21	2nd Reading:	10/5/21

Employees will use the District's equipment and, tools, for work related purposes. When using District tools and equipment, all employees are expected to exercise care, perform required maintenance, and follow all operating instructions, as well as comply with safety standards and guidelines. Employees will not misuse, destroy, or otherwise use in an improper or unsafe manner any property of the District.

Any employee using tools and equipment for personal reasons will do so at their own risk. The District will not authorize the use of tools and equipment for personal reasons and will not be liable for any personal injury or damage to property as a result of the personal use. The employee will be responsible for any and all

damages, consumable supplies and other related costs relative to the use of the tools and equipment including repair and/or replacement.

Tools and equipment are to remain in specified work areas including service maintenance vehicles when they are not being used.

Title: **Third-Party Vendor Data Security**		Policy Number:	**5085**
Section: Building and Properties		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 4/15/25	2nd Reading:	5/6/25

The District is committed to protecting sensitive data, including Personally Identifiable Information (PII) and information covered under FERPA and HIPAA. This policy establishes guidelines for contracts with third-party service providers and vendors to ensure the proper handling, access, and security of district data. This policy applies to all contracts between the District and third-party vendors, service providers, consultants, and contractors who have access to, process, or store district data.

The District shall ensure that all third-party service providers and vendors adhere to strict data security standards. Contracts must include provisions that limit the use of district data to the services explicitly outlined in the contract and require vendors to implement appropriate safeguards to protect sensitive information, including PII and HIPAA-protected data. Vendors are prohibited from sharing, selling, or using district data for any unauthorized purposes and must promptly report any data breaches or security incidents to the District. Furthermore, all vendors must comply with applicable federal and state laws, including FERPA, HIPAA, and relevant data privacy regulations.

The Superintendent is responsible for ensuring that all vendor contracts comply with this policy. The Finance Officer and Legal Counsel must review contracts to verify the inclusion of necessary data security provisions and financial obligations while the IT Department is responsible for auditing vendor security practices and ensuring compliance with contractual obligations. Vendors must comply with all contractual requirements related to data security and privacy.

All contracts with third-party vendors must include clear data use restrictions, ensuring vendors use the District data only for the contracted services and do not repurpose data for any other use. Vendors must implement and maintain industry-standard security practices, including encryption, access controls, and regular security assessments. In the event of a suspected or confirmed data breach, vendors must notify the District within an agreed-upon timeframe. Additionally, vendors must comply with FERPA, HIPAA, and all applicable federal, state, and local data privacy laws. The District reserves the right to audit vendor compliance with data security requirements, and upon contract termination, vendors must securely return or destroy all district data as per the District directives.

Title: **Multi-Factor Authentication (MFA) and Password Security**		Policy Number:	**5090**
Section: Building and Properties		Last Reviewed/Revised:	8/18/26
Date Board Approved:	1st Reading: 5/6/2025	2nd Reading:	5/20/25

Purpose

The purpose of this policy is to establish security requirements for user authentication and access control to safeguard sensitive network systems, data repositories, cloud accounts, and applications within the District. Multi-factor authentication (MFA) serves as a crucial defense mechanism, significantly enhancing the security of our digital assets by requiring multiple forms of verification before granting access. This additional layer of security helps protect against unauthorized access, even if passwords are compromised. By implementing MFA alongside strong password practices, we aim to safeguard sensitive information, maintain the integrity of our systems, and ensure the privacy of our students, staff, and stakeholders. This policy outlines our commitment to these security measures in alignment with best practices and NIST Special Publication 800-63B guidelines.

This policy aligns with the guidelines set forth in NIST Special Publication 800-63B.

Scope

This policy applies to all employees, contractors, and third-party entities who access WPCSD information systems containing sensitive data.

Policy

1. **Multi-Factor Authentication (MFA) Requirement:**
    a. All users must use MFA when accessing sensitive network systems, data repositories, cloud accounts, and applications.
    b. MFA must consist of at least two authentication factors, such as:
        i. Something the user knows (e.g., password, PIN)
        ii. Something the user has (e.g., security token, mobile authenticator)
        iii. Something the user is (e.g., fingerprint, facial recognition)
    c. Exceptions to MFA may only be granted in limited circumstances with documented approval from the IT Security Administrator/Superintendent designee.
2. **Strong Password Requirements:**
    a. All user passwords must meet the following criteria:
        i. Be at least 12 characters in length
        ii. Include a mix of uppercase and lowercase letters, numbers, and special characters
        iii. Not be a previously used password
        iv. Not contain easily guessed words or personal identifiers
            a. Passwords must be changed at least annually or immediately if compromised.
3. **Access Controls and Compliance:**
    a. The IT department will enforce MFA and password policies through automated system configurations and regular audits.
    b. Users who fail to comply with this policy may have their access revoked and be subject to disciplinary action.
    c. IT Security personnel will conduct periodic reviews to ensure compliance and update authentication requirements as needed.

Enforcement and Review

This policy will be reviewed annually by the IT Security Administrator/Superintendent designee and updated as necessary to align with evolving cybersecurity threats and best practices.

WHITE PINE COUNTY SCHOOL DISTRICT POLICY

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Title: **Cultural and Ethnic Recognition**		Policy Number:	**6010**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

The White Pine County School District recognizes all cultures and ethnic groups as being important to our society. Hence, the Board of Trustees believes that the learning process should include experience in the cultures of others as well as one's own culture. Therefore, the Board directs that educational activities and programs be developed by all schools in recognition of the contributions made to the growth and development of the United States by all cultural and ethnic groups represented in our society.

Title: **Education Involvement Accord**		Policy Number:	**6012**
Section: Instruction	reviewed annually	Last Reviewed/Revised:	8/18/26
Date Board Approved:	1st Reading:	2nd Reading:	05/02/06

The White Pine County School District will maintain and distribute an Educational Involvement Accord as per NRS 392.4575. The signed Educational Involvement Accord will be kept on file at the school site. The Educational Accord, Honor Code and other educational materials will be distributed by the classroom teacher on the first day of school or upon a student's enrollment in the class. Elementary teachers who are assigned to a regular classroom and secondary teachers, either in their assigned homeroom class or the first period of regular instruction will collect the signed Educational Involvement Accord and the Code of Honor within five school days from the beginning of school or the student enrollment. After the fifth day of instruction the classroom or homeroom teacher will notify the building level administrator of any students who have failed to return the required forms. The building level administrator will be responsible for making a reasonable effort to contact the parent or legal guardian to secure the required signatures. This policy will be reviewed on an annual basis by the Board of Trustees. *NRS 392.4575*

Title: **Code Of Honor**		Policy Number:	**6013**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	05/02/06

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

What is cheating?

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

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

What is plagiarism?

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

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source.
- Turning in purchased papers or papers from the Internet written by someone else.
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own.
- Helping others plagiarize by giving them your work, even if you don't think it will be copied.

All Stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life. *NRS 392.461*

Title**: Parent Involvement: Encouraging And Supporting Parents' Active Role In Their Children's Education**		Policy Number:	**6014**
Section: Instruction	Reviewed Annually	Last Reviewed:	8/18/26
Date Board Approved:	1st Reading: 8/2/22	2nd Reading:	8/16/22

The White Pine County School District Board of Trustees recognizes that parent involvement is key to academic achievement. **The term parent refers to any caregiver/guardian who assumes responsibility for nurturing and caring for children**. When parents are involved in their children's education, the attitudes, behaviors, and achievement of students are positively enhanced.

Parents and families provide the primary educational environment for children; consequently, parents are vital and necessary partners with the educational communities throughout their children's school career. Although parents come to the schools with diverse cultural backgrounds, primary languages, and needs, universally all parents want what is best for their children. White Pine County schools, in collaboration with parents, teachers, students, and administrators, shall develop and promote strategies that enhance parental involvement and reflect the needs of students, parents, and families.

In order to enhance parental involvement, six essential elements for parent involvement shall also be promoted:

1. **Communication between home and school is regular, two-way, and meaningful**: Effective communication requires school-initiated contact with the parent, and parent-initiated contact with the school where both parties provide vital information about a child's strength, challenges, and accomplishments. To communicate effectively, both parties must be aware of and address issues such as cultural diversity, language differences, and special needs. Appropriate steps shall be taken to allow clear communication between participants.
2. **Responsible Parenting is promoted and supported**: The family plays a key role in a child's educational environment. School personnel and program staff shall support positive parenting by respecting and affirming the strengths and skills needed by parents to fulfill their role. Parents shall be linked to programs and resources within the community that provide needed support services.
3. **Parents play an integral role in assisting student learning**: Student achievement increases when parents are actively involved in the learning process. Schools shall therefore provide opportunities for parents to learn effective ways to support their child's educational needs including information about how parents can support student behaviors such as punctuality and regular attendance that are closely tied to student success in school.

4. **Parents are welcomed as volunteers in schools**: Parent volunteers are essential for advancing student achievement. Therefore, parents shall be welcome and invited to volunteer at all educational levels. Volunteer opportunities shall capitalize on the expertise, interests, and skills of the parents, and have a direct connection to school and district goals.
5. **Parents are full partners in the decisions that affect their children and families**: Parents and educators have a mutual responsibility to make informed decisions related to all aspects of the education provided to our students. Schools shall actively enlist parent participation in decision-making. Further, efforts shall be made to recruit and support participation by parents representing diverse student groups such as: limited English proficient, special needs, gifted and talented, and homeless. The role of parents in shared decision-making shall be continually evaluated, refined, and expanded at the district and school levels.
6. **Parents, schools and community collaborate in order to enhance student learning, strengthen families, and improve schools**: Parents, educators and community members will work together in order to promote and effectively increase educational opportunities for children. When schools and communities form partnerships, both make gains that outpace what either entity could accomplish on its own.

Providing all students with equal access to quality education is a primary goal. It is vital that all partners (parents, educator, businesses, and communities) have the opportunity to provide input and offer resources to meet this goal. Developing cooperative efforts and providing access to resources will ensure improved academic achievement for all students, as well as quality schools.

I. GENERAL EXPECTATIONS

The White Pine County School District agrees to implement the following statutory requirements:

- The WPCSD will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The WPCSD will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The WPCSD will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The WPCSD will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

  Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

  a. that parents play an integral role in assisting their child's learning;
  b. that parents are encouraged to be actively involved in their child's education at school;
  c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
  d. the carrying out of other activities, such as those described in section 1118 of the ESEA.

II. IMPLEMENTATION

1. The White Pine County School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
    - The WPCSD will appoint parent representatives to serve on the committee for the District Improvement Plan. WPCSD will work to provide a broad representation for the committee including parents of elementary, middle, high school, pre-kindergarten and special needs students.
2. The White Pine County School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
    - The WPCSD encourages parent participation on all School Improvement Plan committees. WPCSD will provide, train and encourage parents to better understand the school review and improvement process so that parents are knowledgeable of the process and therefore make informed contributions to SIP committees.
3. The White Pine County School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
    - The WPCSD and Title I Office will work with building principals and staff to provide professional development to Title I schools. Research-based programs and best practices will be shared with the schools. Support for implementation will be provided by WPCSD and Title I.
4. The White Pine County School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs such as: Head Start and other preschool programs by:
    - The WPCSD provides the vehicle for coordinating and integrating programs and activities. Key staff from Head Start, CELL/ExLL Literacy and the State-operated preschool program are represented. Key staff collaborates to share strategies and integrate programs.
5. The White Pine County School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
    - The WPCSD will collect school site data on parent involvement annually through comprehensive district-wide needs assessment. Data will be collected from parents, teachers and administrators. Individual reports will be provided to the schools and the Board of Trustees. The data will be provided to schools in time to guide program improvements in working towards more effective parental involvement for the next school year.
6. The White Pine County School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
    a. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
        - the State's academic content standards,
        - the State's student academic achievement standards,
        - the State and local academic assessments including alternate assessments,
        - the requirements of Part A,
        - how to monitor their child's progress, and
        - how to work with educators:
    - The WPCSD uses the following research-based programs and best practices to build parents' capacity in understanding critical topics:

- Professional Learning Communities workshop
- Love and Logic Parenting Classes
- Family Friendly Schools Training
- Family Literacy Experiences
- Family Math Nights
- And other research-based programs as identified.
- Parent/Teacher Resource Libraries
- Response to Intervention (RTI)

b. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

c. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- The WPCSD and Title I Office will work to provide professional development on parent involvement to its administrators, teachers and support staff. The training will include information on how to positively use existing resources such as the Nevada State Educational Involvement Accord, parent groups and Professional Learning Communities.

d. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- The WPCSD provides the vehicle for coordinating and integrating programs and activities. Key staff from Head Start, CELL/ExLL Literacy and the State-operated preschool program are represented. Key staff collaborates to share strategies and integrate programs.

e. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The WPCSD uses a variety of media methods to communicate the availability of progress to parents. These methods include but are not limited to: student information data system, social media, direct mail to home, flyers sent from school, the District's website, parent/teacher conferences, individual school newsletters, a parent email list serve and collaboration with other related programs. The district provides communication in other languages, whenever possible.

III. DISCRETIONARY COMPONENTS

The White Pine County School District, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;

- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

* * * * *

Legal References: NRS 392. Sections 1112 and 1118 of the Elementary and Secondary Education Act (ESEA)

Title: **Tribal & Parental Involvement In The Education Of Children Residing On Tribal Lands**		Policy Number:	**6015**
Section: Instruction	Reviewed annually	Last Reviewed/Revised:	8/18/26
Date Board Approved:	1st Reading:	2nd Reading:	6/30/03

1. Children living on tribal land participate in school programs on an equal basis with all other children attending schools in the District. White Pine County School District will establish a task force to prepare a modified educational program to ensure equal participation in the program by Native American children when necessary. No teacher, principal, or program director is to exclude or limit participation in any District activity on the basis of race. Parents and tribal officials may comment on equal participation of Native American students as outlined in Nos. 3 and 4 below.
2. As they become available, pertinent program plans such as initiation or elimination of programs, applications, evaluations and information on Native American student participation will be disseminated through appropriate media; i.e., the local and school newspapers, Native American Education Committee, and Title V-C Parental Advisory Committee publications.
3. By scheduling through the Superintendent's Office, a place on the agenda of any open meeting of the Board of School Trustees or District parent Advisory Committee for Native American Education, a tribe or their designee, parent, or group of parents concerned with the educational opportunity of any student or group of students in the White Pine County School District may:
    a. Present view regarding applications;
    b. Make recommendations concerning the needs of their children;
    c. Provide input into the planning and development of the educational program of the District;
    d. Present views on the educational program and its operation.
4. At least annually a public meeting will be held and/or a needs survey will be conducted in which parents of children residing on tribal land/and or tribal officials may comment on equal basis participation, current status of school programs and desired directions for future development for Board of School Trustees consideration.
5. The Title V-C Parent Advisory Committee on Native American Education will serve as resource to the District in all matters dealing with Native American education. The tribal officials and parents who make up this group and the policies and procedures outlined in their constitution and by-laws shall be considered as part of these policies and procedures. They will be asked for comments and recommendations for any changes or modifications to these policies and procedures.
6. Copies of these policies will be provided for each Native American student family in this District. Copies of these policies and the PL-874 application will be sent to the Shoshone Tribal Office in Ely. Written comments will be solicited when they are sent.

Title: **Learning Plans**		Policy Number:	**6020**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 10/4/2022	2nd Reading:	10/18/2022

High quality learning comes from high quality instruction, instructional design, assessment, and feedback. World class learning requires intentional and strategic planning where very little is left to chance. Classroom time is to maximized and students are to be engaged in rigorous and relevant learning experiences at all times. Long term learning plans take the form of grade level outlines and/or syllabi. These documents are to align with

- Nevada Academic Content Standards.
- World Class Frameworks.
- Site specific expectations.

They include

- Course description or grade level summary.
- Student learning outcomes.
- Reference to the school's overarching improvement goals.
- Teacher's name and contact information.
- Times of availability for conferencing with students and/or parents.
- Grading expectations.

Weekly or daily learning plans are to be submitted weekly in advance of the learning that is to occur. The principal determines which teachers are able to submit weekly learning plans after satisfactory daily planning has been exhibited. These plans are to include

- Student learning outcomes.
- Success indicators (what does mastery look like, etc.).
- Assignments to be completed.
- Assessments to be administered.
- Other activities to be engaged in.
- Homework as applicable.
- Due dates.

Title: **Instructional Implementation**		Policy Number:	**6030**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 6/27/23	2nd Reading:	7/18/2023

The district's vision is to change the world by creating a world class learning environment where all participants work interdependently to promote, support, and ensure high levels of learning. Among the foundations necessary to achieve this vision is world class Tier 1 instruction. High quality Tier 1 instruction

- Is aligned with the World Class Frameworks and Nevada Academic Content Standards.
- Is rigorous and relevant.
- Is engaging.
- Includes opportunities for literacy practices in all content areas.
- Begins at the bell and concludes at the bell.
- Incorporates opportunities for student discourse.
- Safe, respectful, and well-supervised.
- Facilitates relationship building among all participants.
- Is adjusted based upon special circumstances unique to student need.
- Consistent with the standards and indicators outlined in the Nevada Educator Performance Framework.

Title: **Grading/Assessment Systems**		Policy Number: **6032**
Section: Instruction		Last Revised/Reviewed: 7/22/08
Date Board Approved:	1st Reading: 10/21/14	2nd Reading: 12/16/14

In order to provide substantial feedback to students and parents regarding student achievement the WPCSB has elected, through the advice of teaching staff, to adopt a District Wide K-12 Standards & Outcome Based Grading Policy. The standards and outcome-based report card will be designed by the district administrative team which includes parents and teachers and the Board of Trustees.

Student evaluation is a multi-faceted process for identifying and communicating student progress. Evaluation occurs before, during and after specific learning experiences and takes place in an educational setting which stresses the needs, characteristics and well-being of the learner. The District will use multiple evaluation techniques to determine the progress of students.

Student progress will be communicated to both students and their families through report cards and other forms approved by the Superintendent and Board of Trustees. The report card will be designed to report the progress of the whole child based on information from many sources. This report will reflect achievement, effort and the professional judgment of instructional personnel.

The grading system shall comply with the NRS/NAC and meet NV State Board of Education requirements with regards to frequency and scale for reporting student academic progress.

Criteria for grading and rubrics for grading shall align with the District's current and new curriculum. Grading rubrics shall be provided to all students prior to or during class so that each student is fully aware of the expectations of the teacher. Student report cards shall be completed at the end of each quarter (nine weeks) of the school year.
Teachers, counselors and or administrators will contact parents or guardians by phone, text, email, U.S. mail, home visits or conferences to discuss student progress at any point throughout the quarter for any student who is

1) failing a particular course; and/or
2) in the opinion of the teacher, not performing to potential.

This does not preclude sending progress reports in the form of commendation or utilization of additional appropriate means to enhance the reporting of student progress.

Report cards and other methods to communicate performance must be established collaboratively with stakeholders. Understanding, concern and involvement are necessary among family, student and teachers to make communication about student progress most effective.

Criteria for grading student progress will be prescribed by the Superintendent of Schools and may include traditional, standards and outcome-based grading systems that comply with State standards and regulations.

The WPCSD shall provide adequate training to incoming staff and existing staff on the development and use of standards and outcome-based grading within each school. The WPCSD shall provide adequate technology resources to allow staff to properly track Standards-Outcome based grades so as to create/enable efficiency and accuracy and to facilitate adequate monitoring and reporting of grades to students and parents/guardians. All student progress shall be readily accessible through district web forums. Progress shall be updated on a weekly basis so as to assist students and parents with tracking and progress and allow adequate steps to be taken to increase student achievement.

Title: **Career & Technical Education**	Policy Number: **6040**
Section: Instruction	Last Reviewed/Revised: 1/18/11

Date Board Approved:	1st Reading: 6/27/23	2nd Reading:	7/18/2023

The White Pine County School District Board of Trustees believes that Career & Technical Education programs are of vital importance to the students and citizens of the White Pine County community. Such programs provide integral components of college and career readiness and is beneficial to all students. We believe our students must be equipped to compete with students throughout the world and career and technical education is one facet of such preparation.

The White Pine County School District will collaborate with the local business community to provide and enhance Career & Technical Education opportunities for the students of the district.

Title: **Sexuality, Health And Responsibility Education**		Policy Number:	**6050**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

Factual instruction concerning A.I.D.S., the human reproductive system, related communicable diseases and sexual responsibility would be taught in the White Pine County School District.

The Board of Trustees will appoint an advisory committee, which will advise the district concerning the content of and materials to be used in a sex education program and will recommend the ages of the pupils who will participate. The committee will consist of:

1. Five (5) parents of children who attend school in the district; and
2. Four (4) representatives, one (1) from each of the four (4) of the following professions or occupations:
    a. Medicine or nursing
    b. Counseling
    c. Religion
    d. Pupils who attend school in the district; or
    e. Teaching
3. Two (2) student advisors (non-voting) who attend school the district.
4. One (1) member of the Board of Trustees.
5. One (1) administrator.

The Board shall appoint the committee members for three-year staggered terms on a rotating basis as follows:

1. Group A Two (2) parents, one (1) teacher, one (1) member of the Board
2. Group B One (1) parent, one (1) counselor, one (1) member from the medical or nursing professions
3. Group C Two (2) parents, one (1) person from the religious profession, one (1) administrator

Upon recommendation of the principal and approval by the Board, each of the student advisors shall be appointed in alternate years to a two-year term. When a *"group's"* three-year term of appointment is ending, each of the members shall declare whether or not they wish to be considered by the Board for reappointment. Those who wish to be considered by the Board for reappointment will have their names submitted to the Board for consideration for reappointment. Subsequent to Board action on reappointment, and remaining vacancies will be advertised in the local printed media. The superintendent will receive applications. After the deadline for receiving applications, the superintendent will provide each Board member with copies of the applications, and each Board member will rank all applications in order of preference. These rankings will be returned to the superintendent and will be compiled. The President of the Board will select the top number of applicants for interview by the Board. The Board will select persons to fill the committee vacancies.

A teacher or school nurse whose qualifications have been previously approved by the Board of Trustees will only teach the subjects within the approved program.

The parent or guardian of each pupil, under eighteen (18) years of age to whom instruction is offered, will first be furnished with written notice that the instruction is being offered. A form will be provided for the signature of the parent/guardian of the pupil consenting to his/her participation. Upon receipt of written consent, the pupil may participate. If the written consent of the parent/guardian is not received, the pupil will be excused from such attendance without any penalty.

All instructional materials to be used in the program will be available for inspection by parents or guardians of pupils at reasonable times and locations, and appropriate written notice of the availability of the materials for review will be furnished.

Title: **Recognition Of Religious Beliefs And Customs**		Policy Number: **6060**
Section: Instruction		Last Reviewed/Revised:
Date Board Approved:	1st Reading:	2nd Reading:

It is accepted that the school district or its employees should promote no religious belief or nonbeliever and none should be disparaged. Instead, the school district should encourage all students and staff members to appreciate and be tolerant of each other's religious views. The school district should utilize its opportunity to foster understanding and mutual respect among students and parent(s) or guardians, whether it involves race, culture, economic background or religious beliefs. In. that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it. No sectarian instruction shall be imparted or tolerated in any public school and no public funds may be used for sectarian purposes unless specifically written into state or federal law.

Title: **English Learner Service Plan**		Policy Number: **6070**
Section: Instruction		Last Reviewed/Revised: New
Date Board Approved:	1st Reading: 10/6/15	2nd Reading: 10/20/15

PURPOSE:

The Vision of the White Pine County Board of School Trustees is to graduate all students to be successful in college and career. The Mission of the Board of School Trustees is to provide relevant learning opportunities that develop adaptable, persistent, and self-directed learners capable of creativity, collaboration, communication, and critical thinking necessary to solve complex challenges.

This Vision and Mission includes a commitment to provide equal educational opportunities to students who are English Learners (ELs) through providing an EL Program that is aligned and integrated within each of the school district's priorities, goals, and plans. Consistent with Nevada and Federal law, the school district takes action to overcome language barriers that impede equal participation by students who are English Learners in all of the school district's instructional programs.

The White Pine County Board of School Trustees recognizes that explicit emphasis on language and literacy instruction is an integral part of effective teaching and learning for students who are English Learners, and that the academic success of English Learners is a responsibility shared by students, educators, the family, and the community. It is vital for English Learners to receive rigorous, explicit, high-quality language instruction while being held to high expectations and standards in order to access content area curriculum, attain proficiency in the English language, and improve their overall academic achievement and proficiency.

In furtherance of this Policy, the Board authorizes the Superintendent to adopt and implement reasonable program requirements, including work performance standards and workload assignments. The Board recognizes that the District Office, under the general direction of the Superintendent, will guide schools in implementing and monitoring programs and instruction for students who are English Learners. The District Office will implement and monitor programs aligned with this

Policy through developing a program manual and District EL Service Delivery Plan, offering targeted guidance and technical assistance, providing staff development opportunities, and evaluating programs.

DEFINITIONS:

1. EL (English Learner): The term is used to refer to a student aged 3-21 enrolled in school, whose primary or home language is not English and who does not meet proficiency on a state approved language proficiency assessment in accordance with Title III of the Elementary and Secondary Education Act (ESEA).
2. EL Program (English Learner Program): The term refers to the school district's method of providing language acquisition services to all of the school district's students who are English Learners. WPCSD's program model is English as a Second Language (ESL) with an emphasis on immersion.
3. ELPA (English Language Proficiency Assessment): Nevada's state-approved language proficiency assessment for students, developed by a state approved vendor.
4. ELD (English Language Development Curriculum Standards): Nevada's state-approved standards for EL Learners (e.g., WIDA standards).
5. TESL endorsement (Teaching English as a Second Language): refers to an endorsement issued by the State of Nevada to certify a teacher is highly qualified to teach ELs.

POLICY:

The District Office will develop a program manual that articulates the District EL Service Delivery Plan and detailed guidelines for implementing this Policy. The EL Program provided by the White Pine County School District will be:

1. Based on a sound educational theory,
2. Implemented effectively with sufficient resources, and
3. Evaluated to determine whether they are effective in helping students overcome language barriers.

Sound Theoretical and Pragmatic Principles:

The EL Program will be founded on these sound theoretical and pragmatic principles:

- Language development is a natural progression.
- Language is viewed as an integrated whole, rather than as a separate skill.
- Social interactions support and enhance complex language development.
- Instruction in language takes into account students' learning styles, academic levels, and linguistic growth.
- Listening, speaking, reading, writing and comprehending are integrated.
- Language learning comes best through a variety of meaningful and challenging activities.
- Students' experiential and educational backgrounds will serve as the entry points for learning to listen and speak, and to read and write.

Implementation Practices:

The EL program will be guided by these practices:

1. IDENTIFICATION, PLACEMENT, AND RECLASSIFICATION

The EL Program will ensure the proper identification, placement, and exit/reclassification of EL students through the use of an appropriate assessment so that all students will have access to effective programs and pathways to succeed academically.

- The EL Program will comply with state policy and guidance for EL student identification, placement, and exit/reclassification, including using the Home Language Survey, the state designated ELPA screening/placement tests.

2. PERIODIC REASSESSMENT

The EL Program will provide for the periodic reassessment of each student who is an English Learner. The EL Program will comply with state policy and guidance for reassessing students who are English Learners, including annual reassessment using the ELPA, formative and summative proficiency assessments and evaluation, and classroom-based assessments.

- Students who have been identified as ELs will be reassessed annually by a certified test administrator using the ELPA assessment instrument.
- English Learners will be evaluated using appropriate and valid data-driven assessments that are aligned with federal, state, and local standards.
- Teachers will use a balanced assessment system using diagnostic, formative, interim, and summative language, literacy, and content area assessments provided by the state and the school district.

3. DESIRED OUTCOMES

- Every English Learner will graduate from high school both college and career ready.
- EL students acquire full proficiency in English as rapidly and effectively as possible.
- EL students will meet state standards for academic and language achievement.

4. ELIMINATION OF GAPS IN ACADEMIC ACHIEVEMENT AND GRADUATION RATES

The EL Program will be designed to eliminate any gaps in academic achievement and in graduation rates between students who are English Learners and students who are proficient in English.

- Data will be properly collected and reported in accordance with state and Federal guidelines.
- Teachers will use data to drive instruction, employ best teaching practices, use all available resources, and continually evaluate programs.
- Training will be provided annually to school administrators to assist them in developing schedules for students and staff so as to provide equal access for students and effective use of staff resources. A culture of collaboration will be built, in which staff from different departments work together to meet the needs of EL students.
- in so far as possible, EL students will be provided instruction by a TESL endorsed teacher. Staffing will be consistent with the district's EL Program staffing formula.
- English Learners will have equal access to advanced placement classes, gifted and talented programs, special education programs, 21st Century program, and any other program offered by the school district, including access to academic content instruction.
- The EL Program curriculum will be aligned to the state designated English Language Development (ELD) Curriculum Standards.
- The EL Program will promote the simultaneous delivery of language and literacy development and academic content instruction to close the achievement and access gaps, build 21st century skills and capacities, and achieve parent satisfaction and support.
- All EL students will be provided instruction that enables them to attain proficiency in the English language as soon as possible and improve their overall academic and linguistic achievement and proficiency.
- An effective language acquisition program has two components: (1) direct teaching of speaking, listening, reading, and writing; and (2) assisting students succeed within the general curriculum. EL instructors and regular classroom or content area teachers will work cooperatively to plan and deliver instruction through co-teaching, consultation, classroom support, pull out services, or a combination of approaches including sheltered instruction.
- The EL Program will adapt content, including texts, assignments, assessments, and presentation of content will be provided within the EL student's proficiency level.
- The EL Program will provide professional development at all levels in the school district, giving teachers and leaders the skills and knowledge they need to support the language acquisition goals of EL students.

5. PARENT PARTICIPATION IN THE EL PROGRAM

The school district will provide for parents or legal guardians of EL students to participate in the program and will ensure that required information is properly communicated to those parents/legal guardians.

- Parents will receive notifications as required by federal law and state policy/guidance.
- Insofar as plausible, communications will be provided in a language the parent can understand, using such tools as translations of important documents, and interpreters for conferences and other meetings.

- The school district will provide for meaningful community and parent engagement in our schools to provide communities and families with the tools to become advocates for the educational rights of students. This includes asking parents of EL students to serve as advisors on committees and other working groups.

6. PARENT INFORMATION

On request, the school district will provide parents/legal guardians of EL students with information regarding other programs that are designed to improve the language acquisition and academic achievement and proficiency of pupils who are English Learners, and assist those parents/legal guardians in enrolling their children in such programs.

REFERENCES:

Castañeda v. Pickard, 648 F.2d 989 (5th Cir. 1981)
Nevada Revised Statutes (NRS), Section 388.407
Elementary and Secondary Education Act, Title III
Equal Educational Opportunities Act of 1974
WPCSD English as a Second Language Program Manual/District EL Service Plan, 2012

Title: **Homework**		Policy Number:	**6080**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

The Board of Trustees of the White Pine County School District believes that homework plays an important role in the learning process. The Trustees maintain that the purpose of homework is to reinforce, enrich, and/or extend the concepts, which are taught in the classroom. Homework, will be regularly assigned to meet student needs appropriate to grade level, subject area, and ability. The implementation of effective homework practices throughout the district involve the cooperation and support of students, parents, staff, and administrators. At the direction of the Trustees, the administration is to develop a regulation that specifies procedures and practices for implementing the homework policy.

Title: **Media Selection**		Policy Number:	**6090**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

The Board of Trustees of the White Pine County School District, which is responsible for the purchases of all materials, recognizes the student's right of free access to many different types of instructional materials. The Board also recognizes the right of teachers and administrators to select books and other materials in accordance with the district's policies, educational goals, and objectives, and to make them readily available in the schools. It is therefore the policy of the White Pine County School District to require that the materials selected for our schools be in accord with the appropriate administrative regulations.

Title: **Adoption And Use Of Textbooks And Electronic Media**		Policy Number:	**6091**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	1/20/04

The Superintendent will appoint a committee to evaluate and recommend textbooks and electronic media to be used in the District. The committee will consist of:

1. teachers who are licensed to teach the subject areas of the textbooks or electronic media if the material is to be used for secondary grades;
2. elementary teachers if the material is being considered for use in elementary grades;
3. an administrator or specialist in curriculum who is employed by the District;
4. a parent of a pupil who is enrolled in the school district;
5. any other member or members.

The committee shall review textbooks and electronic media and provide an evaluation of recommended materials to the Board of Trustees. The evaluation shall include:

1. a comparison of the textbook or electronic media with state standards and the District curriculum;
2. an analysis of the accuracy of information contained in the textbook or electronic media;
3. an analysis of the ability of the textbook or electronic media to stimulate interest in pupils;
4. a list of the times and locations that parents of pupils enrolled in the District and other community members may review the materials and submit written comments to the committee before the final decisions are made.

Electronic media is defined as any appropriate medium that is used as the primary basis of instruction including, without limitation:

1. computers, whether stationary or portable and the hardware and software necessary for the operation of those computers;
2. interactive video discs or other optical discs;
3. magnetic media, including without limitation, computer discs, audiotape and videotape; and;
4. services pursuant to which a subscriber may access the Internet or use an electronic mail address or both (NAC 390.005)

All textbooks and electronic media must be from the state approved adoption list. If the committee desires to recommend a textbook or electronic media that is not on the state approved list, it must follow the procedures outlined in NAC 390.010; 390.02; 390.025; and 390.030.

Title: **Films**		Policy Number: **6095**
Section: Instruction		Last Reviewed/Revised:was 3113
Date Board Approved:	1st Reading:	2nd Reading: 1/28/2002

1. Films are to be used only for curriculum related purposes and included in lesson plans submitted to the principal in advance.
2. Copyright laws must be observed.

Title: **Alternative Education Program**		Policy Number: **6100**
Section: Instruction		Last Reviewed/Revised: 1/28/22
Date Board Approved:	1st Reading: 10/21/2025	2nd Reading: 11/18/25

To encourage and support student attainment of a high school diploma, the White Pine County School District will maintain an alternative education program for high school students that varies from the regular school education program. Students are subject to all statues and policies regarding enrollment and attendance.

High School Equivalency (HSE) Testing for 16-Year-Old Students

In compliance with NRS 385.448 #2, the Board of School Trustees may, upon request and for good cause shown, grant permission to individuals to take the tests of High School Equivalency prescribed by the state board under the following conditions:

1. The person must reside within the school district.
2. The person must be at least 16 years of age but less than 17 years of age.
3. The person must not have graduated from high school.
4. The person cannot be currently enrolled in a high school.
5. The person should submit a request in writing to the Board of Trustees through the supervisor of the District's alternative education program who will verify that the person meets the first four conditions noted above.
6. A parent or guardian must sign the written request indicating their approval.

Title: **Released Time**		Policy Number:	**6104**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 8/16/16	2nd Reading:	9/6/16

Students may be released from school to engage in private, dual college credit, or religious instruction, as provided by law, with the approval of the principal, provided that the parent assumes all responsibility for transportation and all liability during the release time. Seniors may be released from school after completing five hours of instruction, provided that the path toward graduation is sufficiently fulfilled and all classes have passing grades. Procedures for release time will be developed through administrative regulation.

Legal Reference(s): NRS 385, 388, 392

Title: **Higher Education Cooperative Programs**		Policy Number:	**6110**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

The Board of Trustees recognizes that the educational opportunities offered by the White Pine County School District are enriched when qualified secondary students are permitted to enroll in and receive credit for courses offered by accredited institution of higher learning.

The superintendent is authorized to negotiate and enter into cooperative agreements with such institutions when such agreements are consistent with this policy. The only exception to this authorization pertains to the requirement for dual credit courses (NRS 389.160) which must be approved by the Board of Trustees before being forwarded to the Nevada Board of Education for consideration for final approval.

Title: **Student Educational Planners and Portfolios**		Policy Number:	**6125**
Section: Instruction		Last Reviewed/Revised:	8/12/02
Date Board Approved:	1st Reading: 3/16/10	2nd Reading:	3/30/2010

Students enrolled in the White Pine County School District in grades K-12 shall complete an individual student educational planner a minimum of twice during each academic school year. The educational plan will be developed with input from a classroom instructor, parent/guardian or student advocate, and the student.

Middle School Educational Plans will include specific courses required for promotion to high school and may include honors courses, career and technical education courses and pathways available to students in the advancement of their education. In addition the plan will contain information on post-secondary educational options including the cost of **post-secondary education.**

High School Educational Plans will include specific courses required for graduation and the testing requirements for graduation and college entrance. The plan may include honors courses, AP courses, career and technical education courses, work based learning experiences and pathways available to student in the advancement of their education. The plan will include information on post-secondary education and the cost of these programs. Elements of the Educational planner are located in the administrative regulation section of the policy manual.

Student Portfolios:
Students K-12 will maintain a student portfolio. The portfolio will focus on student academic accomplishments, social activities and related awards. Students exiting the fifth, eighth and 12th grades shall participate in an exit activity. High School seniors must complete a portfolio presentation as a part of the district graduation requirements. Elementary of the Student Portfolio are located within the administrative regulation section of the policy manual.

Title: **White Pine County School District Middle School Learning Requirements and Aspiration**		Policy Number:	**6158**
Section: Instruction		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 7/15/25	2nd Reading:	8/5/25



It is the WPCSD's Vision to collaboratively grow leaders who will change the world. The four Domains of Leadership and the associated eight Competencies are displayed in the above Portrait of a Leader. The four Theories of Action we believe most likely to help us accomplish this Vision are also outlined above. This policy outlines actions aligned with Theory of Action 3: Partner with Community and Families to Shape High Expectations for All. Academic Requirements and passing grades, Content Area Endorsements, and Competency/Durable Skill Credentials are further defined in this policy.

Basic Academic Requirements for Promotion to High School

1. This section of the policy is promulgated in accordance with NRS 392.033 and NAC 389.445. The State Board of Education has outlined minimum requirements for promotion to high school but allows districts to establish requirements above and beyond. Emphasizing our Vision as described above and Theory of Action 3, the WPCSD exercises its right to surpass the minimum requirements through the following.
2. 5 semesters of ELA earned in grades 6-8.
   5 semesters of Math earned in grades 6-8.
   4 semesters of Science earned in grades 6-8.
   4 semesters of Social Studies earned in grades 6-8.
   2 semesters of PE earned in grades 6-8.
   1 semester of Health earned in grades 7-8.
   2 semesters of Electives earned in grades 6-8.
3. The final grade of the semester course determines whether credit has been earned. In alignment with Theory of Action 3, the final grade of the course must be a 2 or better on the 4-point scale in order to qualify as passing. Work that is at the 1 level or below is not acceptable. A final grade below 2 means that credit has not been earned.
4. All promoting students must complete a portfolio presentation aligned with the Portrait of a Leader.

5. Students who have not completed all requirements necessary for promotion by the time of the promotion ceremony will not participate and will be required to complete the requirements during the summer.

World Class Learning Content Area Endorsements

1. Basic academic requirements are the floor. Our Vision aspires to much higher levels of learning. This section outlines endorsements that students can earn that will help them better prepare for high school and life.
2. Students whose average is 3.5 or higher in all six semesters of ELA will earn a Literacy Specialist Endorsement.
3. Students whose average is 3.5 or higher in all six semesters of math will earn a Mathematics Specialist Endorsement.
4. Students whose average is 3.5 or higher in all six semesters of social studies will earn a Civic Scholar Endorsement.
5. Students whose average is 3.5 or higher in all six semesters of science will earn a Scientist Endorsement.
6. Students whose average is a 3.5 or higher in six semesters of music will earn a Musician Endorsement.
7. Students who complete 6 or more athletic seasons will earn a Scholar-Athlete Endorsement.
8. Students who compete in 12 or more robotics competitions will earn a Robotics Endorsement.

Durable Skills Credentials

1. Collaboratively growing world-class leaders requires more than content knowledge. The four Domains of Leadership and the associated eight Competencies are based on extensive discussions with the White Pine community and articulate the Durable Skills necessary for thriving not just in school but in life. This section defines credentials that students can earn, showing their progression in the Competencies/Durable Skills identified in our Portrait.
2. Students who have progressed to Stage 4 or beyond in the Self-Management or Courage Competency/Durable Skill and have submitted sufficient evidence of this progress in their 8th Grade Portfolio will earn a Leader of Myself Credential.
3. Students who have progressed to Stage 4 or beyond in the Social Awareness or Collaboration Competency/Durable Skill and have submitted sufficient evidence of this progress in their 8th Grade Portfolio will earn a Leading with Others Credential.
4. Students who have progressed to Stage 4 or beyond in the Critical Thinking or Creativity Competency/Durable Skill and have submitted sufficient evidence of this progress in their 8th Grade Portfolio will earn a Leader of Learning Credential.
5. Students who have progressed to Stage 4 or beyond in the Curiosity or Resilience Competency/Durable Skill and have submitted sufficient evidence of this progress in their 8th Grade Portfolio will earn a Leader for the Future Credential.
6. Attendance correlates with high levels of learning. It is also an important priority for the White Pine community. Students whose school attendance through middle school averages 95% will earn an Extraordinary Commitment Credential.

Title: **Promotion of Students to High School Academic Probation**		Policy Number:	**6159**
Section: Instruction		Last Reviewed/Revised:	2/5/08
Date Board Approved:	1st Reading: 9/16/25	2nd Reading:	10/7/25

To be promoted to high school a student is required to earn the minimum number of course credits specified by Nevada Administrative Code (NAC 389.445) and Policy 6158 WPCSD Middle School Learning Requirements and Aspirations during middle school. If a student does not earn enough credits, a student may be promoted to high school in certain situations.

In order to be considered for promotion, the student must choose to take summer school classes following 8th grade in the subjects in which he/she is credit deficient. At a minimum, the student must meet the attendance requirements for the summer school classes and after completing the courses, the student must be no more than ½ credit deficient in any single subject and no more than 1 credit deficient across the four subject areas combined.

If the credit deficiency is in a subject in which the State of Nevada administers an 8th grade criterion-referenced test (e.g. reading, writing, math, and science), and the student receives a test score resulting in a Meets Standard or Exceeds Standard achievement level, the student may be promoted to high school without restriction.

If the student does not receive a Meets Standard or Exceeds Standard test score, or if there is no State of Nevada criterion-referenced test in his/her area of deficiency, the student may be promoted to high school and will be placed on academic probation.

If a student is promoted to high school and is on academic probation, the student must enroll in remediation courses in the subject of his/her middle school credit deficiencies and these courses are to be taken at the same time as the regular ninth grade class schedule. Credits earned through middle school remediation courses do not result in credits toward a standard high school diploma. Remediation courses must be successfully completed in order for a student to be removed from academic probation.

Title: **White Pine County School District High School Learning Requirements and Aspiration for Graduation**		Policy Number: **6160**
Section: Instruction		Last Reviewed/Revised: 8/19/25
Date Board Approved: 6/12/02; 2/25/03; 8/18/09; 2/18/14; 6/28/16	1st Reading: 9/15/26	2nd Reading: 10/6/26



It is the WPCSD's Vision to collaboratively grow leaders who will change the world. The four Domains of Leadership and the associated eight Competencies are displayed in the above Portrait of a Leader. The four Theories of Action we believe most likely to help us accomplish this Vision are also outlined above. This policy outlines actions aligned with Theory of Action 3: Partner with Community and Families to Shape High Expectations for All. Academic Requirements, Endorsements/Seals, and Durable Skill Credentials are further defined in this policy.

Basic Academic Requirements for Graduation from High School

1. Nevada Revised Statutes and Nevada Administrative Code outline minimum requirements for graduation from high school, but allow districts to establish requirements and options above and beyond. Emphasizing our Vision as described above and Theory of Action 3, the WPCSD exercises its right to surpass the minimum requirements through the following.

Standard Diploma (Classes of 2027 and 2028)

4 English
3 Mathematics
2 Science
2 Physical Education (*Students may WAIVE the PE requirement by participating in activities approved by the State Department of Education. PE requirement must be replaced with 1 additional elective credit for each credit waived*)
1 US History
0.5 Government
0.5 Economics/Financial Literacy
0.5 Health
0.5 Computer Science/Technology
1 Arts/Humanities/CTE
2 CCR Flex (can include Level 2 or 3 CTE, Foreign Language, additional Math, Science, Social Studies, and one credit must be World History)
6 Electives (0.5 must be Senior Achievement)
Successful presentation of Learning Portfolio
Total of 23 credits

Standard Diploma (Class of 2029 and beyond)

4 English
3 Mathematics
2 Science
2 Physical Education (*Students may WAIVE the PE requirement by participating in activities approved by the State Department of Education. PE requirement must be replaced with 1 additional elective credit for each credit waived*)
1 World History
1 US History
0.5 Government
0.5 Economics/Financial Literacy
0.5 Health
0.5 Computer Science/Technology
1 Arts/Humanities/CTE
2 CCR Flex (can include Level 2 or 3 CTE, Foreign Language, additional Math, Science, or Social Studies)
5 Electives (0.5 must be Senior Achievement)
Successful presentation of Learning Portfolio
Total of 23 credits

Advanced Diploma (Classes of 2027 and 2028)

- 4 English
- 4 Mathematics (must include algebra II or higher, Computer Science can count as a third Science or fourth Math, but not both)
- 3 Science (Computer Science can count as a third Science or fourth Math but not both)
- 2 Physical Education (*Students may WAIVE the PE requirement by participating in athletics or marching band. PE requirement must be replaced with 1 additional elective credit for each credit waived*)
- 1 World History
- 1 US History
- 0.5 Government
- 0.5 Economics
- 0.5 Health
- 0.5 Computer Science/Technology
- 1 Arts/Humanities/CTE
- 6 Electives (0.5 must be Senior Achievement)
  Successful presentation of Learning Portfolio
  3.25 GPA or higher

Total of 24 credits

Advanced Diploma (Classes of 2029 and beyond)

- 4 English
- 4 Mathematics (must include algebra II or higher, Computer Science can count as a third Science or fourth Math, but not both)
- 3 Science (Computer Science can count as a third Science or fourth Math but not both)
- 2 Physical Education (*Students may WAIVE the PE requirement by participating in athletics or marching band. PE requirement must be replaced with 1 additional elective credit for each credit waived*)
- 1 World History
- 1 US History
- 0.5 Government
- 0.5 Economics/Financial Literacy
- 0.5 Health
- 0.5 Computer Science/Technology
- 1 Arts/Humanities/CTE
- 6 Electives (0.5 must be Senior Achievement)
  Successful presentation of Learning Portfolio
  3.25 GPA or higher

Total of 24 credits

College/Career Ready Diploma (Classes of 2027 and 2028)

4 English
4 Mathematics (must include algebra II or higher, Computer Science can count as a third Science or fourth Math, but not both)
3 Science (Computer Science can count as a third Science or fourth Math but not both)
2 Physical Education (*Students may WAIVE the PE requirement by participating in athletics or marching band. PE requirement must be replaced with 1 additional elective credit for each credit waived*)
1 World History
1 US History
0.5 Government
0.5 Economics
0.5 Health
0.5 Computer Science/Technology
1 Arts/Humanities/CTE
6 Electives (0.5 must be Senior Achievement)
Successful presentation of Learning Portfolio
3.25 GPA or higher

Total of 24 credits

College/Career Ready Diploma (Class of 2029 and beyond)

4 English
4 Mathematics (must include algebra II or higher, Computer Science can count as a third Science or fourth Math, but not both)
3 Science (Computer Science can count as a third Science or fourth Math but not both)
2 Physical Education (*Students may WAIVE the PE requirement by participating in athletics or marching band. PE requirement must be replaced with 1 additional elective credit for each credit waived*)
1 World History
1 US History
0.5 Government
0.5 Economics/Financial Literacy
0.5 Health
0.5 Computer Science/Technology
1 Arts/Humanities/CTE
6 Electives (0.5 must be Senior Achievement)
Successful presentation of Learning Portfolio
3.25 GPA or higher

Total of 24 credits

Additional College and Career Ready (CCR) Diploma Requirements – applies to Class of 2027 and beyond

- Proficiency in speaking two or more languages, (Seal of Biliteracy*);OR Not less than two units of credit used to fulfill the required course units of credit (above) in one or more of the following course areas: Advanced Placement (AP) courses, International Baccalaureate (IB) courses, Dual-credit courses, CTE courses, Work-based learning courses, World language courses.

Must earn at least one of the two associated endorsements

- College-Ready Endorsement: Nevada System of Higher Education's Co-Requisite and College-Ready Gateway Policy (Board of Regents Handbook, Title 4, Chapter 16, Section I; e.g., ACT English ≥18, ELA ≥20, Math ≥22; SAT Evidence-based Reading and Writing ≥480, Math ≥530; SBAC English ≥2583 (Achievement Level 3), Math ≥2628 (Achievement Level 3) OR

- Career-Ready Endorsement: Pass one of the two State Board of Education's approved career readiness assessments (ACT NCRC ≥Silver; or ASVAB ≥50); OR Earn the CTE Skill Attainment Certificate (NAC 389.800); OR Obtain an industry-recognized credential (approved and on GOWINN's Nevada Industry-Recognized Credential List).

2. All graduating students must complete a portfolio presentation aligned with the Portrait of a Leader.
3. All students must take the ACT as outlined by state law.
4. Students who have not completed all requirements necessary for graduation by the time of the graduation ceremony will not participate and will be required to complete the requirements during the summer.

World Class Learning Endorsements and Seals

1. Basic academic requirements are the floor. Our Vision aspires to much higher levels of learning. This section outlines endorsements that students can earn that will help them better prepare for postsecondary learning, work, and life.
2. Students may earn CTE endorsements by completing the following.
    a. Completing the course of study required within the given CTE program.
    b. Earning at least a 3.0 GPA in the given CTE program.
    c. Passing the Workplace Readiness Assessment.
    d. Passing the CTE Skills Assessment within the given CTE program.
3. Students may earn a Seal of Biliteracy by meeting these requirements.
    a. GPA: 2.00 (4.0 scale) in English Language Arts courses (4 credits).
    b. Demonstrate Proficiency in speaking, reading, writing, and listening on the approved assessment.
    c. Applies to seniors who took and passed an AP (score of 3+) and/or IB (score of 4+) exams during their 9th-12th grade year.
    d. Complete all other graduation requirements.
4. Students may earn a Seal of Civic Excellence by meeting these requirements.
    a. GPA: 3.25 (4.0 scale) or 3.85 weighted.
    b. Demonstrate Proficiency: Earn a score of 90% on the Civics Exam and a satisfactory score on the citizenship rubric.
    c. Application: Complete a service-learning project.
    d. Course Requirements: Social Studies 3 Credits including Civics, Criminal Justice, Contemporary Problems, Economics, Financial Literacy, Geography, Macroeconomics, Microeconomics, US Government, US History, and World History.
    e. Can retake the civic exam one time only.
5. Students may earn a Seal of Financial Literacy by meeting these requirements.
    a. GPA: 3.25 (4.0 scale) or 3.85 weighted.
    b. Demonstrate Proficiency: Meet one of the following.
        i. Earn a score of 85% on a Financial Literacy Assessment provided by the Nevada Department of Education.
        ii. A grade of B or higher in a college level or dual credit course in Financial Literacy.
        iii. A score of gold or higher on the ACT National Career Readiness Certificate.
    c. Course Requirements: 3 Credits in a course that includes financial literacy topics.
    d. Can retake the NDE Financial Literacy Assessment one time only.
    e. The School Counselor or the District must register the student for the NDE Financial Literacy Assessment.
6. Students may earn a STEAM Seal by completing the following requirements.
    a. GPA: 3.25 (4.0 scale) or 3.85 weighted.
    b. Course Requirements.
        i. At least 3 credits in Science.
        ii. At least 4 credits in Mathematics.

iii. At least 1 credit in Computer Science, Engineering, Manufacturing, Electronics or a CTE program of study in Information and Media Technologies or skilled and technical sciences; Schools are empowered with the autonomy to align their curriculum with the criteria specified for the STEM and STEAM seals, utilizing the **CTE Course Catalog** as a resource to make informed decisions regarding program alignment.
iv. At least 1 credit in Fine Arts.

c. Any one of the following.
i. A score of 3 or higher on an Advanced Placement examination in Mathematics.
ii. A score of 4 or higher on an International Baccalaureate examination in Mathematics.
iii. A score of 530 or higher on the SAT in Mathematics.
iv. A score of 22 or higher on the ACT in Mathematics.
v. A grade of B or higher in a college-level Mathematics course completed through dual enrollment.
vi. A score of gold or higher on the ACT National Career Readiness Certificate.

7. Students may earn a STEM Seal by completing the following requirements:
   a. GPA: 3.25 (4.0 scale) or 3.85 weighted.
   b. Course Requirements.
      i. At least 3 credits in Science;
      ii. At least 4 credits in Mathematics;
      iii. At least 1 credit in Computer Science, Engineering, Manufacturing, Electronics or a CTE program of study in information and media technologies or skilled and technical sciences; Schools are empowered with the autonomy to align their curriculum with the criteria specified for the STEM and STEAM seals, utilizing the **CTE Course Catalog** as a resource to make informed decisions regarding program alignment.
      iv. At least 1 credit in the fine arts;
   c. any one of the following:
      i. A score of 3 or higher on an Advanced Placement examination in Science;
      ii. A score of 4 or higher on an International Baccalaureate examination in Science;
      iii. A score of 650 or higher on a SAT Subject Test in Science;
      iv. A score of 23 or higher on the ACT in Science;
      v. A grade of B or higher in a college-level Science course completed through dual enrollment; or
      vi. A score of gold or higher on the ACT National Career Readiness Certificate; and
8. Students whose average is a 3.5 or higher in six semesters of music will earn a Musician Endorsement.
9. Students who complete 6 or more athletic seasons will earn a Scholar-Athlete Endorsement.
10. Students who compete in 15 or more robotics competitions will earn a Robotics Endorsement.

Durable Skills Credentials

1. Collaboratively growing world-class leaders requires more than content knowledge. The four Domains of Leadership and the associated eight Competencies are based on extensive discussions with the White Pine community and articulate the Durable Skills necessary for thriving not just in school but in life. This section defines credentials that students can earn, showing their progression in the Competencies/Durable Skills identified in our Portrait.
2. Students who have progressed to Stage 5 or beyond in the Self-Management or Courage Competency/Durable Skill and have submitted sufficient evidence of this progress in their 12th Grade Portfolio will earn a Leader of Myself Credential.
3. Students who have progressed to Stage 5 or beyond in the Social Awareness or Collaboration Competency/Durable Skill and have submitted sufficient evidence of this progress in their 12th Grade Portfolio will earn a Leading with Others Credential.

4. Students who have progressed to Stage 5 or beyond in the Critical Thinking or Creativity Competency/Durable Skill and have submitted sufficient evidence of this progress in their 12th Grade Portfolio will earn a Leader of Learning Credential.
5. Students who have progressed to Stage 5 or beyond in the Curiosity or Resilience Competency/Durable Skill and have submitted sufficient evidence of this progress in their 12th Grade Portfolio will earn a Leader for the Future Credential.
6. Attendance correlates with high levels of learning. It is also an important priority for the White Pine community. Students whose school attendance through middle school averages 95% will earn an Extraordinary Commitment Credential

Title: **Early Graduation Requirements**		Policy Number:	**6170**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

The Board of Trustees recognizes that under unusual circumstances individual students may be best served educationally through an early graduation policy. Such circumstances may include (not limited): family and/or personal hardship necessitating acceptance of employment in order to provide subsistence for self and/or family; demonstrate a high degree of academic advancement; successful completion of required graduation requirements earned through approved correspondence and/or college class attendance (requires advanced approval by the principal and final approval by the superintendent).

The Board requires the following procedure is followed when applying for early graduation:

1. A committee consisting of the counselor (when available), three teachers, and the building administrator will provide the superintendent a written recommendation regarding the approval or disapproval of any request.
2. The committee shall provide with their recommendation information that includes evidence of achievement in academic areas and/or vocational areas of study, standardized test score results, statement by the student and his/her parent(s) or guardian requesting the early graduation.

The final determination of an early graduation request shall be the responsibility of the Board of Trustees for the White Pine County School District.

Title: **Valedictorian And Salutatorian**		Policy Number:	**6190**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	10/13/97

In order for a student to be eligible for Valedictorian or Salutatorian Honors a student must be in attendance the entire senior year and must fulfill all requirements for graduation.

Title: **Special Education Diploma**		Policy Number:	**6200**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 2/18/14	2nd Reading:	3/4/14

Special education students may earn an adjusted diploma:

1. Upon completion of twenty-four (24) credits in standard and/or adjusted course work. The IEP (Individualized Education Program) Committee may elect to exempt the required areas of study and prescribe an appropriate curriculum.
2. Any student who obtains an exemption in physical education will be required to successfully complete an equal number of units of elective course work. The IEP Committee may elect to exempt the required areas of study and prescribe an appropriate curriculum.
3. The IEP Committee may exempt the special education student from the required State Assessments.

Title: **Activities – Funding**		Policy Number:	**6250**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

The school district will not provide funding or transportation for any activity that is not a school authorized activity. Funding of activities will be determined by administrative regulation.

Title: **Time On Task - School Activities**		Policy Number:	**6260**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

It is the policy of the Board of Trustees that all activities take place before or after regular school hours (when possible) when travel is required that would otherwise require the student(s) to miss school. To this end, principals shall make every effort to reduce time out of school to the greatest extent possible without jeopardizing the effectiveness of the extra-curricular activity/program.

Title: **Field Trip and School Sponsored Activities Guidelines**		Policy Number:	**6270**
Section: Instruction		Last Reviewed/Revised:	1/9/18
Date Board Approved:	1st Reading: 12/9/25	2nd Reading:	1/6/26

The Board of Trustees recognizes the importance of educational field trips which are designed to enrich the learning experience of students. The Board encourages staff members to develop field trip opportunities in accordance with administrative regulations.

1. Field trips for students which are designed as an integral part of the curriculum are recognized as valuable experiences and are supported by the Board.
2. All field trips must be approved by the building principal prior to making any arrangements or announcements. The budget, accommodation needs, transportation needs, academic standards the field trip addresses, chaperone coverage and any other pertinent information must be submitted prior to approval.
3. Field trips should be planned within the shortest distance and time possible.
4. Overnight field trips for students grades kindergarten through grade five (K-5) must have the prior approval of the Superintendent.
5. Overnight field trips will be permitted for students grades six through twelve (6-12).
6. All field trips beyond the 500 miles radius requires superintendent approval.
7. Short field trips to areas within White Pine County may be conducted on school days and at no cost to the student group.
8. Field trips outside of White Pine County should be scheduled on non-school days whenever possible.

Title: **Career & Technical Education Council**		Policy Number:	**6280**
Section: Instruction	Reviewed annually	Last Reviewed/Revised:	8/18/26
Date Board Approved:	1st Reading:	2nd Reading:	

The Board recognizes the importance of career and technical education for the students of White Pine County. To meet the needs of the career and technical education program the Board adopts the following:

1. The Board shall, on or before January 1 of each year, appoint a council of nine (9) individuals who in turn shall make recommendations to the administration and Board of Trustees regarding career and technical education. The committee will consist of:
    a. One (1) parent of children who attend school in the district; and
    b. One (1) student from a district school.
    c. Three (3) representatives from the following professions or occupations:
        Skilled Trades – Construction, mining, automotive, computer, etc.

Medical Profession – LPN, nursing assistant, dental assistant, etc.
Sales – Retail and/or wholesale
Hospitality Industry – Restaurant, hotel, etc.
Clerical/secretarial
Law Enforcement – Corrections, BLM, Forestry Service, Sherriff's Department, etc.
Financial – Banking, insurance, accounting, etc.
Other

d. One (1) teacher
e. One (1) representative from:
   Vocational Rehabilitation
   Job Opportunities in Nevada
   Economic Diversification Council
   Nevada Employment Department
f. Two (2) representatives from:
   Great Basin College
   School Administration
   Board of Trustees

The Board may reappoint a committee member upon proper application. Terms of the member will be two years. Should a member leave his/her position with the council the Board shall appoint a new member to complete the term. Terms shall begin on January 1 and end on December 31 (two years). The council shall meet a minimum of three (3) times per year and shall prepare a report to be provided to the superintendent and Trustees no later than May of each year. The report shall include, but not be limited to: recommendations on curriculum, new programs, and occupational opportunities. The council shall function in an advisory capacity and may not make commitments without Board approval.

Title: **Admission Prices For Athletic Events**		Policy Number:	**6606**
Section: Instruction		Last Reviewed/Revised:	12/3/01
Date Board Approved:	1st Reading:	2nd Reading:	6/7/2005

Individual school athletic departments should set admission fees, not to exceed NIAA event fees, to their athletic events.

Admission prices for events at District schools where fees are charged will be set at a rate not to exceed the fee established by the NIAA for the division or zone tournaments. Senior citizens (60+) will be admitted without charge as per NIAA regulations. All students with activity cards from the host school and school district employees who present their district activity cards will be admitted without charge.

Title: **Policy Regarding Special Education**		Policy Number:	**6801**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 11/19/24	2nd Reading:	12/17/24

1. The District will provide special education services to students as their needs dictate.
2. The District will, from time to time, apply for special programs through the Nevada State Department of Education.
3. The policies, rules, and regulations of the State Department of Education will govern district special education programs.
4. State Department of Education regulations are, available to all at the principal's office.
5. The special service coordinator will supervise the Special Education Program including all of the federal programs.
6. The school district shall maintain a special education administration guide that complies with all applicable local, state, and federal guidelines (WPCSD Admin Reg - Attachment C).

Title: **Americans with Disabilities Act, Section 504 Procedural Safeguards**	Policy Number:	**6803**

Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	6/30/03

The School District recognizes that Section 504 of the ADA provides certain protections to qualified individuals with disabilities. In order to ensure appropriate protections, the following 504 procedures shall be followed:

1) White Pine County School District is dedicated to the concept of equal opportunity. The School District will not discriminate on the basis of race, color, religion, sex, age, national origin, or marital statues, or against any qualified individual with disabilities, in its employment practices or in the admission and treatment of students.
2) The District shall designate a Section 504 Coordinator to administer the matters contained in this policy. The Coordinator's name, address, and telephone number will be available at the District Office.
3) If any person has a grievance regarding alleged violations under Section 504, they must file that grievance with the School District Superintendent who will schedule a timely hearing following the rights and procedures set forth in this policy.
4) Parents shall be provided with a statement of rights including the right to examine relevant records, the right to demand an impartial hearings with opportunity to be represented by counsel of their choice, the right to obtain subsequent review, the right to a multi-source evaluation, the right to a free and appropriate public education for their child, and the right to have periodic reevaluation and an individualized evaluation for any student who is believed to be handicapped.
5) The District shall have identified procedures for identification, evaluation, and educational placement of students suspected to be handicapped under Section 504.

See 504 Administrative Regulation

Title: **Use and Reporting of Aversive Interventions, Physical Restraints, and Mechanical Restraints** **Review Annually**		Policy Number:	**6810**
Section: Instruction		Last Reviewed/Revised:	8/18/26
Date Board Approved:	1st Reading: 1/20/26	2nd Reading:	2/3/26

Creating clear and protective policies concerning the use and reporting of aversive interventions, physical restraints, and mechanical restraints for students with disabilities is essential for safeguarding student welfare and ensuring compliance with state and federal laws. These policies should prioritize positive behavior interventions and ensure that restraint is used only in extreme cases to prevent harm.

The White Pine County School District (WPCSD) is committed to ensuring a safe, supportive learning environment for all students. Aversive interventions, physical restraints, and mechanical restraints shall be used only as a last resort and in accordance with state and federal law, and only when necessary to protect the safety of students or staff.

Positive behavior support and intervention strategies shall be the primary means of addressing behavioral challenges. Any use of aversive interventions or restraints must adhere to strict guidelines to prevent harm, respect the dignity of the student, and comply with legal standards.

Definitions

- **Aversive Intervention:** Any strategy or technique that is intended to cause discomfort or pain to address or reduce undesired behaviors, excluding de-escalation techniques or disciplinary procedures.
- **Physical Restraint:** A personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, or body freely.
- **Mechanical Restraint:** The use of devices or objects to restrict a student's movement, not including devices prescribed by medical professionals for therapeutic or safety purposes (e.g., adaptive devices or safety belts).
- **Seclusion:** The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

Prohibition of Aversive Interventions

The use of aversive interventions that cause pain, discomfort, or trauma is strictly prohibited within WPCSD. Staff may not use any form of corporal punishment, electric shock, deprivation of basic needs (food, water, access to bathroom), verbal abuse, or any other intervention designed to cause physical or psychological distress.

Positive Behavioral Interventions and Supports (PBIS) and other evidence-based practices shall be employed as the primary approach to behavior management.

Use of Physical Restraints

Physical restraints shall only be used in emergency situations when the student poses an immediate risk of physical harm to themselves or others and only as a last resort when other de-escalation strategies have failed.

Physical restraint shall not be used as a punishment, for the convenience of staff, or as a substitute for appropriate educational support. Restraint must be discontinued as soon as the imminent danger of harm has passed. Only trained staff shall be permitted to use physical restraint, and only approved techniques may be employed to minimize risk of injury. Restraints must not restrict breathing, cause pain, or prevent communication.

Prohibition of Mechanical Restraints

The use of mechanical restraints on students with disabilities is strictly prohibited, except in circumstances where they are medically necessary and prescribed by a licensed professional for the student's therapeutic benefit.

Mechanical restraints may only be used with documented medical authorization and incorporated into the student's Individualized Education Program (IEP) or 504 Plan (Refer to Admin Reg 1 - 504 Plan). Any use of medical restraints must be closely monitored, and staff must receive appropriate training on the application and supervision of these devices.

Seclusion and Isolation

Seclusion may only be used in situations where a student's behavior presents an imminent risk of physical harm and only for the minimum amount of time necessary to regain control.

Seclusion must be supervised by trained staff and must never be used as a disciplinary measure or punishment. Seclusion rooms, if used, must be safe, unlocked, and free of dangerous materials, and students must be observed at all times. Parents and guardians must be notified of any use of seclusion.

Staff Training

All staff working with students with disabilities must receive training on appropriate behavior intervention strategies, de-escalation techniques, and the lawful and safe use of physical restraints.

Training shall include an overview of PBIS, crisis intervention techniques, and the legal and ethical issues surrounding the use of restraints. Staff will also be trained in recognizing the signs of trauma and how to de-escalate a student in crisis without the use of restraint. Only staff who have been trained and certified in district-approved restraint techniques may use physical restraint.

Reporting and Documentation

All instances of physical restraint or seclusion must be documented With a written report, which must be entered into the student's cumulative record and confidential file within 1 working day, after notice is given to the Superintendent and the student's guardian.

Copies of said report must be provided Superintendent, the student's IEP team, and the guardian.

If three reports occur within one school year, the school must review circumstances and submit findings to the district.

If five reports occur within one school year, the IEP must be reviewed in accordance with IDEA. Additional supports (e.g., mentoring, training, functional behavioral assessment, positive behavior plan) must be implemented to reduce recurrence.

All violations (aversive interventions and non-permissible uses of restraints) must be reported to the Superintendent within 24 hours of occurrence or upon discovery.

In the event of the use of an aversive intervention or the non-permissible use of restraint, the Special Education Director will decide if Child Protective Services or law enforcement must be notified and will direct the appropriate staff to do so.

When a violation occurs, the Special Education Director will draft and submit to the Superintendent a corrective action plan as soon as is practicable. The Superintendent and the Board (or their designee) will refine the corrective action plan and submit it to the Nevada Department of Education (NDE). The corrective plan must provide for appropriate action to be taken within 30 calendar days after the violation occurred to prevent future violations.

Should the corrective action plan require revision at the request of NDE, the Superintendent will so advise the Director of Educational Opportunity. The Director of Educational Opportunity will be responsible to revise and re-submit the plan.

On or before August 1 of each year, the school district must prepare a report regarding the use of restraints and aversive interventions and submit it to the Nevada Department of Education by August 15 of each year.

Data Collection and Monitoring

The district will maintain and review data on the use of restraints and seclusion to ensure compliance with district policy and state/federal law and to identify trends and areas for improvement.

All instances of restraint and seclusion shall be logged in the district's incident reporting system. Data shall be reviewed regularly by district leadership and shared with the school board to assess compliance, ensure appropriate use of interventions, and inform staff training needs.

Review and Accountability

The district will conduct annual reviews of the policies and procedures concerning restraints and aversive interventions to ensure they reflect current best practices and legal requirements.

Title: **Artificial Intelligence Use**		Policy Number:	**6900**
Section: Instruction		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 5/6/25	2nd Reading:	5/20/25

Purpose Statement

To thrive in an AI infused world, students must develop AI literacy, including understanding what AI is and how it functions; recognizing when, why, and under what circumstances it can be used ethically; and learning how to interact effectively with AI tools to maximize their potential (Watson et al., 2024).

The rise of AI compels us to shift from emphasizing the final product to focusing on the learning process (Nevada's STELLAR Pathway to AI Teaching and Learning, 2025).

Security

As AI creates new opportunities in education, protecting security, privacy, and personal data is essential. Schools should set clear data policies, work with trusted vendors, limit data collection, and regularly assess tools for risks. Staff training and student education on safe AI use are also key. When used wisely, AI can even strengthen security by detecting threats and enhancing digital safeguards. With a shared focus on data protection and proactive safeguards, schools can confidently embrace AI's potential.

Transparency
All AI systems used in schools should be transparent and easy to understand. With clear explanations of how they work, what data they use, and how they make decisions. Providing this information helps educators, students, and parents recognize when AI is being used, such as in grading tools, learning platforms, or behavior tracking. It also builds trust in the technology, ensuring AI is applied in fair, ethical, and thoughtful ways.

Empowerment
AI is revolutionizing education by empowering students to explore, create, and solve complex problems. To ensure all learners benefit, AI must be accessible, meaningful, and integrated with tools that foster curiosity and critical thinking. Local Education Agencies (LEAs) play a key role in providing resources, while collaboration among schools, families, and communities helps shape ethical AI education. By fostering design thinking, hands-on experimentation, and digital citizenship, schools can prepare students to thrive in an AI-driven world.

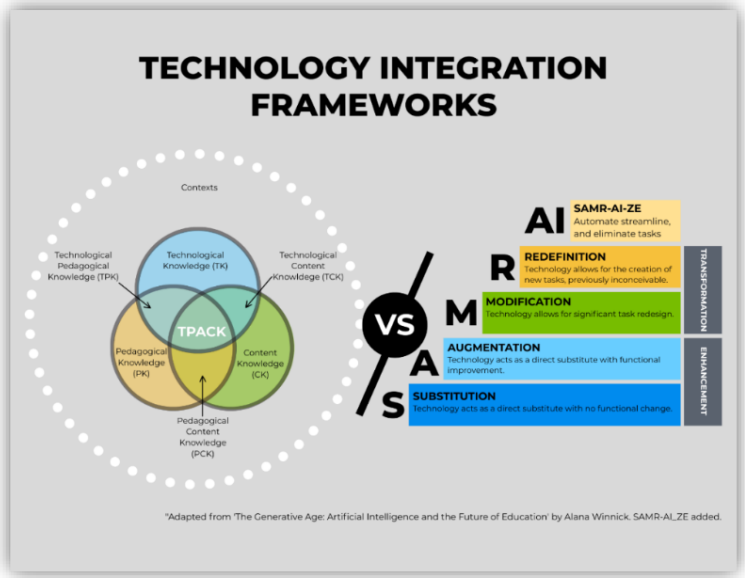
Learning
AI fosters a culture of continuous learning by encouraging students to become self-directed, curious, and resilient. Providing districts, schools, and teachers with innovative AI tools fosters adaptability and growth in the ever-evolving educational landscape. While AI introduces transformative possibilities, the human connection remains essential for offering guidance, support, and inspiration.

Leadership
AI is rapidly transforming education, and strong, student-centered leadership is essential to guide its use effectively. Leaders ensure AI supports learning, strengthens human connection, and aligns with clear goals by driving strategic planning, offering professional development, fostering collaboration, and providing transparency and accountability. With thoughtful direction, AI becomes a powerful tool to support meaningful instruction and help students build future-ready skills.

Achievement
AI boosts educational achievement by personalizing student learning, easing administrative tasks for teachers, and offering data-driven insights for school leaders. When implemented with care, it enhances teaching, supports professional development, and encourages innovation—creating a dynamic, supportive learning environment that promotes success for everyone involved. By unlocking new possibilities in how we teach, learn, and measure progress, AI helps to meet a wide range of learning needs, close achievement gaps, and support success for students in a rapidly evolving world.

Responsible Use
When used responsibly, AI can support learning, spark creativity, and make schools more manageable. Educators play a key role by setting clear expectations, promoting digital wellbeing, and teaching students to use AI with care and honesty. All stakeholders must be involved in responsible AI in ways that are fair, respectful, and focused on

students—not efficiency or shortcuts. Creating strong policies, ensuring transparency, and building thoughtful practice, enables students to view AI as a valuable learning partner they can trust and use with confidence.



Best Practices for Administrators

1. Have a Clear Vision for AI Use: Establish goals and priorities for AI in alignment with the school's educational mission.
2. Prioritize Equity and Accessibility: Ensure AI tools are accessible to all students, including those with disabilities and English learners, while monitoring for biases that may create disadvantages.
3. Provide Professional Development for Staff: Train educators and staff to use AI effectively, understand its limitations, and follow ethical and data privacy best practices.
4. Integrate AI Thoughtfully into the Classroom: Use AI to personalize learning and differentiate instruction while ensuring teachers remain the primary decision-makers.
5. Foster Transparency and Collaboration: Communicate openly about AI use and objectives while involving stakeholders in implementation decisions.
6. Monitor and Address Potential Risks: Establish protocols to detect and address AI bias or misinformation while monitoring student interactions to prevent misuse or overdependence.

Best Practices for Teachers

1. Determine AI Tool Usage: Define AI's role in learning, introduce its benefits, set clear usage guidelines, and use a rubric to ensure responsible and ethical integration in assignments.
2. Model Evaluating AI Results with Students: Teach students to recognize and adjust for bias in results, while evaluating accuracy by comparing findings to other research.
3. Promote Equity: Adapt lesson plans with AI to support diverse learners, monitor for biases to enhance instruction, ensure equitable access, and assess free vs. paid AI tools for effectiveness.
4. Plan for Addressing Plagiarism: Revise assignments with clear skill guidelines, familiarize with AI tools, track AI usage, collect regular writing samples to identify student styles, and enforce academic integrity policies.
5. Encourage Ethical AI Use in the Classroom: Encourage students to share their writing processes, engage in problem-solving and analysis, and incorporate peer reviews. Focus on teaching digital literacy to navigate AI tools ethically.

Best Practices for Parents

1. Educational Support: Encourage critical thinking by teaching children to verify AI-generated information while using AI tools that personalize learning to their pace and style.
2. Ethical and Safe Use: Prioritize privacy-compliant tools and avoid sharing sensitive data while teaching children to recognize AI biases and verify information from multiple sources.
3. Responsible Usage: Use AI tools to set screen time limits and promote offline activities while teaching transparency by having children disclose AI use in projects.
4. Engagement and Collaboration: Use AI for family activities like storytelling and creative projects while leveraging platforms to stay connected with teachers and track progress.
5. Future Readiness: Introduce age-appropriate AI literacy to help children understand its applications while using AI tools to spark interest and build essential skills.
6. Emotional Well-Being: Monitor children's AI use to preserve personal connections while exploring AI chatbots for support and maintaining open family communication.

Best Practices for Students

1. Be Honest in Your Work: AI tools can support learning, but you must do your own work. Use AI as an assistant, not a substitute, and avoid cheating or copying. If AI helps generate ideas or content, inform your teacher.
2. Keep Your Information Safe: Don't share personal details like your name, address, or passwords with AI tools or websites.
3. Check for Mistakes and Bias: AI can be wrong or biased, so always double-check its accuracy. If something seems off, question it and discuss it with your teacher.
4. Follow School Rules: Every school has its own rules about using AI. Make sure you understand and follow those rules.
5. Ask for Help: If you're unsure how to use AI or run into problems, ask your teacher or another trusted adult for help.

WHITE PINE COUNTY SCHOOL DISTRICT

STUDENTS

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Title: **Student Suspension and Expulsion Procedures**		Policy Number: **7010**
Section: Students		Last Reviewed/Revised:
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PURPOSE
This policy shall provide for the uniform implementation of discipline policy in the White Pine County School District.

PHILOSOPHY
The WPCSD embraces World Class Relationships and maintains that focusing on the Tier 1 SEL Pillars taught through the Leader in Me, 7 Habits, Advisory, and Freshman and Senior Achievement promotes positive relationships, interactions, and climate.

The law charges every teacher and school administrator with maintaining order and discipline among students and provides that students who do not comply with reasonable rules may be subject to disciplinary action.

Throughout this policy, the term "school administrator" generally refers to the school principal or designee, including an assistant principal. The term "parent" generally refers to the student's parents or legal guardians.

This policy incorporates amendments to NRS Chapter 392 enacted by the 2019 Legislature under Assembly Bill 168, by the 2021 Legislature under Assembly Bill 67, and by the 2023 Legislature under Assembly Bills 285 and 330. These changes generally prohibit the suspension or expulsion of students under the age of 11, with exceptions for misconduct in the following seven categories of behavior:

- Student who sells or distributes a controlled substance;
- Student who commits a battery against a school employee;
- Student who commits a battery against a school employee with intent to result in bodily injury;
- Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process;
- Student in possession of a dangerous weapon other than a firearm;
- Student in possession of a firearm; and
- Student deemed a habitual discipline problem.

NRS 392 also requires the development of progressive discipline plans based on restorative justice in certain circumstances for students who are being suspended or expelled. "Restorative justice" means nonpunitive intervention and support provided by the school to a student to improve the behavior of the student and remedy any harm caused by the student.

DEFINITIONS
"Suspend" or "suspension" means the disciplinary removal of a student from the school in which the student is currently enrolled for not more than one school semester.

"Expel" or "expulsion" means the disciplinary removal of a student from the school in which the student is currently enrolled for more than one school semester, with the possibility of:

1. Except as otherwise provided in subsection 2, returning to the school in which the student is currently reenrolled or another public school within the school district after the expulsion; and
2. Enrolling in a program or public school for alternative education for students who are expelled or permanently expelled during the period of expulsion.

"Permanently expelled" means the disciplinary removal of a student from the school in which the student is currently enrolled:

1. Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the student is currently enrolled or another public school within the school district; and
2. With the possibility of enrolling in a program or public school for alternative education for students who are expelled or permanently expelled after being permanently expelled.

INDIVIDUAL CIRCUMSTANCES

Actions taken to control and correct undesirable student behavior should take individual circumstances into account. Concern for the safety and educational welfare of all students must be the major priority.

STUDENTS WITH DISABILITIES

Students with disabilities must be disciplined in accordance with applicable provisions of Part B of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, state law, and these regulations.

Students with disabilities receiving IEP services who are at least 11 years of age, or younger in the event that the student engages in misconduct in one of the seven categories where state law provides for the suspension, expulsion, and/or permanent expulsion of students at any age, may

- be suspended from school for not more than five days for each occurrence of misconduct, expelled, or permanently expelled from school only after the Board of Trustees or a designee has reviewed the circumstances and determined that the action is in compliance with the IDEA. In White Pine County School District, the Superintendent is the designee responsible for making this determination. Nevada law allows for the suspension of a student with a disability who is under the age of 11 in the following areas of misconduct:
    - student who poses a continuing danger to person or property or an ongoing threat of disrupting the academic process,
    - Student in possession of a dangerous weapon other than a firearm, or
    - Student in possession of a firearm.
- Before any school administrator suspends a student with a disability for any portion of a day, up to a maximum of ten days per occurrence of misconduct, or conducts a hearing regarding a proposed expulsion or permanent expulsion, the administrator must contact the Superintendent, who will determine whether the procedural requirements, if any, apply under the IDEA have been satisfied. This determination must be made before implementation of any short-term suspension or before a hearing is conducted regarding a proposed expulsion or permanent expulsion.
- In addition, pursuant to state and federal law, a student with a disability who has been suspended or expelled must be provided with a free appropriate public education in compliance with the IDEA for each school day the student is suspended or expelled after the student has been removed for 10 cumulative days.

ADMINISTRATIVE RESPONSIBILITIES

School administrators are responsible for taking actions as necessary to protect students and school personnel from dangerous or socially detrimental actions of students.

PROHIBITED CONDUCT AND CONSEQUENCES

Students may be disciplined for violating the rules listed in the Definitions of Incidents and Responses section of the World Class Relationships Framework. The list is not exhaustive. Only the most frequent infractions of school rules are listed.

Tier 1 Procedures: Our most effective approach is proactive. This portion of the framework that follows is designed to focus on what to do *after* something has gone wrong. But the most effective intervention happens before something goes wrong.

Tier 2 Responses: Many Tier 2 responses can be most effectively facilitated through the regular classroom teacher's actions

Procedures

1. Utilize the World Class Relationships Summary document as a guide.
2. Employ classroom level restorative practices.
3. Complete an IC referral.
4. Notify the administrator **prior** to sending the student to the office (request an escort if necessary).
5. Contact parent.

Possible restorative practices

1. Affective questions and statements.
2. Peer conference.
3. Student/teacher conference.
4. Reintegration conference..
5. Written reflection.
6. Personal or written apology.
7. Restorative circle.
8. Assignment to connect negative action with SEL Pillar.

Possible consequences used in conjunction with restorative practices

1. Detention.
2. Loss of recess or lunch period.
3. Community service.
4. Time out of class.
5. Lunch cleanup duty, etc.
6. Anytime a consequence is assigned, parent contact is required.
7. Utilize the World Class Relationships Summary document as a guide.

Tier 3 Responses

Procedures

1. Utilize the World Class Relationships Summary document as a guide.
2. Escort (or call an administrator) the student to the office.
3. Ensure that de-escalation occurs: provide student time to decompress, isolate students in conflict, provide water or a snack.
4. Contact parent.
5. Utilize restorative discussion, guiding student to reflect and self-assess.
6. Administer consequence.

Possible restorative practices

1. Affective questions and statements.
2. Peer conference.
3. Student/teacher conference.
4. Reintegration conference (required when there is a suspension).
5. Social worker or counselor discussion.
6. Mediation with a group of peers.
7. Written reflection.
8. Personal or written apology.
9. Assignment to connect negative action with SEL Pillar (required when there is a suspension).

10. Plan to correct behavior in the future (required when there is a suspension).

Possible consequences used in conjunction with restorative practices

1. Suspension or emergency suspension. In cases where student or staff safety is not at stake and the student is cooperative, the principal may utilize consequences in alternative to suspension such as community service, Friday school, etc.
2. Restitution.
3. Possible referral to law enforcement.
4. Utilize the World Class Relationships Summary document as a guide.
5. Community service, detention, restitution.

Tier 4 Responses

Procedures

1. Immediately call administrator and/or law enforcement.
2. Ensure that de-escalation occurs: provide student time to decompress, isolate students in conflict, provide water or a snack.
3. Contact parent.
4. Investigate and consult with the superintendent.
5. Utilize the World Class Relationships Summary document as a guide.

Possible consequences

1. Immediate emergency suspension.
2. Possible consideration for expulsion or permanent expulsion.
3. Required referral to law enforcement.
4. Possible psychological or mental health assessment.
5. Referral to outside counseling or DCFS.

DISCIPLINE CONSIDERATIONS

Discipline imposed for a violation of the rules of behavior by the student will be the appropriate discipline in light of all of the circumstances, including, without limitation:

1. The seriousness of the offense;
2. Prior violations of that or other rules of behavior;
3. Any statutorily required discipline;
4. Any impairment or risk of impairment to the health, safety or welfare of school employees or students; and
5. Any actual, threatened or likely disruption to school operations.

RANGE OF DISCIPLINE

The range of appropriate discipline includes:

1. Immediate informal discipline by staff;
2. Informal administrative discipline;
3. Detention;
4. Community service;
5. In-school suspension/temporary removal from the classroom;
6. Short-term suspension (10 school days or less);
7. Long-term suspension (more than 10 school days up to and including one school semester);
8. Transfer;
9. Expulsion (more than one school semester); and
10. Permanent expulsion.

CORPORAL PUNISHMENT PROHIBITED
Corporal punishment may not be administered in any school in the White Pine County School District.

SUSPENSION, EXPULSION, OR PERMANENT EXPULSION

General Provisions
With the exception of the authority given to WPCSD if a student engages in any of the seven categories of misconduct described below; students must be at least 11 years old to be subjected to a suspension, expulsion or permanent expulsion for violations of the WPCSD code of conduct.

In extraordinary circumstances, a school official may request an exception from the Board of Trustees to expel or permanently expel a student under 11 years of age.

If a student is suspended for one school semester or expelled, the student must:

1. Enroll in a private school pursuant to Chapter 394 of NRS or be homeschooled;
2. Enroll in a program of independent study provided pursuant to NRS 389.155 for students who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the student qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program; or
3. Enroll in a program of alternative education provided by the school district. WPCSD shall, alone or through a partnership with another school district, provide a program of alternative education in an in-person setting that allows each student enrolled in the program to receive educational services in the least restrictive environment.

A homeless student or a student in foster care may be suspended from school for not more than 5 days if, following a review of all available information, the principal determines that the conduct of the student poses an ongoing threat to the student or other persons at the school, and if a determination is made that homelessness or being in foster care was not a factor in the behavior that led to the consideration for suspension or expulsion. The person responsible for making a determination of whether or not homelessness or being in foster care was a factor in the behavior shall presume that homelessness or being in foster care was not a factor in the behavior unless the person determines otherwise. A determination that homelessness was not a factor in the behavior must be made in consultation with the WPCSD liaison for homeless students in accordance with the McKinney-Vento Homeless Assistance Act of 1987, or a contact person at a school, including, without limitation, a school counselor or school social worker.

A determination that being in foster care was not a factor in the behavior must be made in consultation with an advocate for students in foster care at the school in which the student is enrolled or the school counselor of the student.

For any proposed suspension of 10 days or less, see Procedures for Short-Term Suspensions.

For any proposed suspension of more than 10 days or an expulsion, see Procedures for Long- Term Suspensions or Expulsions.

Suspension, Expulsion or Permanent Expulsion in Seven Categories of Misconduct Nevada law contains specific discipline authority and rules for seven categories of misconduct:

1. Student who sells or distributes a controlled substance;

2. Student who commits a battery against a school employee;
3. Student who commits a battery against a school employee with intent to result in bodily injury;
4. Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process;
5. Student in possession of a dangerous weapon other than a firearm;
6. Student in possession of a firearm; and
7. Student deemed a habitual discipline problem.

The specific discipline rules for these seven categories of misconduct are described below.

The Superintendent may, for good cause shown in a particular case, allow a modification to the suspension or expulsion provisions for these seven categories of misconduct, if such modification is set forth in writing. The Superintendent shall allow such a modification if the Superintendent determines that a progressive discipline plan based on restorative justice may be used successfully.

1. **Student who Sells or Distributes Controlled Substances**
   State law authorizes the WPCSD to impose the following discipline for a student who commits a battery against an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:
   1. Students ages 8 or older **may** be suspended, expelled, or permanently expelled.
   2. Students ages 6 or 7 **may** be suspended, but not expelled or permanently expelled.
   3. Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.
   4. Nevada does not allow the suspension of a student with a disability who is under the age of eleven (11) for this category of misconduct.
   5. The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.
   6. The principal of the school may reduce the period of suspension or convert an expulsion to a suspension for a student who distributes a controlled substance while on the premises of a public school, at an activity sponsored by a public school or on a school bus if:

a. The student is less than 11 years of age;
b. The student has not engaged in such proscribed conduct before; and
c. After a thorough review of the facts and circumstances, the principal determines that the student did not know that the substance being distributed was a controlled substance.

2. **Student who Commits a Battery Against a School Employee**
   State law authorizes the WPCSD to impose the following discipline for a student who commits a battery against an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:
   - Students ages 8 or older **may** be suspended, expelled, or permanently expelled.
   - Students ages 6 or 7 **may** be suspended, but not expelled or permanently expelled.
   - Students ages 5 or less **may** be suspended, but not expelled or permanently expelled.
   - Any suspension must be reviewed and approved by the Superintendent or designee.
   - Nevada does not allow the suspension of a student with a disability who is under the age of 11 for this category of misconduct.

- The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

3. Student who Commits a Battery Against a School Employee with Intent to Result in Bodily Injury

"Battery" means any willful and unlawful use of force or violence upon the person of another. (NRS 200.481.1(a))

"Bodily injury" means any actual damage or injury to a person that interferes with or is detrimental to the health of the person and is more than merely accidental, transient or trifling in nature.

State law authorizes the WPCSD to impose the following discipline for a student who commits a battery which is intended to result in the bodily injury of an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 8 or older **must** be suspended, expelled, or permanently expelled.
- Students ages 6 or 7 **must** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled.
- Any suspension must be reviewed and approved by the Superintendent or designee.
- Nevada does not allow the suspension of a student with a disability who is under the age of 11 for this category of misconduct.
- The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.
- The principal of a public school may, at his or her discretion, reduce or eliminate the period of suspension, convert an expulsion to a suspension or otherwise reduce, eliminate or alter a disciplinary action imposed upon a student who commits a battery which results in the bodily injury of an employee of the school.

4. Student who Poses a Continuing Danger to Persons or Property or an Ongoing Threat of Disrupting the Academic Process

State law authorizes the WPCSD to impose the following discipline for a student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.
- The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

5. Students in Possession of a Dangerous Weapon Other than a Firearm

"Dangerous weapon" is defined in NRS 392.466. The definitions in NRS 393.410 are not determinative of whether a knife or other item is a dangerous weapon for purposes of NRS 392.466 as described in the following chart:

Reference	Type of Weapon/Knife

NRS 392.466, 202.350	Blackjack, slungshot, billy, sand-club,3sandbag, metal knuckles, dirk, dagger, machete, nunchaku, switchblade knife, trefoil, butterfly knife, or any other object which is used or threatened to be used to pose a threat of or cause bodily injury to a person.
NRS 392.466, 202.350, 393.410	NRS 393.410(4)(b)(2) defines a "dangerous weapon" as including as "dangerous knife." NRS 393.410(4)(a) defines a "dangerous knife" as "a knife having a blade that is 2 inches or more in length when measured from the tip of the knife which is customarily sharpened to the unsharpened extension of the blade which forms the hinge connecting the blade to the handle." However, a "dangerous knife" as defined by 393.410(4)(a) is not necessarily a "dangerous weapon" requiring expulsion under 392.466. For example, a paring knife with a 2 ½ inch blade is a dangerous knife under 393.410(4)(a) but not a dangerous weapon requiring expulsion under 392.466 unless it is used as a dangerous weapon. For purposes of NRS 392.466, "switchblade knife" means a spring-blade knife, snap-blade knife or any other knife having the appearance of a pocketknife, any blade of which is 2 or more inches long and which can be released automatically by the flick of a button, pressure on the handle or other mechanical devise, or is released by any type of mechanism. The term does not include a knife which has a blade that is held in place by a spring if the blade does not have any type of automatic release. NRS 202.265(5)(d).

State law authorizes the WPCSD to impose the following discipline for a student found in possession of a dangerous weapon other than a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.
- The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

6. Student in Possession of a Firearm

"Firearm" is defined in NRS 392.466 as including, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a "firearm" in 18 U.S.C. § 921, as that section existed on July 1, 1995.

State law authorizes the WPCSD to impose the following discipline for a student found in possession of a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **must** be suspended, expelled, or permanently expelled.
- Students ages 8 through 10 **must** be suspended or expelled, but not permanently expelled.
- Students ages 6 or 7 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled.
- Any suspension must be reviewed and approved by the Superintendent or designee.

- The student **must** be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

7. **Student Deemed a Habitual Discipline Problem**
   A school administrator shall deem a student enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in one year, the student has:
   - Threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times; or the student has a record of five significant suspensions from the school of three days or more for any reason; and
   - The school has made reasonable efforts to develop a plan of behavior and the student has not made efforts to enter into or participate in such a plan of behavior.
   - If a student is suspended, a school official shall develop, in consultation with the student and the parent or legal guardian of the student, a plan of behavior for the student. The parent or legal guardian may choose for the student not to participate in the plan of behavior. If the parent or legal guardian chooses for the student not to participate, the school official shall inform the parent or legal guardian of the consequences of not participating in the plan of behavior.

   State law authorizes the WPCSD to impose the following discipline for a student deemed a habitual discipline problem:
   - Students at any age **may** be suspended.
   - Students at any age **may** be expelled under extraordinary circumstances as determined by the principal.
   - Students **may not** be permanently expelled.
   - Nevada does not allow the suspension of a student with a disability who is under the age of eleven (11) for this category of misconduct.
   - The school must make a reasonable effort to complete a progressive discipline plan based on restorative justice, based on the seriousness of the acts which were the basis for the discipline.

CONDUCT ON AND OFF CAMPUS

Violations of the rules listed in this regulation or the violation of any other regulation, policy, or law may result in the student being suspended or expelled when the misconduct occurs:

- At any time on school grounds, whether or not school is in session, at the student's assigned school.
- At any time on school grounds other than the student's assigned school, whether or not school is in session, or upon any properties controlled by the District.
- Off school grounds at a school activity, function, event, or on the way to and from school or a school activity, function, or event.
- Off school grounds but within sufficient proximity to district property that the conduct may have a direct impact on a school campus, a school-sponsored activity, function, or event, or upon the health, welfare, or safety of students or school employees.
- Off school grounds by a student who is truant and whose conduct may impact a school campus, a school-sponsored activity, function or event, or the health, welfare, or safety of students or school employees.
- At any time on or off the school grounds when the conduct has a direct impact on the health, welfare, or safety of students or school employees. This includes conduct off the school grounds that materially and substantially disrupts school activities, or causes school officials to reasonably believe that it will do so.

PROCEDURES FOR SHORT-TERM SUSPENSIONS (UP TO 10 SCHOOL DAYS)

The following procedures will be implemented for short-term suspensions from school for ten consecutive school days or less. Except for the seven categories of misconduct described in Section XI, students must be at least 11 years old to be subjected to a short-term suspension. Suspensions of special education students are limited to a maximum of ten days per occurrence of misconduct.

1. The school administrator tells the student that the school administrator is meeting with the student to investigate allegations that the student has violated laws, and/or rules, policies, or regulations of the school district.
2. The school administrator tells the student the specific laws, rules, policies, and/or regulations that are alleged to have been violated and that if the evidence supports the allegations, there will be consequences up to and including short-term or long-term suspension from school, and expulsion. The school administrator asks the student if the student understands the allegations.
3. The school administrator explains to the student the evidence the school administrator has regarding the alleged violation(s).
4. The school administrator asks the student to explain his or her conduct and gives the student an opportunity to present the student's side of the story.
5. After hearing the student's explanation and evidence, the school administrator determines if he/she needs more information and, if so, obtains it before making a decision. If no additional information is needed, the school administrator determines what, if any, violations exist and assigns appropriate consequences.
6. Before any school administrator suspends a student with a disability receiving IEP services for any portion of a day (up to a maximum of ten days per occurrence of misconduct), the administrator must contact the Superintendent who will determine whether procedural requirements, if any, under the IDEA have been satisfied. **This determination must be made before implementation of the suspension.**
7. If suspension is appropriate (for up to ten consecutive school days or less), the administrator notifies the student that the student will be suspended for (number of days) commencing (starting date). **A special education student receiving IEP services may be suspended for up to ten days maximum per occurrence of misconduct.**
8. On the same day that the suspension is issued, the school administrator notifies the student and, if the student is under 18 years of age, the student's parent or legal guardian that the student has been suspended for (number of days) commencing (starting date). The notice of the terms of the suspension and the current process, including timelines to exercise the right to appeal the suspension, shall be provided in writing in correspondence from the school administrator to the student and, if the student is under 18 years of age, the student's parent or legal guardian. A copy of this Policy shall be included with the notice. If a student and/or parent requires that the notice and/or this Policy be translated into a language other than English, prompt translation services will be provided.
9. Only suspensions of three (3) or more days may be appealed. If the suspension is for 3-10 days, the written notice must also include:

a. An explanation that if the student receives five significant suspensions of three or more days on his or her record during the current school year and has not entered into and participated in a plan of behavior, the student will be deemed a habitual disciplinary problem;

b. An explanation that a student who is deemed a habitual disciplinary problem may be suspended from school, or expelled from school under extraordinary circumstances, as determined by the principal of the school;

c. If the student has a disability and is receiving IEP services, an explanation of the effect of NRS 392.466, including that if it is determined that the student's behavior is not a manifestation of the student's disability, he or she may be suspended or expelled from school in the same manner as a student without a disability;

d. A summary of the provisions in NRS 392.4655 concerning the development of a behavior plan.

10. The student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for up to 10 school days may appeal the decision of the school administrator by contacting the Superintendent in writing within five (5) days of the issuance of the suspension. Only suspensions of three (3) or more days may be appealed.

a. The Superintendent will schedule a hearing on an appeal of a suspension within five (5) days of receipt of the written request for an appeal. The appeal of a suspension for up to 10 school days will be conducted in an in-person or

virtual meeting chaired by a White Pine County School District school administrator from another school that educates students at the same grade level.

b. The student or, if the student is under 18 years of age, the parent or legal guardian be invited to the appeal meeting. During the meeting, the student or, if the student is under 18 years of age, the parent or legal guardian shall present any relevant information concerning the incident and alleged misconduct which formed the basis of the disciplinary action, as well as present any concerns regarding the student's initial meeting with the school administrator who issued the suspension.

c. The school administrator assigned to hear the appeal shall then determine whether the disciplinary action taken by the school administrator who issued the suspension will be upheld or overturned.

d. The Superintendent will notify the student or, if the student is under 18 years of age, the parent or legal guardian of the appeal decision within two school days of the appeal meeting. The appeal decision is final.

A student who is suspended for up to 10 school days or is being considered for suspension for up to 10 school days:

1. May be considered for temporary alternative placement pursuant to NRS 392.4645 if, in the judgment of the principal after consideration of the seriousness of the acts which were the basis for the discipline of the student:
2. The temporary alternative placement will serve as the least restrictive environment possible, pursuant to NRS 392.4647; and
3. The student does not pose a serious threat to the safety of the school.
4. Must be provided education services to prevent the pupil from losing academic credit or becoming disengaged from school during the period of suspension

PROCEDURES FOR LONG-TERM SUSPENSIONS (UP TO ONE SEMESTER) OR EXPULSIONS (MORE THAN ONE SEMESTER)

The following procedures will be implemented for long-term suspensions (more than ten consecutive school days, up to one semester), expulsions (more than one semester), and permanent expulsions. These sanctions are collectively referred to in this section as "long-term suspension(s)" and/or "expulsion(s)." Except for the seven categories of misconduct described in Section XI, students must be at least 11 years old to be subjected to a long-term suspension or expulsion.

Unless otherwise mandated by statute, the timelines are general guidelines, subject to modification under individual circumstances.

1. If the school administrator determines that a long-term suspension or an expulsion is an appropriate consequence for a violation of laws, rules, policies, and/or regulations, the school administrator must notify the Superintendent within two days, or as soon as practicable, of imposing a short-term suspension.
2. Students with disabilities receiving IEP services may not be suspended for more than ten days per occurrence of misconduct. Students with disabilities receiving IEP services may be expelled or permanently expelled. Before any hearing is scheduled to propose the expulsion or permanent expulsion of a student with a disability, the administrator must contact the Superintendent who will determine whether procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before scheduling any hearing.
3. The Superintendent will designate a committee of three impartial school district employees, one of whom will be a school administrator who will chair the committee, to conduct a hearing on the proposed long-term suspension or expulsion.
4. The hearing will generally be scheduled no later than the conclusion of the short-term suspension, unless individual circumstances require an extended timeline.
5. Five calendar days in advance of the scheduled hearing, the school administrator will send or hand-deliver to the student and, if the student is under 18 years of age, the student's parent or legal guardian a written notice that includes the following:

a. A statement of the laws, rules, policies, and/or regulations allegedly violated by the student and the disciplinary action proposed by the school administrator;

b. Notification that the school district will convene a hearing before imposing any additional suspension (beyond any short-term suspension already imposed) or expulsion and that the school district will be providing notification of the date, time, and location for the scheduled hearing;
c. Notification of the student's right to be represented at the hearing by an advocate of his or her choosing, including legal counsel;
d. Notification of the student's right to present evidence and witnesses in his or her own behalf and to cross-examine witnesses against the student who are available and present at the hearing;
e. Notification of witnesses the school intends to present;
f. Notification of written evidence the school intends to present and copies of any such evidence;
g. Notification of the current process, including timelines, to exercise the right to appeal the long-term suspension or expulsion; and
h. A copy of this policy.
i. If the student and/or parent requires that the notice or this policy be translated into a language other than English, prompt translation services will be provided.

6. The committee will not be required to observe the strict rules of evidence observed by the courts, and shall be allowed to take such evidence, including oral and written evidence, as the committee deems appropriate.
7. Neither the school administrators nor the student or his parents shall discuss the merits of the case with any member of the committee prior or subsequent to the hearing.
8. The District will tape record the hearing, and the District's tape recording is the official recording of the proceeding. The parent may obtain a copy upon request.
9. All hearings shall be closed to the public.
10. At the conclusion of the hearing, the committee shall issue a written decision stating its findings with respect to the alleged violation(s) of laws, rules, policies, and/or regulations and the disciplinary consequences, if any, to be imposed. Generally, the written decision of the long-term suspension or expulsion hearing panel will be provided to the student and, if the student is under 18 years of age, the parent or legal guardian prior to the conclusion of any short-term suspension that has been imposed pending the long-term suspension or expulsion hearing.
11. The decision of the hearing committee may be appealed by the student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for more than 10 school days or expelled. The student or, if the student is under 18 years of age, the parent or legal guardian may appeal the decision of the hearing committee by contacting the Superintendent in writing within five (5) days of the issuance of the decision of the hearing committee. The Superintendent will schedule a hearing on the appeal of a long-term suspension or expulsion within five (5) days of receipt of the written request for an appeal.
    a. The appeal of a long-term suspension or expulsion will be conducted by the Superintendent or designee in an in-person or virtual meeting within five (5) days of receipt of the request for an appeal.
    b. During the meeting, the student or, if the student is under 18 years of age, the parent or legal guardian shall present any relevant information concerning the incident and alleged misconduct which formed the basis of the disciplinary action, as well as present any concerns regarding the impartial hearing proceedings.
    c. Following the hearing, the Superintendent will review the tape recording of the hearing and the final decision of the hearing committee. The Superintendent will review adherence to the requirements for procedural safeguards listed above. The Superintendent will review the evidentiary basis for the decision of the hearing committee. After reviewing the evidentiary basis for the decision and the extent to which the hearing procedures were adhered to, the Superintendent shall then determine whether the disciplinary decision of the hearing committee will be upheld or overturned.
    d. The Superintendent will notify the student or, if the student is under 18 years of age, the parent or legal guardian of the decision of the Superintendent or designee within two school days of the appeal meeting. The decision of the Superintendent is final.
12. A student who is suspended for more than 10 school days, expelled, or permanently expelled, or is being considered for suspension for more than 10 school days, expelled, or permanently expelled:

a. May be considered for temporary alternative placement pursuant to NRS 392.4645 if, in the judgment of the principal after consideration of the seriousness of the acts which were the basis for the discipline of the student:
b. The temporary alternative placement will serve as the least restrictive environment possible, pursuant to NRS 392.4647; and
c. The student does not pose a serious threat to the safety of the school.
d. Must be provided education services to prevent the pupil from losing academic credit or -becoming disengaged from school during the period of suspension, expulsion, or permanent expulsion.

STUDENTS UNDER SUSPENSION OR EXPULSION FROM OTHER SCHOOLS
Except as otherwise provided in NRS 392.4675, schools in the White Pine County School District will not accept students who are under suspension or expulsion from other schools until such suspension or expulsion has been completed.

LEGAL REFERENCE: NRS 391.270; NRS 392.4601 *et seq.* (Behavior and Discipline)

Title: **Attendance Policy**		Policy Number:	**7200**
Section: Students		Last Reviewed/Revised:	**11/6/18**
Date Board Approved:	1st Reading: **2/3/26**	2nd Reading:	**2/17/26**

Attendance Enforcement

There is nothing more basic to learning than exemplary attendance in class and full engagement in learning activities. The WPCSD believes that regular school attendance is essential to a student's academic growth. The loss of classroom interaction because of absenteeism can never be fully regained. Therefore, the goal for all students is uninterrupted daily attendance. Through regular attendance, students increase their classroom successes and competencies, leading to eventual high school graduation and readiness for college and career. Accordingly, the Board of Trustees has established that the minimum expectation for students is 90% attendance. As there are 144 days of instruction on the four day school week and 180 days of instruction on the five day school week, students may miss **no more than** 14 days and 18 days respectively. The WPCSD urges parents and students to carefully and cautiously weigh the circumstances which would potentially remove a student from school.

Unavoidable absences include illness, death in the immediate family, and emergency medical or dental conditions. The WPCSD recognizes the need for such absences and commits to working with families to ensure learning can still occur.

Avoidable absences are those that are not health and/or medical related. These are absences that parents or guardians deem important enough for their children to miss school and might include family vacations, routine medical or dental appointments, hair and beauty appointments, drivers' tests, hunting, babysitting, skipping school, senior ditch day, etc. The WPCSD does not support such absences.

The Superintendent shall establish the procedures of checking and reporting pupil attendance as prescribed by the laws of the State of Nevada and regulations of the Department of Education. Attendance enforcement is a shared responsibility. In accordance with NRS, the parent(s), legal guardians, or other person(s) in the State of Nevada having control or charge of any student between the ages of 7 and 18 shall be required to send the student to school during all times that the public school is in session unless the child has graduated from high school. The White Pine County School District is responsible for maintaining an accurate attendance record for each student enrolled and for notifying the student, parent(s), or legal guardians of absences.

It is the policy of the Board of School Trustees that in accordance with Nevada Regulations, the principal or his/her designee shall report to the local law enforcement agency any pupil deemed to be an habitual truant as defined in NRS.

Attendance Definitions

1. Truancy - A student who is absent from school shall be considered truant unless the student's parent(s) or legal guardians furnish an acceptable excuse within three days to the principal or his/her designee. The principal or his/her designee has the final decision on excused and unexcused absences. Students are truant when they have an unexcused absence for any day or any part of a day.
2. Classification of Absences
    a. Excused Absences - An excused absence, as defined by this regulation, shall include an absence caused by personal illness, family crisis or exceptional circumstances approved by the principal or his/her designee. Unavoidable absences**,** from above, fall into the Excused classification.
    b. Unexcused Absences - Absences for reasons other than those listed above will be classified as unexcused. Examples of unexcused absences include, but are not limited to, class cuts, babysitting and personal business. The principal or his/her designee will determine whether the absence is classified as excused or unexcused. Avoidable absences, from above, will not be excused unless specific permission is granted from the principal.
    c. Other Absences - Students who are absent from school or classes because of a school-sanctioned activity will not be considered absent. Students on suspension will not be given an unexcused absence.
    d. Exceptional Circumstances may include, but are not limited to:
        i.. verified legal and medical professional appointments.
        ii. recognized religious holidays.
        iii. mandated court appearances.

It is recommended that medical appointments be made before or after school hours and that family vacations are scheduled other than during the school year. The principal or his/her designee shall determine on an individual basis whether there are other exceptional circumstances.

3. Prior Written Notice of Absence – When a parent or legal guardian is aware in advance of an absence under the category of “Exceptional Circumstances,” a written notice of that absence must be turned in prior to missing school.
4. Make-Up Work - The learning process is adversely affected when absences occur. If there is prior knowledge of an absence, every effort should be made by the parent or legal guardian and student to complete an advance work agreement. In the event of any absence, it is expected that students complete and turn in all make-up work that accumulated during the absence to avoid a decline in academic achievement. Teachers will ensure that make-up work is available for students. Students have the number of days absent plus one day to complete make-up work.

Communication

The burden of responsibility for an elementary and middle school student's attendance remains primarily with the parent/legal guardian. The burden of responsibility for a high school student’s attendance is shared between parents/legal guardians and the student. Noncompliance will result in the absence being considered unexcused.

1. Parent/Legal Guardian Responsibilities
    a. Parents/legal guardians will inform the school of the reason for any absence within three school days.
    b. It is the parents’/legal guardians’ responsibility to attend conferences relating to attendance when requested by the school.
2. School Responsibilities
    a. Whenever a student's lack of attendance jeopardizes his or her continued educational progress, the school shall contact the parent(s). The first warning letter will be mailed when a student accrues a total of 4 days absent for the school year. The second warning letter will be mailed when a student accrues a total of 7 days absent for the school year. Upon the seventh absence the school may request a conference on the matter. Whenever possible,

the conference shall include the principal or his/her designee, the child's teacher(s) and parent/legal guardian(s). Absences are cumulative for the school year and are a total of excused and unexcused absences.

b. Parents/legal guardians shall be informed as soon as possible of any truancy involving their son or daughter. Truancies, as defined in NRS, are absences from school without a valid excuse acceptable to the teacher or the principal/designee of the school.
c. The school will continue to monitor student progress and will notify parents/legal guardians whenever necessary to improve student attendance.
d. In accordance with NRS, principals or their designee retain the right to refer an attendance problem to the White Pine County Sheriff's Department as well as the Division of Child and Family Services offices.

Chronic Absenteeism

If absenteeism persists, specific consequences for repeated absences will be made known to students and parents/legal guardians alike.

In accordance with NRS, the board of trustees of each school district shall prescribe a minimum number of days that a pupil who is subject to compulsory attendance and enrolled in a school in the district must be in attendance for the pupil to obtain credit or be promoted to the next higher grade.

1. Any student who is absent more than 14 days in a school year may, at the discretion of the principal:
   a. Be considered for retention in the same grade for the next school year.
   b. Be considered for placement in alternative program(s); i.e., counseling, tutoring, and/or special resources.
2. Middle and high school students who exceed seven absences in any class during a semester, will be assigned Friday school and/or lose credit. High school students may be referred to alternative education.
3. Students may petition and appear before the Attendance Review Board (ARB) for restoration of lost credit. The Attendance Review Board will consist of the principal or his/her designee, one counselor (if available), two certificated staff and two parents/legal guardians.
4. The Advisory Board to Review School Attendance established by NRS has established an attendance review subcommittee which will review cases of all students who are truant for three days or more. This subcommittee may excuse students who have legitimate reasons for absences or authorize school personnel to follow NRS which outlines the process for habitual truants to be cited by a law enforcement agency and to appear before juvenile court.
5. Individual school sites will develop procedures to encourage students to arrive to class on time. These procedures may include incentives and/or penalties.

Recognition of Good Attendance

Each school in the district should develop programs of positive recognition of students who have good attendance habits.

Department of Motor Vehicles (DMV) Certificate of Attendance

The District will comply with all applicable NRS 392 regarding the Department of Motor Vehicles (DMV) Certificate of Attendance. School administrative staff will complete all required forms documenting student attendance as required by the Department of Motor Vehicles.

Title: **Age Of Entrance**		Policy Number: **7310**
Section: Students		Last Reviewed/Revised:
Date Board Approved:	1st Reading:	2nd Reading:

It shall be the duty of the Superintendent and the administrative staff to determine the proper procedures related to the admission of children to the various schools within the age limits defined by the laws of the State of Nevada.

Title: **School Attendance Zones**		Policy Number:	**7340**
Section: Students		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

Attendance zones for various levels of school and for special education students are designed to provide for the orderly control of the number of students assigned to a particular school.

Zoning of school attendance areas shall be reviewed periodically by the administration and recommendations made to the Board of Trustees.

Exception to attendance zones will be granted only in cases where critical conditions exist which may seriously threaten the educational, physical or emotional welfare of children.

Title: **Intradistrict Open Enrollment and School Attendance Zones**		Policy Number:	**7341**
Section: Students		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 10/4/26	2nd Reading: 10/20/26	

1. Purpose and Authority

Nevada law authorizes a pupil to attend a public school outside the zone of attendance the pupil is otherwise required to attend if the school is not at capacity in the pupil's grade level and the pupil is approved to attend the school. The Board of Trustees adopts this Policy to implement that requirement in a manner that is transparent, consistent, and accessible to families.

This Policy is adopted pursuant to NRS 388.040 and NRS 386.790, as amended by Assembly Bill 533 (2025) and Senate Bill 460 (2025), NRS 388.041, and the regulation of the State Board of Education adopted as LCB File No. R076-25 and codified in Chapters 387 and 388 of NAC. This Policy is further subject to any guidance issued by the Nevada Department of Education ("NDE"), including NDE Guidance Memo 26-12 (August 6, 2026). The substantive provisions of Assembly Bill 533 (2025) took effect July 1, 2026.

The Board retains its authority under NRS 388.040(1) to zone the District and determine which pupils must attend each school. This Policy governs attendance outside an assigned zone under NRS 388.040(2)(e) and does not limit any other basis on which a pupil may attend a school outside an assigned zone, including a charter school, a university school for profoundly gifted pupils, a foster-care school of origin under NRS 388E.105, a fictitious address issued under NRS 217.462 to 217.471, or English learner enrollment under NRS 388.408(5).

2. Definitions

"Open enrollment" means a pupil's attendance at a District public school outside the zone of attendance the pupil is otherwise required to attend, as authorized by NRS 388.040(2)(f).

"Capacity" means the grade-level capacity of a District public school calculated and published under the uniform methodology adopted in Section 4 of this Policy.

"Instructional space" has the meaning given in NRS 388.040(9) and does not include a gymnasium, a theater, an administrative office, a cafeteria, or a storage space.

"Instructional teaching station" means a distinct physical location designated for a pupil or a group of pupils to engage in learning tasks facilitated by a teacher or other school employee whose duties include rendering direct educational service to pupils. Each such physical location constitutes an instructional teaching station, regardless of whether there is sufficient staff to operate it. (LCB File No. R076-25, § 7(5).)

"Specialized school" means a magnet school, a career and technical academy, or a dual enrollment high school.

"Expelled" and "suspended" have the meanings ascribed in NRS 392.4603 and NRS 392.4607, respectively.

"Statutory priority pupil" means a pupil who resides in the zone of attendance of a public school that received, in the immediately preceding school year, one of the two lowest ratings of performance under the statewide system of accountability for public schools.

3. General Access Rules

- Every District public school shall be open to open-enrollment attendance, subject to grade-level capacity, except a specialized school that is exempt under NRS 388.040(4)(a)(2). The District shall annually identify any school it treats as exempt and state the legal basis for the exemption.
- A pupil who attends a District school through open enrollment shall not be assessed tuition or any fee because of the transfer.
- The District shall not require a pupil to submit an application to attend a public school unless the pupil is requesting to attend a school outside the pupil's assigned zone of attendance.
- A school that has capacity at the pupil's grade level shall enroll an approved applicant. The capacity of a specialized program within the school shall not be taken into consideration in making that determination.
- Once an application is approved and the pupil enrolls, the pupil transfers permanently to that school and may remain enrolled through the highest grade the school offers without submitting an additional application in any subsequent school year. The pupil remains subject to the same conduct, attendance, promotion, and graduation rules that apply to all pupils enrolled at the school.
- The District shall not deem a pupil ineligible for open enrollment on an arbitrary basis, including on the basis of the pupil's home address.

4. Capacity: Uniform Methodology, Publication, and Stability

4.1 Uniform methodology

The Board adopts a single uniform methodology for calculating the capacity of each District public school. The statutory baseline selected by the Board under NRS 388.040(4)(f) is an occupancy level of not more than one person per 40 square feet of instructional space. The methodology shall be publicly documented, applied consistently across all District public schools, and published on the District website.

The Superintendent or designee shall translate the baseline into grade-level capacity for each school using a written, school-by-school method that can be explained to families, staff, and reviewers. Where the District uses an instructional teaching-station method to distribute the baseline across grade levels, the number of pupils assigned to each teaching station shall not exceed the room capacity established by building design and applicable fire code.

The 40-square-foot baseline establishes the building-level occupancy ceiling required by NRS 388.040(4)(f). The determination of capacity for each grade level within a school under NRS 388.040(4)(c) shall be made as required by Section

7(3) of LCB File No. R076-25 and Section 4.2 of this Policy. Published grade-level capacity shall not exceed the building-level ceiling.

4.2 Grade-level capacity determined by instructional teaching stations

As required by Section 7(3)(a) of LCB File No. R076-25, the District shall base the determination of capacity for each grade level within each public school on the total number of instructional teaching stations available for that grade level and the number of seats available at each such instructional teaching station.

In making that determination the District may also give consideration to the subject matter of the course for which an instructional teaching station is established, the grade level for which it is established, the instructional model used at the instructional teaching station, and exigent circumstances. Any such consideration shall be documented in the capacity worksheet for the school.

The number of pupils assigned to an instructional teaching station shall not exceed the room capacity established by building design and applicable fire code.

4.3 Publication

Timing	Required action	Authority
Not later than 90 days before applications open	Publish grade-level capacity for every District public school on the District website.	NRS 388.040(4)(c)
On or before the first day of each calendar quarter	Publish the number of vacancies for each grade level in each District public school on the District website.	NRS 388.040(4)(b)
Annually, and whenever revised	Publish the uniform capacity methodology on the District website.	NRS 388.040(4)(f)
Not later than 15 days before the earliest affected decision date	If capacity is reduced during the application period, publish a written explanation of the change in circumstances.	NRS 388.040(4)(c)

In addition to the postings in the table above, the District shall submit to NDE for approval any written explanation for a grade-level capacity that is lower than the total number of instructional teaching stations and seats available would otherwise produce and shall publish that explanation only after NDE approves it. (LCB File No. R076-25, § 7(4).)

4.4 Stability during the application period

A published grade-level capacity shall not be reduced during the period in which the District accepts applications unless a significant change in circumstances that was unforeseeable at the time capacity was published makes the reduction necessary, including a change in capacity caused by an issue with school facilities. If capacity is reduced, the Board shall ensure that the written explanation required by NRS 388.040(4)(c) is published on the District website not later than 15 days before the earliest date on which decisions on pending applications are to be made.

4.5 Limits on use of capacity determinations

A capacity determination shall not be used to avoid a statutory enrollment obligation, to discriminate against any protected group, or to deny an application that is otherwise approvable under this Policy.

5. Application Process

- The Superintendent or designee shall annually publish the date on which the District will begin accepting applications and the deadline by which applications must be submitted, together with the decision timeline, the appeal route, transportation information, and District contact information.
- Applications and instructions shall be posted on the District website and made available at school sites and District offices. The application shall be made available in the five most common languages other than English primarily spoken in households in this State as determined by the Superintendent of Public Instruction, and the District shall provide language assistance as required by law.
- The application shall request only the information necessary to identify the pupil, verify the pupil's assigned zone, identify the current and requested school and grade level, apply a lawful priority, and administer the limited disciplinary eligibility standard in Section 6.
- The District shall provide written or electronic confirmation of receipt of each timely application. Submission of an application does not guarantee approval.
- A copy of the application in each language in which it is published shall be retained and submitted to NDE with the District's open enrollment system application under Section 13 of this Policy.

6. Prohibited Selection Criteria

In determining whether to approve an application, the District shall not consider:

- The academic, artistic, or athletic ability of the pupil;
- The pupil's participation in any extracurricular activity or the pupil's skill in such an activity;
- Whether the pupil is a pupil with a disability;
- Whether the pupil is an English learner;
- The address at which the pupil resides, except to the limited extent necessary to verify the pupil's assigned zone of attendance or to apply the statutory priority in Section 7; or
- Whether the pupil has previously been subject to disciplinary action, except as provided below.

The District may deny an application of a pupil who, in the school year for which the application is submitted or in the immediately preceding school year, was suspended for 10 or more days or expelled. No other disciplinary history may be considered. A denial on this basis must identify the qualifying disciplinary action and state the pupil's appeal rights.

District applications, interviews, and review procedures shall be designed so that prohibited factors are not requested, recorded, or permitted to influence a decision.

7. Priorities, Selection, and Waitlist

If the number of qualified applications for a grade level at a school does not exceed the published capacity for that grade level, the District shall approve all qualified applications.

If qualified applications exceed the published capacity for a grade level, the District shall assign seats in the following order:

- First, to statutory priority pupils, as required by NRS 388.040(4)(a)(7)(I). If statutory priority pupils exceed the available seats, the District shall conduct a random lottery among those pupils.
- Second, to any additional priority category that is lawful, adopted by the Board in writing, and applied consistently. No District priority may displace the statutory priority.
- Third, to remaining applicants by random, auditable lottery.

The District shall continue the draw to establish a waitlist in the order drawn, shall move the waitlist strictly in that order, and shall retain records of the selection process sufficient to permit reconstruction and audit.

8. Notice of Decision and Enrollment

- The District shall provide written notice of approval, waitlist placement, or denial within the timeline published for the application cycle.
- If an application is approved, the District shall notify the pupil, the pupil's parent or legal guardian, and the principals of both the sending and receiving schools, as required by NRS 388.040(4)(a)(6).
- A denial notice shall state the specific reason for the denial, the applicable capacity figure if lack of capacity is the basis, the qualifying disciplinary action if that is the basis, and the procedure and deadline for appeal.
- Every approval, waitlist, and denial notice shall state the District's transportation position and whether any transportation assistance process is available.

9. Enrollment Continuity and Rescission

An approved pupil shall not be required to reapply in any subsequent school year in order to remain at the receiving school. A new application or reassignment may be required only when:

- The pupil completes the highest grade offered at the receiving school;
- The pupil ceases to reside in the District;
- The pupil withdraws or otherwise ceases enrollment at the receiving school; or
- The approval was obtained through materially false or misleading information.

An approved transfer shall not be rescinded for administrative convenience or to manage staffing. Any rescission must rest on a lawful, nondiscriminatory, documented basis and must be accompanied by written notice and the appeal rights described in Section 11.

10. Transportation

Pursuant to NRS 386.790(4), the Board elects not to provide transportation to pupils who attend a District public school outside the zone of attendance the pupil is otherwise required to attend under NRS 388.040(2)(e). The parent or legal guardian is responsible for transportation to and from the receiving school.

This election does not affect and shall not be applied to limit transportation that is required by law, including transportation required as a related service by an individualized education program under the Individuals with Disabilities Education Act, transportation required by a Section 504 plan, transportation required under the McKinney-Vento Homeless Assistance Act, or transportation associated with a foster-care school-of-origin determination under NRS 388E.105.

Because the Board has made this election, a parent or legal guardian may be eligible to receive transportation assistance through the State transportation-assistance grant program established under NRS 388.041 and Sections 2 to 4, inclusive, of

LCB File No. R076-25. The District shall provide families with information about that program and shall administer any transportation-assistance request separately from, and after, the placement decision. Transportation need shall not be considered in deciding an application.

The Board may accept gifts and grants to carry out this Policy, as authorized by NRS 388.040(7).

To receive transportation assistance funded through that program, a pupil must live in the zone of attendance of a public school that received, in the immediately preceding school year, one of the two lowest ratings of performance under the statewide system of accountability for public schools, and the parent or legal guardian must attest that the pupil has no other viable form of transportation. A pupil has no other viable form of transportation if the pupil has no reliable means to arrive at school on time for the beginning of the school day or to depart from school at the conclusion of the school day. (LCB File No. R076-25, § 4(2)–(3).)

11. Appeals

If an application is denied, or if the District takes no action on an application by the published decision date, the parent or legal guardian may appeal to the Superintendent of Schools. The Superintendent shall promptly approve or deny the application and shall issue a written decision. Under NRS 388.040(6), the decision of the Superintendent is final.

So that the statutory appeal is meaningful, initial decisions on applications shall be issued by a designee of the Superintendent rather than by the Superintendent personally.

12. Relationship to Class-Size Reduction and Other Operational Obligations

The District's obligations under Nevada's class-size reduction statutes, NRS 388.700 to 388.725, inclusive, remain in full force and are administered separately from this Policy. Class-size ratios are not a permitted basis for calculating capacity under NRS 388.040(4)(f) and shall not be used to reduce published capacity or to deny an application that is otherwise approvable.

Where approved enrollment creates or reasonably threatens noncompliance with an applicable class-size ratio, the District shall address the condition through lawful staffing, scheduling, and classroom-configuration measures or by seeking a variance from the State Board of Education and shall post variance information as required by law.

13. Department Approval, Reporting, Records, and Public Information

The Board shall submit to NDE, in the form prescribed by the Department, an application to implement the District's system of open enrollment, including a complete copy of the policies and procedures adopted under NRS 388.040(4)(a). NDE will review and evaluate the application against a published rubric and will approve or deny it within 30 days of receipt, providing the District with its rubric score. An approval remains in effect without renewal; the Board must reapply if it wishes to change these policies and procedures. (LCB File No. R076-25, § 6.)

For the 2026–27 school year, the submission is due to NDE before September 1, 2026 and must include the policies and procedures governing transportation requests, the application process, the capacity methodology, prioritization, and appeals; copies of all application materials, including each application unique to a given language; any other materials relevant to the system of open enrollment provided to pupils; and an attestation regarding the District's good-faith effort to accommodate pupils and its compliance with Assembly Bill 533 (2025) and LCB File No. R076-25. (NDE Guidance Memorandum 26-14.)

- The District shall maintain an open-enrollment page on its website containing this Policy, the accompanying Regulation, the uniform capacity methodology, current capacity and quarterly vacancy postings, the annual application and deadlines, transportation information, appeal instructions, and a District contact.
- The Superintendent or designee shall prepare and submit an annual report to the Superintendent of Public Instruction stating the number of applications received, the number approved, the number denied, and the reason for each denial, as required by NRS 388.040(4)(g).
- The District shall retain records sufficient to demonstrate compliance with this Policy, including capacity worksheets, website posting archives, applications, notices, lottery and waitlist records, appeal files, and reporting materials. Records shall also include the District's open enrollment system application to NDE, the rubric score received, and all related correspondence.
- The District shall cooperate with the review process the Superintendent of Public Instruction is required to establish under NRS 388.040(3)(a) and shall submit this Policy and Regulation for that review. Any subsequent amendment to this Policy or the accompanying Regulation requires a new application to NDE before the amendment is implemented.

14. Delegation, Review, and Severability

The Superintendent shall develop and maintain administrative regulations, forms, notices, translations, and procedures to implement this Policy. The Superintendent or designee shall review this Policy and the accompanying Regulation annually against then-current statute, State Board regulation, and NDE guidance, and shall recommend amendments to the Board as needed.

If any provision of this Policy is held invalid, the remaining provisions remain in effect to the extent permitted by law.

Legal References:

NRS 386.790;
NRS 388.040;
NRS 388.041;
NRS 388.408;
NRS 388.700 to 388.725, inclusive;
NRS 388E.105;
NRS 392.4603;
NRS 392.4607;
NRS 217.462 to 217.471, inclusive;
NAC Chapter 387 and NAC Chapter 388 (LCB File No. R076-25);
Assembly Bill 533 (2025);
Senate Bill 460 (2025);
NDE Guidance Memorandum 26-14 (August 6, 2026);
20 U.S.C. §§ 1400 et seq. (IDEA);
29 U.S.C. § 794 (Section 504);
42 U.S.C. §§ 11431 et seq. (McKinney-Vento).

Title: **Release of Students during School Hours**		Policy Number: **7350**
Section: Students		Last Reviewed/Revised:
Date Board Approved:	1st Reading: 2/3/26	2nd Reading: 2/17/26

Children are not to be released from school at the request of any person other than the parent(s) or guardians with whom they are living, as shown in the student information system . Exceptions to this will be:
1. Release to peace officers under court order;
2. If the student is married or is an emancipated minor.

Title: **Reporting To Parents**		Policy Number:	**7360**
Section: Students		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	2/25/02

Communication with parents is an essential ingredient in the operation of the schools. The Superintendent and administrative staff shall develop such reporting means as necessary to inform the parent(s) of their child's progress in school.

The term parent refers to any caregiver who assumes responsibility for nurturing and caring for children, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc. Involvement of parents greatly enhances the attitudes, behaviors and achievement of students.

Parents and families are vital and necessary partners in their child's school career. To promote parental involvement, six essential elements should be promoted:

1. Communication between home and school is regular, two-way and meaningful: Contact with the parent and parent-initiated contact with the school where both provide information about the child's strengths, challenges and accomplishments. Both parties are aware of issues such as cultural diversity and language differences and take appropriate action to allow clear communication for all.
2. Responsible parenting is promoted and supported: Parents are linked to programs and resources within the community that provide support services to families. The family plays a primary role in a child's education and schools must respect and honor traditions and activities unique to a community's cultural practices and beliefs.
3. Parents play an integral role in assisting student learning: Educators realize the parents' role as the integral and primary facilitator of their children's education. Achievement increases when parents are actively involved in the learning process.
4. Actively seek parental support and assistance for school programs: All parents are welcome in the school, and their support and assistance are sought. Using the skills and talents of the parents strengthens the family, school and community.
5. Parents are full partners in their child's education: Parents and educators share the responsibility to make informed decisions related to all the education provided their children. This role should be continually evaluated, refined and expanded.
6. Community resources are available to strengthen school programs, family practices and student learning: The school and parents work with the community to promote and effectively increase educational opportunities for children. Parents, educators and community members will work together to identify and promote community resources and programs for strengthening school, families and student learning.

Title: **Release Of Information about Students**		Policy Number:	**7370**
Section: Students		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 2/3/26	2nd Reading:	2/17/26

The White Pine County School District may release information on students as provided in the Family Educational Rights and Privacy Act, and related statues of the State of Nevada.

Title: **White Pine County School District/Great Basin College Photo/Video & Media Release Form**	Policy Number: **7371**

Section: Students		Last Reviewed/Revised: 7/9/01
Date Board Approved:	1st Reading: 11/02/10	2nd Reading: 11/16/10

White Pine County School District requires parental or guardian written consent for any media release of student images.

1. I hereby grant the White Pine County School District and Great Basin College the rights to obtain and/or use my child's photograph, video image and/or voice for educational and informational purposes. This may include but is not limited to, classroom activities, student academic projects, student multimedia portfolios, school and sports activities, institutional advancement activities, college student recruiting, yearbooks, and the district website.
2. I understand that publications, presentations, web sites and productions will only be used for activities and programs approved through the White Pine County School District or Great Basin College. I further understand that all images, productions and content, therein, become property of the White Pine County School District and/or Great Basin College.
3. By signing below, and checking the appropriate box, I hereby give the above permission and release White Pine County School District and/or Great Basin College from any liability resulting from or connected with the above mentioned activities. .

_____ _____

Child's Name Date

Check One:

☐ You have my permission

☐ You do not have my permission

_____ _____

Parent or Guardian's Signature Date

_____ _____

School Administrator Date

White Pine County School District is not responsible for photographs or video images taken by non-district employees.

This permission will remain in effect until such time as your child changes schools or permission is rescinded by the parent or guardian.

You may withdraw your consent at any time during the school year by providing written notice of withdrawal of consent to your child's school or the district office.

Title: Electronic Communication Device Use in Support of World-Class Learning		**Policy Number: 7381**
Section: Students		**Last Reviewed/Revised: 3/7/17**
Date Board Approved:	**1st Reading: 8/5/25**	**2nd Reading: 8/19/25**



Introduction

The WPCSD embraces and supports appropriate technology use in the classroom, believing it to be a tool that can enhance, support, extend, and personalize learning experiences. As such, nearly all classrooms in the district have Chromebooks, which are replaced every two to three years, for robust, technology-infused learning. Furthermore, technology is ubiquitous in everyday life, having applications in nearly every work and home setting. (See the National Center on Education and the Economy Blueprint for Designing Systems That Work.)

The WPCSD also recognizes that technology can severely interfere with and detract from learning, and when used without guardrails, can inhibit student engagement, limit positive social interactions, and contribute to anxiety and mental health challenges. Screen time is a real concern, especially when focused on social media feeds, and can contribute to students' limited ability to focus for more than a few minutes at a time. (See research from David Blanchower and Jonathan Haidt.)

This policy seeks to find the balance between these conflicting spaces and responds to the Nevada Legislature's 2025 mandate for school districts to develop formal guardrails for technology use on school campuses. Campuses are empowered to develop efficient procedures for monitoring the guidelines in this policy. Such procedures will be detailed in the school's Student-Parent Handbook.

"Electronic communication devices" include, but are not limited to: cell phones, smart watches, tablets, laptops, earbuds, or any device capable of sending, receiving, or storing electronic messages, images, video, or audio.

Acceptable and Encouraged Uses

1. Students may use district Chromebooks, laptops, and other devices during class for learning purposes as directed and permitted by school staff.
2. Students may use district apps, platforms, and Google products during class and at all times for learning purposes as directed and permitted by school staff.

3. Students may propose acceptable uses for electronic communication devices and may build a case for how such devices will support their learning to the teacher or principal. The teacher or principal reserves the right to permit or deny such proposals.
4. Electronic communication devices that are part of a student's IEP, 504 Plan, medical monitoring condition, or other accommodation are permitted when documented by the appropriate process.

Unacceptable Uses and Responses (Refer also to World Class Relationships Incidents and Responses)

1. Students may not use their personal electronic communication devices during class time unless given explicit permission by the teacher, who is expected to clear such an activity in advance with the principal. (Tier 1 or 2 infraction depending on the number of instances. Responses range from verbal warning to detention and/or device confiscation.)
2. Students may not use social media during instructional time. (Tier 1 or 2 infraction depending on the number of instances. Responses range from verbal warning to detention and/or device confiscation.)
3. Students may not use electronic communication devices when asked to be excused to the restroom during class. Phones must be turned in to the teacher in order to obtain a hall pass. (Tier 2 or 3 infraction depending on the number of instances. Responses range from detention to suspension and/or device confiscation.)
4. Students may not record or take photos of other individuals without their explicit permission in compliance with federal and state law. (Tier 2, 3, or 4 infraction depending on the number of instances. Responses range from detention to expulsion and/or long-term checking in of device for safekeeping at the school office.)
5. Students may not use electronic communication devices in restrooms, locker rooms, or any setting where privacy is expected. (Tier 2, 3, or 4 infraction depending on the number of instances. Responses range from detention to expulsion and/or long-term checking in of the device for safekeeping at the school office.)
6. Students may not use technology during tests, examinations, and/or assessments or to cheat, engage in unethical conduct, or threaten academic integrity (Tier 2, 3, or 4 infraction).
7. Students may not use personal devices to access websites that are blocked by the district's filter.
8. Students may not use electronic communication devices to invade the privacy rights of any student or employee, violate the rights of any student or staff member, or harass, threaten, intimidate, bully, or cyberbully any student, employee, or guest, or promote or engage in any violence (Tier 2, 3, or 4 infraction).
9. Students may not use electronic communication devices to create, send, share, view, or disseminate sexually explicit, lewd images or video content (Tier 2, 3, or 4 infraction).
10. There is no expectation of privacy when using the district's wifi or other services.

Sample Classroom Procedure to Maximize Learning Time

Cell phones, earbuds/headphones, and any other personal electronic communication devices used for music or texting must be silenced and placed in backpacks or a similarly designated location when entering a classroom. Smart watches are allowed as long as they are not used in class for anything other than looking at the time. The following procedures are to be followed in the event a personal electronic communication device is used unacceptably in the classroom.

1. The teacher directs the student to surrender the device. The teacher returns the device at the end of the class period. Because this is the standard in all classrooms, there are no warnings. This includes music devices.
2. Upon a second infraction in any class, or if the student refuses to surrender the device, administration secures the device and holds it in the office for pick up by the student after the final bell at 3:40.
3. Upon a third or subsequent infraction in any class, the device is to be held in the office for pick up by a parent. **Phones will not be released until the end of the school day.**

Educator Responsibility

All educators are expected to model appropriate technology use as outlined in this policy.

Family Responsibility

The district recognizes that it is important for families to maintain communication when apart. Office staffs remain--as they always have been--available to assist and support in this endeavor. Families should contact the school office to relay communication to students. When this is not feasible, families should communicate with students during passing times and lunch periods only, minimizing distractions to the learning process that occurs when constant messages are exchanged during designated learning time. Families should also carefully consider regularly monitoring students' social media usage in the following ways.

1. Do not permit social media access prior to age 14.
2. Talk regularly with your child about their online life. Know which apps they use and who they talk to.
3. Set guidelines for when, where, and how long they can use social media. Agree on consequences for breaking the rules.
4. Learn how the apps your child uses work, including privacy settings, trends, and risks.
5. Enable parental controls on devices and apps. Help your child adjust privacy settings to limit who can see their posts or contact them.
6. Regularly check your child's friend list, followers, and public content. Let your child know you're doing this—not to punish, but to protect.
7. Reinforce kindness, empathy, and respect in online interactions. Discuss the importance of thinking before posting. Teach your child how to handle online conflict.
8. Be alert to sudden changes in mood, behavior, or sleep, which may be signs of negative online experiences. Monitor secretive behavior around devices or deleted content.
9. Keep tech in common areas. Encourage social media use in public areas of the home. Avoid allowing phones or tablets in bedrooms overnight.
10. Be a positive role model with your own tech habits. Demonstrate balance and healthy boundaries with social media.
11. Encourage screen-free time. Promote other activities like outdoor play, hobbies, reading, and face-to-face socializing. Designate "tech-free" times such as during family meals or before bedtime.

Final Thoughts

The WPCSD is committed to cultivating thoughtful, balanced technology use among students, fostering digital responsibility alongside academic excellence. Through consistent enforcement and thoughtful implementation, this policy aims to maximize learning while protecting student wellness and focus.

Title: **Internet Safety**		Policy Number:	**7382**
Section: Students		Last Reviewed/Revised:	6/28/12
Date Board Approved:	1st Reading: 3/4/14	2nd Reading:	3/18/14

The Internet is a source of instructional material to which students and staff members have access both in and outside of schools. The Internet provides access to curricular and other educational material, and experience in searching for, finding, evaluate, and using information delivered electronically.

The Internet can be accessed through an increasing variety of electronic devices including those beyond what is provided by the school district. Resources and the material available on the Internet vary in quality and appropriateness for school instructional purposes. Materials entering a school via Internet-bases sources and resources may have not been selected ahead of time in a manner similar to the way other instructional material is selected, such as textbooks, software, or library books.

Internet safety issues also arise around the access to and use of the Internet, Internet-ready, and other electronic devices in a manner that promotes safe, civil, and legal online activity for children, digital citizenship and literacy, and recognizing and responding to cyberbullying. Issues of protecting children from scams, cybercrimes, including crimes by online predators also arise. Cyberbullying is defined as follows: bullying through the use of "electronic communication." Electronic communication

means the communication of written, verbal or pictorial information through electronic devices, including but without limitation, telephones, cellular phones, computers, or any similar means of communication.

The White Pine County School District's network has a limited educational purpose. The district's Internet and intranet systems have not been established as a public access service or a public forum. The White Pine County School District has the right to place restrictions on use to ensure that use of the system is in accord with its limited educational purpose. In order to implement its Internet Use Policy, The White Pine County School District will implement the following procedures:

1. The White Pine County School District Internet Use Policy represents a good faith effort to promote the safe, ethical, responsible, and legal use of the Internet, support the effective use of the Internet for educational purposes, protect students against potential dangers in their use of the Internet, and ensure accountability.
    a. Staff, students and others with access to the district network will be required to sign a Network Use Agreement.
    b. Student and staff users of the district Internet system will receive instruction regarding the White Pine County School District's Internet system and their rights and responsibilities under this policy.
    c. Student use and activities will be structured in a manner that is appropriate to the age and skills of students, recognizing the importance of providing more secure environments for younger students and supporting safe, responsible, independent use by older students.
    d. Procedures will be established and implemented and instruction provided relative to the access and use of the district Internet system by non-district personnel, including but not limited to, contractors, agency service providers, parents or other non-district users.
2. Student use of the district network will be governed by this Policy, related district and school procedures and regulations, and the student disciplinary Code of Conduct. Staff use will be governed by this policy, related district and school procedures and regulations, district employment policy, and the collective bargaining agreements. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the district Internet system. Users have limited privacy expectations in the contents of their personal files and records of their online activity while on the district system.
    a. The district will implement guidelines for the use of student-owned personal digital devices in the context of instructional activities that are in accord with the provisions set forth in this policy, with the exception that it is recognized that these devices operate outside of the district system and thus are not subject to district use of technology protection measures to block or monitor access. All regulations will be consistent with legal standards and laws related to search, seizure, and review. Any implementation of the use of student-owned personal digital device for instructional use will require separate signed approval by parent/guardian.
    b. The district allows some district computers to be taken home and access to the White Pine County School District Internet system from home. The district will implement regulations related to the use of these computers when off-campus that seek to ensure the safety and security of students and the appropriate educational use of district resources.
3. The White Pine County School District makes no warranties of any kind, either express or implied, that the functions or the services provided by or through The White Pine County School District network will be error-free or without defect. The White Pine County School District will not be responsible for any damage users may suffer, including but not limited to, loss of data, interruptions of service, or exposure to inappropriate material or people. The White Pine County School District is not responsible for the accuracy or quality of the information obtained through the system. The White Pine County School District will not be responsible for financial obligations arising through the unauthorized use of the system. Users or parents of users will indemnify and hold The White Pine County School District harmless from any losses sustained as the result of misuse of the system by user. Use of the system by students will be limited to those students whose parents have signed a disclaimer of claims for damages against The White Pine County School District.
4. The White Pine County School District will protect against access to materials that are considered inappropriate for users to access through the district network in the following manner:
    a. District regulations will designate certain categories of materials as Prohibited, Restricted, or Limited Access Material.

i. Prohibited material may not be accessed by the students or staff at any time, for any purpose. This includes the material to be restricted under the Children's Internet Protection Act.
ii. Restricted material may not be accessed by elementary or middle school students, but may be accessed by high school students in the context of specific learning activities that have been approved by the building administrator or by staff for professional development purposes.
iii. Limited access material is material that is generally considered to be non-educational or entertainment. Limited Access Material may be accessed in the context of specific learning activities that are directed by a teacher.

b. The White Pine County School District will implement the use of a Technology Protection Measure, or filter, to protect against access to visual depictions that are obscene, child pornography, and materials that are harmful to minors, as defined by the Children's Internet Protection Act. The filter may also be configured to protect against access to other material considered inappropriate for students to access.
c. The filter may not be disabled at any time that students are using the network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act.
d. Authorized staff may override the filter to access to sites containing appropriate educational material. The building principal will implement procedures to ensure that teachers and students can readily override the filter if it is blocking access to sites considered necessary for instruction or learning activities. The determination of whether material is appropriate for instructional use shall be based on the content of the material and the intended use of the material, not on the protection actions of the filter.
e. All school staff with direct responsibilities for the safety and well-being of students will have the authority to immediately override the filter to review material related to safety concerns. Those with such responsibilities include, but are not limited to, administrators, counselors, school psychologists, Family Support Workers, Instructional Assistants, and school resource officers.

5. The White Pine County School District will implement procedures to supervise and monitor student use of the Internet through staff supervision and technical monitoring. Student use of the network will be supervised by staff in a manner that is appropriate to the age of the students and circumstances of use.
6. The White Pine County School District and schools will establish regulations and procedures to protect the safety and security of students when using direct electronic communications, including the instructional use of email, instant messaging, blogs, wikis, social networking and other similar interactive communication technologies.
7. The Student Network Use Agreement developed pursuant to this policy will include requirements that address the following safe and responsible use issues:
   a. Access to inappropriate material.
   b. Privacy and communication safety standards for self and others
   c. Unlawful activities, including computer security violations, actions taken to disrupt the performance of a computer system, and the use of the Internet to engage in other criminal acts.
   d. Inappropriate language.
   e. Plagiarism and copyright infringement.
   f. Actions or use that may disrupt or jeopardize the security or effective performance of The White Pine County School District network or the Internet.
   g. Any actions, including harassment and bullying, that are in violation of the Student Handbook/Code of Conduct.
   h. Other related issues from the Student Handbook/Code of Conduct.
8. The White Pine County School District will protect against the unauthorized disclosure, use, or dissemination of personal or confidential information of students.
   a. The White Pine County School District will review contracts with third party providers of data management services to ensure compliance with federal and state student privacy laws.
   b. The White Pine County School District will implement regulations for staff pertaining to the transmission of student confidential information via direct electronic communications to ensure that such transmissions are in compliance with the federal and state student privacy laws.

   c. The White Pine County School District will implement regulations for staff and students to ensure the protection of student personal information when accounts are established or information is provided by or about students on third party web sites.
   d. The White Pine County School District will implement regulations addressing the disclosure of student information and images and posting of student-created material on The White Pine County School District web site to ensure that such postings are in compliance with the federal and state student privacy laws. These regulations will provide greater privacy protection for younger students and allow greater disclosure for older students.
   e. The district prohibits student-teacher interaction (friending, etc.) on social networking sites unless such interaction is specifically educational in nature and related to instruction around appropriate online behaviors.
9. The White Pine County School District will educate minors about appropriate online behavior, including cyberbullying awareness and response and interacting with other individuals on social networking sites and in chat rooms. Cyberbullying is defined as follows: bullying through the use of "electronic communication." Electronic communication means the communication of written, verbal or pictorial information through electronic devices, including but without limitation, telephones, cellular phones, computers, or any similar means of communication.
   a. The White Pine County School District Curriculum & Instruction department will establish a standing committee to oversee such instruction. The instruction will address issues related to personal safety when using interactive technologies, as well as digital media literacy. The committee will include, but not be limited to, K-12 Curriculum & Instruction, educational technologists, library media, health teachers, Prevention-Intervention, Safety & Security, CTE staff, and at least one parent representative.
   b. Age appropriate materials will be made available for use across grade levels.
   c. Training on online safety issues and materials implementation will be made available for administration, staff and parents.
10. Student's constitutional rights to freedom of speech and freedom to access information will be protected when they use the Internet in school. The White Pine County School District network is a limited public forum. The White Pine County School District may restrict access to materials or may place restrictions on student speech for valid educational reasons. The White Pine County School District will not restrict student access to information or speech or posting of speech based on viewpoint discrimination.
11. The White Pine County School District will implement copyright management regulations that will protect the rights of copyright holders, including students and staff, related to material that is accessed through The White Pine County School District Internet system or placed on district and school web sites.
12. The White Pine County School District will implement regulations for the posting of material on district and school web sites that will promote the effective educational use of the Internet, protect the privacy rights and other rights of students and staff, limit potential liability of The White Pine County School District for the inappropriate placement of material, and present an image that will reflect well on the district, schools, staff, and students.
   a. These regulations will allow for the posting of student names, images, and work product, in a manner that is considered safe given the grade level of the students.
   b. These regulations will cover material that is posted in internal class-based instructional environments, as well as material posted on publicly accessible district or school web sites.
   c. These regulations will be in compliance with the Federal Educational Rights and Privacy Act as well as (name of state student privacy law).
13. Student and staff access to The White Pine County School District Internet system will be in full compliance with Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, Section 508 of the Rehabilitation Act of 1973, as well as (name of state civil rights laws).
14. Each school will provide an annual written notice to the parents/guardians of students about the district Internet system, the policies governing its use, and the limitation of liability of the district.
   a. Upon enrollment in a school, parents/guardians must sign an Internet/Network Use Agreement. (IUA/NUA). The IUA/NUA will be effective for as long as the student attends the particular school.

b. The IUA/NUA will address the requirements for safe and responsible use. It will also solicit parent permission for the posting of information, images, and work products of students in under copyright law and federal and state privacy laws.

15. The administrative responsibilities of The White Pine County School District administrative staff related to The White Pine County School District network are as follows:
    a. The superintendent, or his/her designee, will serve as the coordinator to oversee the district Internet system. The superintendent is authorized to develop regulations and agreements for the use of The White Pine County School District Internet system that are in accord with this policy statement, and other district policies.
    b. The building administrator, or his/her designee, will serve as the building-level coordinator for The White Pine County School District Internet system. He/She, in conjunction with both Information and Educational Technology staff and the office of the Chief Academic Officer (CAO), will implement building-level regulations necessary to implement this policy and district regulations, establish procedures to ensure adequate supervision of students using the system, maintain executed user agreements, and be responsible for interpreting this policy and related regulations at the building level.
    c. The White Pine County School District Board Curriculum & Instruction Committee will be responsible for ongoing evaluation of the issues related to this policy, related regulations, and the strategies implemented by schools under this policy. The Board Curriculum & Instruction Committee will solicit input and feedback from staff, students, parents, and the community in this evaluation process annually.

Title: **Cyber Security**		Policy Number:	**7383**
Section: Students		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 4/15/25	2nd Reading:	5/6/25

The organization is committed to safeguarding its digital assets, information systems, and data against cyber threats. This policy establishes the fundamental principles that will guide our cybersecurity efforts to ensure the protection, confidentiality, integrity, and availability of organizational resources.

This policy applies to all employees, contractors, and third-party vendors who have access to the organization's systems and data. It encompasses all information technology resources, including hardware, software, network infrastructure, and stored data, as well as any information that is critical to the operation of the organization.

The primary objectives of this policy are to protect against unauthorized access, data breaches, and cyberattacks; ensure the continuous availability and reliability of IT systems; promote a cybersecurity-aware culture throughout the organization; and maintain compliance with applicable legal and regulatory requirements.

The superintendent plays a key leadership role in the implementation and oversight of this cybersecurity policy. As the executive leader, the superintendent is responsible for ensuring that cybersecurity is a priority of the organization and for providing the necessary resources to support the cybersecurity program. The superintendent will work closely with the IT security team and other department heads to ensure alignment with strategic goals, regularly review cybersecurity performance, and approve necessary updates to the policy to address emerging threats and regulatory requirements.

To support these objectives, the organization will conduct regular reviews of its cybersecurity measures to ensure they remain effective and up to date with evolving threats and technological advancements. This includes maintaining a formal system for identifying and mitigating potential risks, updating the cybersecurity policy as necessary, and ensuring that cybersecurity practices align with industry standards and best practices.

The organization will also prioritize the training and awareness of all employees regarding cybersecurity risks and their role in maintaining security. It is essential that all employees, regardless of role, adhere to the principles of this policy and report any suspicious activity that may compromise the organization's digital security.

This policy will be reviewed and updated on a regular basis to reflect changes in cybersecurity threats and the organization's operational needs. By adhering to this policy, the organization is committed to minimizing risks, protecting sensitive data, and maintaining the security of its systems and operations.

Title: **Moment Of Silence**		Policy Number:	**7390**
Section: Students		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

In accordance with Nevada Revised Statutes, each teacher shall set aside a period of time at the beginning of each day, during which all persons must be silent, for voluntary individual meditation, prayer or reflection by students.

Title: **Dress**		Policy Number:	**7400**
Section: Students		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	10/13/97

Student dress must not detract from the educational purpose of the school district. School administrators will use the administrative regulation governing student dress in the standards given each year. *See administrative regulation.*

Title: **Clubs And Organizations**		Policy Number:	**7410**
Section: Students		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

Clubs and organizations are a natural part of the extracurricular activities of schools. Each organization within a school shall have a proper name, purpose and set of goals.

The Superintendent and the administrative staff shall establish procedures for the method of organization of groups. It is the responsibility of the school principal to provide for the proper supervision and direction clubs and organizations within the specific school.

Title: **Participation Of Homeschool And Nonpublic School Students in White Pine County**			
		Policy Number:	**7420**
Section: Students		Last Reviewed/Revised:	5/18/05
Date Board Approved:	1st Reading: 3/3/26	2nd Reading:	3/17/26

Grades 6-12:

Students who are enrolled in nonpublic schools or who are homeschooled may enroll in classes or extracurricular activities in White Pine County School District schools under the following conditions:

1. **"Class"** is defined as a secondary course for which credit towards graduation may be available. Requests for participation in a class must be in the receiving principal's possession on or before the **5th day** of the beginning of **each** semester. On or before the **11th day** of the beginning of the semester, the school principal or his/her designee shall inform the student and parent(s) whether the request will be accepted or denied.
2. **"Space available"** means student space which does not exceed the predetermined maximum class size for a particular course and does not displace full-time White Pine County School District students.

3. **"Extracurricular activity"** is defined as a before or after-school activity for which a paid, extracurricular contract is available.

PROCEDURE

1. If space is available in the class or extracurricular activity, the parent/guardian requests information regarding student qualifications for participation. The homeschool or nonpublic school student must meet the same enrollment prerequisites or guidelines that exist for all other students seeking to participate in the class or extracurricular activity. Qualifications may include but are not limited to:
   - Proof of guardianship
   - Student residence in school attendance zone
   - Proof of existing enrollment in a homeschool program (letter confirming receipt of Notification of Intent packet by White Pine County School District Board of Trustees) or a private school (copy of school enrollment form and verification of paid tuition)
   - Proof of immunization
   - Transcripts
   - Completion of prerequisite courses
   - Co-curricular participation (participation in extracurricular activity requires concurrent enrollment in a specified course)
   - Assessments or placement tests
   - Performance
2. Parent/guardian completes, signs, and dates **Section 1** of the **Student Participation Request** form and submits the completed form along with required evidence of student's qualifications for participation in the class or extracurricular activity.

3. School principal completes, signs, and dates **Section II Student Participation Request** form. School principal informs parent/guardian whether the request will be accepted or denied and copies completed form for school records.

4. Forwards copy to WPCSD Homeschool Coordinator.

Grades 6-12:

Participation in Sports

Students who are enrolled in nonpublic schools or who are homeschooled may participate in sports in the student's zoned school in White Pine County School District under the following conditions:

1. **"Sport"** is defined as an athletic activity or event governed by **NIAA** (Nevada Interscholastic Athletics Association) or sponsored by the White Pine County School District.

2. The parent/guardian must contact the student's zoned school for information regarding the sport (i.e., the schedule of events and activities and the WPCSD/NIAA requirements pertaining to academic and conduct eligibility).

3. The homeschool or nonpublic school student must meet the same enrollment prerequisites or guidelines that exist for all other students seeking to participate in the sport. Eligibility requirements, at a minimum, will include*:
   - Proof of student's age
   - Documentation that student's residence is in the attendance zone of the school for which they are seeking to participate in the sport

- A current Notification of Intent to Homeschool for the student on file with the District
- Proof that all required immunizations are current
- A signed statement or comparable documentation from the parent that the student is enrolled/taking at least two semester credits for each semester that the student participates in any NIAA sport or sponsored by the White Pine County School District
- A signed statement or comparable documentation that student: is in grades 9-12; resides within the school's boundaries; has not graduated from high school or received a GED; is not enrolled full-time in college or junior college or other post-secondary school; has not competed as a professional; has not participated on a post-secondary athletic team
- Proof of insurance
- Documentation of annual physical examination
- Completion of all required WPCSD athletic forms

PROCEDURE

1. Parent/guardian completes, signs and dates **Section I** of the **Student Participation Request** form (forms should be obtained directly from the student's zoned school that is sponsoring the sport). Parent submits to WPCSD school principal/designee that completed form along with the required documentation of student's eligibility in accordance with WPCSD/NIAA Guidelines for Participation. **All sports forms should be completed and submitted at least two weeks prior to the first day of practice for that sport's season to ensure that the eligibility process is completed before practice begins.**

**School personnel will also review the information provided in this application with the information provided in the current Notification of Intent to Home School and may contact the parent with additional questions or clarifications.*

2. School principal completes, signs, and dates **Section II** of the **Student Participation Request** form. School principal informs parent/guardian whether the request will be accepted or denied and copies completed form for school records.

3. Forwards copy to WPCSD Homeschool Coordinator.

Grades K-8:
Students who are enrolled in nonpublic schools or who are home schooled may enroll in classes or extracurricular activities in White Pine County School District schools under the following conditions:

1. **"Class"** is defined as a K-8 course that meets the academic standards for the State of Nevada. Requests for participation in a class must be in the receiving principal's possession on or before the **5th day** of the beginning of each semester. On or before the **11th day** of the beginning of the semester, the school principal or his/her designee shall inform the student and parent(s) whether the request will be accepted or denied.

2. **"Space available"** means student space which does not exceed the predetermined maximum class size for a particular course or extracurricular activity and does not displace full-time White Pine County School District students, including roster limitations.
3. **"Extracurricular activity"** is defined as a before or after-school activity for which a paid, extracurricular contract is available.

PROCEDURE

1. If space is available in the class or extracurricular activity, the parent/guardian requests information regarding student qualifications for participation. The homeschool or nonpublic school student must meet the same enrollment prerequisites or guidelines that exist for all other students seeking to participate in the class or extracurricular activity. Qualifications may include but are not limited to:
   - Proof of guardianship
   - Student residence in school attendance zone
   - Proof of existing enrollment in a homeschool program (letter confirming receipt of Notification of Intent packet by White Pine County School District Board of Trustees) or a private school (copy of school enrollment form and verification of paid tuition)
   - Proof of immunization
   - Transcripts
   - Completion of prerequisite courses
   - Co-curricular participation (participation in extracurricular activity requires concurrent enrollment in a specified course)
   - Assessments or placement tests
   - Performance

2. Parent/guardian completes, signs and dates **Section I** of the **Student Participation Request** form and submits the completed form along with required evidence of student's qualifications for participation in the class or extracurricular activity.

3. School principal completes, signs, and dates **Section II** of the **Student Participation Request** form. School principal informs parent/guardian whether the request will be accepted or denied and copies completed form for school records.

4. Forwards copy to WPCSD Homeschool Coordinator.

Promotion/Graduation Ceremony Participation
Participation in promotion/graduation ceremonies is limited to full-time White Pine County School District students.

Title: **Extracurricular and Co-curricular Activities Eligibility**		Policy Number:	**7440**
Section: Students		Last Reviewed/Revised:	1/6/09
Date Board Approved:	1st Reading: 3/3/26	2nd Reading:	3/17/26

The Board of Trustees recognizes the need to maintain a program of extra-curricular and co-curricular activities. This enables students to expand their knowledge and skill base as well as provide for wholesome activities. To this end all students will be encouraged to become involved in extra-curricular and co-curricular activities and/or community service projects. Teachers, advisors, and principals shall be responsible for student participation as set forth under district administrative regulations and the rules and regulations of the Nevada Interscholastic Activities Association (NIAA.) It is recognized that participation in any extra-curricular or co-curricular activity is a privilege and may be withdrawn if a violation of regulations occurs.

White Pine County School District attempts to provide students with a wide array of activities in which they may participate. The school district believes that such participation provides students with both immediate and long-term educational, physical, emotional, and social benefit.

The secondary schools (grades 6-12) in the White Pine County School District sponsor activities which operate under the rules and regulations established by the NIAA.

Title: **Random Drug and Alcohol Testing of White Pine County School District**	Policy Number:	**7441**

Section: Students		Last Reviewed/Revised: 3/20/18
Date Board Approved:	1st Reading: 4/14/26	2nd Reading: 5/5/26

PURPOSE

The Administration, faculty and staff of White Pine County School District have the responsibility to keep all our students safe from drug and alcohol abuse, a behavior that destroys bodies and minds, impedes academic and athletic performance, and creates barriers to success and happiness. In accepting and undertaking this responsibility, White Pine County's Schools have implemented a comprehensive educational and administrative program to inform our students about the mental and physical consequences of drug and alcohol abuse and to discourage and prevent our students from abusing drugs and alcohol. As part of this program, White Pine County's Schools have implemented random drug and alcohol testing of those students who want to represent the school in all extra-curricular activities including but not limited to athletic teams, leadership programs and clubs. This random drug and alcohol testing program does not seek to punish students but to steer young people away from a destructive behavior and to identify students in need of drug and alcohol treatment. The random drug and alcohol testing of students at White Pine County's Schools is an important component of our overall effort to protect our students from the scourge of drug and alcohol abuse and provide a safe, healthy environment for our students, staff, parents and families on our campus and at our athletic events.

OVERVIEW

The procedure for initial and random drug and alcohol testing of students in extra-curricular activities is accomplished in conjunction with an independent drug and alcohol testing Vendor selected by the administration of White Pine County's Schools. Following the initial testing, the Vendor is provided by the White Pine County's Schools a list of eligible students and in turn randomly selects up to 20% of these students for drug and alcohol testing at regular intervals. An appointed neutral White Pine County School District Employee (Designated Official) will visit the school and will oversee the collection of all specimens as outlined in this document. Specimens are collected as urine specimens.

1. A STATEMENT OF NEED AND PURPOSE

Recognizing that observed and suspected use of alcohol and illicit drugs by White Pine County's schools students is a serious concern, a program of deterrence will be instituted as a pro-active approach to a truly drug and alcohol free school. Likewise, students using illegal drugs and alcohol pose a threat to their own safety, as well as to that of other students. The purpose of this program is fourfold:

a) to provide for the safety of all students;

b) to undermine the effects of peer pressure by providing a legitimate reason for students to refuse to use illegal drugs and alcohol;

c) to encourage students who use drugs and alcohol to participate in drug and alcohol treatment programs; and

d) prevent the impact drug and alcohol and alcohol use has on the learning centers of the brain allowing students to achieve their full academic potential while a student within White Pine County's schools.

The program is designed to create a safe, drug and alcohol free, environment for students and assist them in getting help when needed.

2. SUPPORTING DATA

Random urine drug and alcohol testing of a public school is legal as determined by the United States Supreme Court in the case of Vernonia School District 47J (Oregon) v. Wayne and Judy Acton and Pottawatomie v. Earls.

3. DEFINITIONS

Adulterant/Adulteration – Any attempt to alter the outcome of a urine drug and alcohol test by adding a substance to the sample, attempting to switch the sample, or otherwise interfere with the detection of illicit or banned substances in the urine, or purposefully over hydrating oneself in an attempt to dilute the urine to decrease possible detection of illicit or banned substances.

Banned Substance - A substance defined by School policy as being banned from use by students.

Co-curricular – being outside of but usually complementing the regular curriculum.

Designated Official - The individual selected by the school or district to oversee the drug and alcohol testing program of the school or district.
Eligible Student - A qualified student participating in any extra-curricular activity including a sanctioned athletic team as defined by the State Athletic Association.
Extra-curricular-not falling within the scope of a regular curriculum; specifically of or relating to officially or semiofficially approved and usually organized student activities (such as athletics) connected with school and usually carrying no academic credit**.**
Illicit substance - A drug and alcohol classified by the Drug and alcohol Enforcement Administration (DEA) as being available only by prescription from a physician or classified as being controlled.
Quantitative Levels - The measurement levels of a specific chemical in the urine reported usually in Nano grams per milliliter (ng/ml).

4. PROCEDURES FOR STUDENTS

a) Informed Consent for Testing

At the beginning of each school year or athletic season, students and parent/guardian/custodian will complete and sign the White Pine County's schools Code of Conduct and Expectations Informed Consent Agreement (Exhibit A) and Consent to Perform Urinalysis for Drug and alcohol Testing (Exhibit B). No student may participate in any extra-curricular activity including sports/clubs until this form is properly executed and on file with White Pine County's schools.

b) Urine Drug and alcohol Testing Frequency

At the beginning of each year/season or when a student moves into the White Pine County's schools, all students wishing to participate in any co-curricular, extra-curricular activity, athletics, and/or clubs, who compete or perform outside the district, are subject to urine testing for illicit or banned substances as specified in Paragraph 9 below. Following initial testing, up to 20% of eligible students will be randomly tested on up to a bi-weekly basis anytime during the school year. Any student who refuses to submit to urine drug and alcohol testing will not be allowed to participate in co-curricular or extra-curricular programs at White Pine County's Schools.

c) Sample Collection

Samples will be collected by the designated official as described in paragraph 6. Any eligible student selected randomly for a urine drug and alcohol test who is not in school on the day of testing will be tested at the next available testing time. Students not able to provide an adequate urine specimen at the testing time will be unable to participate until the proper specimen is provided. A refusal to test or adulterated test will be handled as a positive test.

5. CONFIDENTIALITY OF RESULTS

All drug and alcohol test results are considered confidential information and will be handled accordingly. Those persons having results reported to them as set forth by this Policy must sign a Confidentiality Statement (Exhibit C).

6. RANDOM DRUG AND ALCOHOL TESTING PROCEDURES

a) Random Selection of Eligible Students

Once provided a list of eligible students, the Vendor must select the required number of students in a random and confidential manner. Up to bi-weekly, the Vendor will arrange with the Designated Official a day and time to do the collection of specimens. The schedule will not follow any recognizable pattern. The selected student names will be given to the Designated Official, who will arrange for these students to report to the collection area.

b) Selection of Students for Reasonable Suspicion

Students enrolled in the program are subject to testing should the Administration and/or Coaching Staff at White Pine County's Schools have reasonable suspicion of drug/alcohol usage.

c) Collection of Urine Specimens

The Designated Official will oversee the collection of urine specimens as outlined in the Procedures for Random Urine Drug and alcohol Testing of White Pine County's Schools. Students will provide a urine specimen in the Drug and alcohol Testing Kit selected to be used by WPCSD.

d) Testing of Urine Specimens
The Designated Official will follow the manufacture's recommended procedures outlined by the drug and alcohol testing product specified by the White Pine County School District. The test gives immediate presumptive results upon completion of the procedures. The Designated Official will seal the cup, date it and sign the seal after the results have been read.

e) Submission of Test Samples
White Pine County School District reserves the right to send off any and all test samples for a complete analysis. The results will be reported to the Building Principal first then the parents or legal guardians of the student following the confidentiality guidelines.

f) Reporting of Random Urine Test Results.
The Designated Official will notify all urine drug and alcohol screens as negative or positive. Positive findings will be reported by telephone in a confidential manner to the Building Principal and then the Parent.

g) Statistical Reporting and Confidentiality of Urine Drug and alcohol Test Results
The Designated Official, White Pine County's Schools or White Pine County School District may not release any statistics on the rate of positive drug and alcohol tests to any person, organization, news publication or media without expressed written consent of the White Pine County School District Board of Trustees. However, the school officials will compile annual reports of the amount of positive tests and the substances present.

7. PROCEDURES IN THE EVENT OF A POSITIVE RESULT

Whenever a student's test result indicates the presence of illegal drugs and alcohol or banned substances or adulteration, the following will occur:

a) Notification to Parents/Students/Coach
The Designated Official, as soon as practical, will notify the Building Principal first, then the student's parents or legal guardian of any positive results. The student and the head coach will be notified of the positive result by the building principal as soon as practical. All individuals who will come into contact with this information will be bound to uphold strict confidentiality and sign the confidentiality agreement outlined in this report. A written notification from the Building Principal, by form letter, will be sent to the parent/guardian/custodian by certified mail. The Building Principal may keep all test results for a period up to one year. Positive tests will be sent to the lab for confirmation testing.

b) Periodic Drug and alcohol testing of Positive Student
The student will be notified and be required to submit to a minimum of 5 periodical urine tests throughout the next calendar year at the student athlete's expense. Dates of periodical urine tests will be determined by Building Principal.

c) Results of Future Testing
The vendor may use quantitative lab results to determine if positive results on repeat testing indicate recent use of illicit or banned substances or the natural decline of levels of the illicit or banned substance from the body. If the vendor feels the quantitative lab levels determined to be above the established cutoffs do not reflect current use but natural decay, then a negative result may be reported.

d) Penalties for a Positive Test
The NIAA Drug and alcohol and Alcohol Policy will be followed for each positive result and/or team policy as outlined by the White Pine County's Schools Coaching Staff.

Participation in Nevada Interscholastic Athletic Association sanctioned sports is a privilege and responsibility which requires all participants to adhere to athletic training rules imposed by the school district and member or affiliate school the student attends and represents. Adherence to training rules ensures that all student-athletes are in top physical condition, minimizes potential for injury, and further ensures that all member and affiliate school athletic teams are appropriately represented by their student-athletes. Therefore, the possession or use of any controlled substance, alcohol or tobacco products by a student athlete, whether it occurs on or off of school property, is prohibited and shall result in the penalties set forth herein.

This regulation shall begin once the student begins participation as a student athlete in high school athletics and including any other extra-curricular activity. This policy remains in effect while the student is currently participating on any school athletic team or extra-curricular activity.

8. NON-PUNITIVE NATURE OF POLICY

No student will be penalized academically for testing positive for illegal drugs and alcohol or banned substances. The results of drug and alcohol tests pursuant to this policy will not be documented in any student's academic records. Information regarding the results of drug and alcohol tests will not be disclosed to criminal or juvenile authorities absent legal compulsion by valid and binding subpoena or other legal process.

9. ILLICIT OR BANNED SUBSTANCES

For the purpose of this Policy, the following drug and alcohol classes, substances or their metabolites that may be tested for and considered illicit or banned for White Pine County's schools Students:

Amphetamine (AMP)
Barbiturates (BAR)
Benzodiazepines (BZO)
Cocaine (COC)
Any products containing THC
Methadone (MTD)
Methylenedioxymeth-amphetamine (MDMA)
Methamphetamine (M-AMP)
Opioids
Oxycodone (OXY)
Phencyclidine (PCP)
Tricyclic Antidepressants (TCA)

PROCEDURES FOR RANDOM URINE DRUG AND ALCOHOL TESTING OF WHITE PINE COUNTY SCHOOL STUDENTS

1. LIST OF ELIGIBLE STUDENTS

The Designated Official will prepare a list of eligible students. This list will be forwarded to the Vendor for the random selection of students who will submit urine specimens for testing.

2. RANDOM SELECTION OF STUDENTS FOR TESTING

The Vendor will use a system to assure that students are selected in a random fashion. This system will utilize a computer based system designed specifically for the purpose of randomly selecting individuals for drug and alcohol testing.

3. SCHEDULING OF URINE DRUG AND ALCOHOL TESTING

Urine drug and alcohol testing is unannounced. The day and date are selected by the Designated Official and confirmed with the Vendor. Random testing may be done up to bi-weekly, but not during holidays and spring break.

4. INITIAL TESTING

At the beginning of the year or the beginning of co-curricular, extra-curricular, athletics, and/or club activities, all eligible students are subject to urine drug and alcohol testing. This testing will be accomplished on a date and time coordinated with the appointed Administrator. The Designated Official is responsible for seeing that all students and their parent/guardian/custodian properly sign the Informed Consent Agreement (Policy Exhibits A and B) prior to testing. Any student moving into White Pine County's schools shall be tested at the time they join an athletic team or participate in any extra-curricular activity.

5. TESTING YEAR

The testing year begins the date the first activity for the upcoming school year commences and continues for 365 days thereafter.

6. COLLECTION PROCESS

Selected Students are escorted from class to the collection site. A specimen of urine is collected following this process:

a) No purses, bags or containers may be taken into the collection area with the student. All extra coats, vests, jackets, sweaters, etc., are to be removed before entering the collection area.
b) The Designated Official adds a bluing agent (food coloring) to the water in the urinal or toilet.
c) Student is asked to rinse their hands and dry them. If no water is easily accessible, a non-alcoholic wipe may be used instead.
d) The student is told to urinate directly into the provided container and should provide a sufficient amount of urine (at least 30ml) in one attempt. The student is also told they are to hand the container of urine to the Designated Official.
e) The student then provides the required specimen.
f) The Designated Official checks the volume, reads and records the temperature within four minutes of collection, and looks for evidence of tampering. If tampering is suspected, a second specimen will be requested. A second suspected tampered specimen will be considered refusal to test and the Building Principal will be notified.
g) The Designated Official takes the properly signed and initialed bottle seals and places them on the container.
h) The Student may wash their hands and is then sent back to class.
i) The Designated Official then records the results and notifies the Building Principal of the results.

(EXHIBIT A)

WHITE PINE COUNTY'S SCHOOLS
CODE OF CONDUCT AND EXPECTATIONS & INFORMED CONSENT AGREEMENT

Student Name _____ Grade _____ (Please Print)

AS A STUDENT:

- I understand and agree that participation in athletics and/or extra-curricular activities at White Pine County's schools is a privilege that may be withdrawn for violations of the Code of Conduct and Expectations, hereinafter Code of Conduct.
- I have read the Code of Conduct and thoroughly understand the consequences that I will face if I do not honor my commitment to the Code of Conduct.
- I understand and realize that there is risk of injury in participating in activities.
- I understand that when I participate in any extra-curricular activity or athletic program, I will be subjected to initial and random urine drug and alcohol testing, and if I refuse, I will not be allowed to practice or participate. **I have read the consent on the reverse side of this form and agree to its terms**.
- I understand this is binding while enrolled as a student at White Pine County's schools.
- I have read and understand the Policy for Random Urine Drug and alcohol Testing

_____ Date _____
Student Signature

AS A PARENT/GUARDIAN/CUSTODIAN:

- I have read the Code of Conduct and understand the responsibilities of my son/daughter/ward as a participant in athletics and/or extra-curricular activities at White Pine County's schools.
- I understand and realize that there is an assumed risk of injury involved for my son/daughter/ward as a participant in activities.
- I understand that my son/daughter/ward, when participating in athletics and/or extra-curricular activities, may be subjected to initial and random urine drug and alcohol testing, and if they refuse, will not be allowed to practice or participate. I have read the consent on the reverse side of this form and agree to its terms.
- I also understand that upon purchasing an athletic packet, they will be subject to random drug and alcohol testing even though they may be out of season.
- After my son/daughter/ward has completed his/her season and has no intention of participating in any other activities for the remainder of the year, I may not remove them from the random program.
- I understand that if my child has a positive urine drug and alcohol test, my child will be referred for a substance abuse evaluation by an assessment specialist.
- I understand this is binding while my son/daughter/ward is a student at White Pine County's schools.
- I have read and understand the Policy for Random Urine Drug and alcohol Testing

_____ Date _____
Parent/Guardian/Custodian Signature

_____ _____ _____
Parent/Guardian/Custodian Name (print) Home Phone Work Phone

WHITE PINE COUNTY SCHOOL DISTRICT
CONSENT TO PERFORM URINALYSIS FOR DRUG AND ALCOHOL TESTING

We hereby consent to allow the student named on the front of this form to undergo urinalysis testing for the presence of illicit drugs and alcohol or banned substances in accordance with the **Policy and Procedure for Random Urine Drug and alcohol Testing of Students of White Pine County Schools** as approved by White Pine County's schools and the White Pine County School District.

We understand that the collection process will be overseen by a Designated Official assigned by the district.

We understand that any urine samples will be sent only to a certified laboratory in the event of a positive or altered test.

We hereby give our consent to the medical vendor selected by White Pine County's schools and the White Pine County School District, their laboratory, doctors, employees, or agents to perform urinalysis testing for the detection of illicit drugs and alcohol or banned substances.

We further give permission to the vendor selected by White Pine County's schools, its doctors, employees, or agents, to release all results of these tests to the Building Principal at White Pine County's schools. We understand these results will be made available to us within 48 hours after the Building Principal being notified by the vendor.

We understand that consent pursuant to this **Informed Consent Agreement** will be effective for all athletic and extra-curricular activities in which this student might participate during the current school year.

We understand that if a parent gives his/her child a prescription medication not originally prescribed under the child's name, it is a positive result.

We understand that after a positive test the following consequences must be completed prior to participating in extra-curricular activities at White Pine County's Schools.

The NIAA Drug and alcohol and Alcohol Policy will be followed for each positive result and/or team policy as outlined by the White Pine County's schools Coaching Staff.

We hereby release White Pine County's schools and the White Pine County School District from any legal responsibility or liability for the release of such information and records.

(Exhibit B)
WHITE PINE COUNTY'S SCHOOLS

Confidentiality Statement for Random Urine Drug and alcohol Testing Program

I, _____, acknowledge that I will be privileged to hear and see sensitive information related to results of random urine drug and alcohol testing performed on students of White Pine County's schools. I pledge to keep any information given to me in strict confidence, and will only release this information to others as dictated by Board policy or with properly obtained permission of the student and parent/guardian/custodian.

_____ _____
Signature Date

Section: Students		Last Reviewed/Revised: 2/2/16
Date Board Approved:	1st Reading: 5/5/26	2nd Reading: 5/19/26

This policy is intended to create practices that adequately safeguard public funds, provide for accountability, and ensure compliance with state and federal laws.

The Board of Education recognizes that fundraising at the school level has become an important source of providing for needs over and above those available through regular District sources. The Board also recognizes that issues such as excessive solicitation of businesses and patrons, student safety, undue distractions and time commitments, and financial ethics can arise while fundraising activities are undertaken. The Board requires that great care and restraint be exercised by school level personnel in planning and implementing fundraising efforts.

Fund raising refers to school or District sponsored activities or events that may involve the sale of goods or services by school personnel and/or students, the solicitation of monetary contributions, or any other means or methods utilized to generate funds to support school activities. These activities can take place on or off-campus.

All monies raised through fundraisers for school-sponsored activities are considered public funds. The District and individual schools are ultimately responsible for the expenditure and allocation of all monies collected and expended through student, school organized fundraising.

All funds and/or donations collected through fund raising efforts are for the benefit of the school or school district and become the property of the District. All of the proceeds of fund raising activity must be accounted for and provided to the school or District. No individual should realize any personal benefit or gain from the activity.

1. Approval

Fund raising activities must be approved in writing before being scheduled, advertised or conducted. The principal has absolute discretion to withhold approval of any fundraising activity. The group or individual requesting the fund raising activity must provide a written explanation of the activity that should include the following:

- Name of the group, individual or entity conducting the activity
- Public Disclosure Statement that will describe the nature, purpose and method of the fund raising
- How the money will be collected, accounted for, and spent
- Guidelines and directions that will be given to students regarding their participation
- Identify the risk and concerns including student safety, transportation issues and appropriate supervision. Door-to-door solicitation for individuals that are not close friends or relatives requires proper adult supervision.

Any fundraising efforts that include raffles must additionally be submitted to School district Legal Counsel for approval.

Parents/guardians of elementary students must give permission for their students to participate in a fundraising activity.

2. Public Disclosure Statement

After the proposed activity has been approved and before commencement of fundraising, the head coach, advisor or director of the fund raising activity must provide all participants in the fund raising with a copy of the Public Disclosure Statement. Students and all other members participating in the fund raising activity must carry this Statement with them at all times or the Statement must be posted so it is clear and visible at the location where the fund raising activity takes place.

3. Disclosure of Financial Interest

If the coach, advisor, or other District employee who manages or oversees a fundraising activity also has a financial or controlling interest in or access to the bank account(s) of the fundraising organization or company, the employee must disclose such interest or access on the Approval Request and Disclosure before the activity will be approved.

If the administrator who approves a Fundraising Activity also has a financial or controlling interest in or access to the bank account(s) of the fundraising organization or company, the administrator must disclose such interest or access on the Approval Request and Disclosure form. A copy of this form must then be provided to the administrator's immediate supervisor.

Other than their normal hourly wage or stipend, no District employee may receive compensation in the form of profits, percentage of revenues, kickbacks, products, gifts, or anything of financial value as a result of a Fundraising Activity.

4. Collection of funds

All funds collected or donations received that result from fund raising activity are property of the White Pine County School District and must follow District, State and Federal guidelines. Funds maintained in student activity accounts at the schools are held in trust for the group or organization that raised the funds and can only be used for the purposes for which the funds were raised. Using the funds in a manner inconsistent with this purpose could be considered fraud and all parties involved in propagating the fraudulent activity will be subject to disciplinary action and/or prosecution to the full extent of the law.

Any excess funds for any given campaign that may be given as a class gift to a school, must clearly state that possible use in all advertising materials.

Cash must be collected under dual control and accounted for on approved forms or receipts that can be used to reconcile and account for the fund raising activity. Funds collected must be deposited into the sponsor, group or organizations student activity account within 5 business days after the conclusion of the fund raising activity.

Collection of funds or fund raising activity without the expressed written authorization of the school administration, Superintendent or designee is expressly prohibited.

Title: **Crowdfunding**		Policy Number:	**7461**
Section: Students		Last Reviewed/Revised:	4/16/24
Date Board Approved:	1st Reading: 5/5/26	2nd Reading:	5/19/26

Purpose:

The purpose of this crowdfunding policy is to provide guidelines and procedures for conducting crowdfunding campaigns on behalf of the White Pine County Schools. Crowdfunding initiatives can be valuable tools for raising funds to support specific projects, programs, or initiatives that benefit our school community.

Scope:

This policy applies to all members of the White Pine County Community, including administrators, faculty, staff, students, parents, alumni, and other stakeholders, who wish to initiate or participate in crowdfunding campaigns on behalf of the school.

Guidelines:

Crowdfunding on behalf of the school system is prohibited unless undertaken by an employee with prior written approval under this policy. No action towards initiating a crowdfunding campaign on behalf of the school system may be taken until the campaign is approved in writing pursuant to this policy.

No employee or student will be compelled to initiate or participate in a crowdfunding campaign on behalf of the school system. Students are permitted to participate in publicizing an employee's approved crowdfunding campaign but are prohibited from otherwise engaging in crowdfunding on behalf of the school system. Employees or students who participate in crowdfunding on behalf of the school system are acting in their capacity as employees or students and are subject to all rules governing employee and student conduct.

Except in furtherance of an approved campaign, employees are prohibited from doing any of the following as part of a crowdfunding campaign: identifying as an employee of or stating an association with the school system; using a school system email address, school name, logo, or mascot; or linking to or referencing any school website, social media site, platform, or account associated with the school system.

Employees are expressly prohibited from collecting funds through their personal accounts for school district fundraising activities.

Approval Process:

- All crowdfunding campaigns must receive prior approval from the school administrator or designated authority before being launched.
- Campaign proposals should be submitted to the school administrator and include details such as the purpose of the campaign, fundraising goals, target audience, timeline, and proposed use of funds.
- Any crowdfunding campaigns that include raffles must additionally be submitted to School District Legal Counsel for approval

Alignment with School Mission and Values:

- Crowdfunding campaigns must align with the mission, values, and strategic school priorities.
- Campaigns should support initiatives that enhance the educational experience, promote inclusivity, diversity, and equity, and contribute positively to the school community.

Transparency and Accountability:

- All crowdfunding campaigns must be transparent about their fundraising goals, intended use of funds, and any associated costs or fees.
- Campaign organizers are responsible for providing regular updates to donors and stakeholders on the progress and outcomes of the campaign.

Compliance with Legal and Ethical Standards:

- Crowdfunding campaigns must comply with all applicable laws, regulations, and school policies.
- Campaign organizers should adhere to ethical fundraising practices and avoid engaging in deceptive, misleading, or unethical behavior.

Use of Funds:

- Funds raised through crowdfunding campaigns must be used for the specific purpose outlined in the campaign proposal. For example, if the fundraising activity specifically mentions uniforms, the funds raised can only be used for the purchase of uniforms. Using the money in any other manner could be considered fraud and punishable to the fullest extent of the law.
- Any excess funds for any given campaign that may be given as a class gift to a school, must clearly state that possible use in all advertising materials

Donor Recognition and Stewardship:

- Campaign organizers are responsible for acknowledging and recognizing donors in a timely and appropriate manner.
- Donors should receive regular updates on the impact of their contributions and how their support has benefited the school community.

Responsibilities:

School administrators are responsible for ensuring that the crowdfunding platform is supported by a reputable company and that transactions are secure in order to reduce the risk of fraud and cyber threats

Campaign Organizers: Responsible for planning, launching, and managing crowdfunding campaigns in accordance with this policy.

The school administrator and activity sponsor are responsible for reviewing and approving crowdfunding campaign proposals and providing oversight and support as needed.

The school administrator and activity sponsor are responsible for ensuring compliance with this policy and providing guidance and support to campaign organizers.

Approval:

Crowdfunding activities must be approved and follow the same protocols as non-crowdfunding activities identified in Policy 7460.

Title: **Homeless Students**		Policy Number:	**7508**
Section: Students		Last Reviewed/Revised:	8/7/18
Date Board Approved:	1st Reading: 9/10/19	2nd Reading:	10/1/19

The White Pine County School District recognizes that homeless students may exist within its borders and is committed to ensuring that all homeless students have equal access to the same free public education as all other students. The district has the responsibility of identifying and serving homeless students. "Per state law, the district may award homeless, foster care, or unaccompanied students a diploma regardless of their attendance. District staff will work with students to ensure that partial credit for previously completed courses is combined to best assist students towards graduation."

Definition of Homeless Students

"Homeless student" means individuals who lack a fixed, regular and adequate nighttime Residence and includes:

- Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (other than an established trailer park community), or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster placement;
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
- Migratory students who qualify as homeless because the students are living in circumstances that qualifies as homeless because a child lacks a fixed, regular and adequate nighttime residence.
- "Unaccompanied student" includes a student not in the physical custody of a parent or guardian.

District Liaison

The district liaison will provide enrollment support and coordinate services within the school district and through community agencies in order to ensure that each homeless student has equal access to education. Specifically, the district's liaison shall ensure that:

- Homeless students are identified;
- Homeless students enroll in and have a full and equal opportunity to succeed in district schools;
- Homeless families and students receive educational services for which they are eligible, and referrals to health-care

services, dental services, mental health service and other appropriate services;

- Parents of homeless students are informed of the educational and related opportunities available to the students and are provided with meaningful opportunities to participate in the education of their students; Public notice of the educational rights of homeless students is distributed where such students receive services (e.g., schools and other community agencies);
- Ensure that enrollment disputes are mediated properly. If a dispute arises between the district and parents/legal guardians about school selection or enrollment, the district must immediately enroll the student in the school requested by the parents/legal guardians, pending resolution of the dispute.
- The parent of a homeless student, or any unaccompanied student, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected;
- School personnel, service providers and advocates working with homeless students and their families are informed of the liaison's duties.

The district's liaison shall coordinate and collaborate with the state coordinator, community and school personnel responsible for the provision of education and related services to homeless students.

School Principals

Principals, in writing, will appoint a "Point of Contact" (POC) for homeless students at their site. The POC needs to be chosen from site administrative staff (secretary, clerical or counselor) that has administrative access to Infinite Campus in order to make appropriate entries and upgrades as needed. A copy of the appointment letter will be forwarded to the District Homeless Liaison and Superintendent/Designee.

Principals should provide a list of homeless students at their school sites at the beginning of each school year (and/or whenever there are any additions/deletions) to the District Homeless Liaison and Superintendent/Designee.

Enrollment

The district shall immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residency or other documentation.

The district shall immediately contact the school last attended to obtain relevant academic and other records.

If critical enrollment records, including immunization and medical records, are not immediately available, the liaison and school staff will work with the family and other agencies to obtain the records in a timely manner.

Placement

The liaison, with help from other school staff, will decide on the homeless student's placement in school based on the student's best interest. In making the determination, the district must, to the extent possible, continue the student's education in his/her "school of origin" (i.e., the district school the student had been attending prior to becoming homeless) unless the student's parents/guardians request his/her placement in another school in the attendance area.

Records

Any records ordinarily maintained by the district, including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs, shall be maintained so that the records are available, in a timely fashion, when a homeless student enters a new school or school district, consistent with state and federal law.

Enrollment Disputes

If a dispute arises over school selection or enrollment, the student shall be immediately admitted to the school requested, pending resolution of the dispute.

The parent or guardian of the student shall be provided with a written explanation of the district's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the district's discrimination complaint procedure.

The student, parent or guardian shall be referred to the district's liaison, who shall ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied student, the district's liaison shall ensure the student is immediately enrolled in school pending the resolution of the dispute.

Services

Each homeless student shall be provided services comparable to services offered to other students, including the following:

1. Transportation services;
2. Education services for which the student is eligible, such as:
   a. Title I[1];
   b. Special education;
   c. Programs for students with limited English proficiency;
   d. Professional technical programs;
   e. Talented and gifted programs.
3. School nutrition programs.

Coordination

The district shall coordinate the provision of services to homeless students with local social service agencies and other agencies or programs providing services to homeless students and their families. Services will also be provided in cooperation with other districts on inter-district issues, such as transportation or transfer of school records, to ensure that homeless students have access to available education and related services.

Transportation

The district will provide transportation for homeless students comparable to the other student while taking into consideration individual accommodations. The liaison will work with the principal and transportation supervisor to coordinate transportation needs. If a homeless student moves out of the district but continues to attend a district school, the liaison will coordinate services with the residence district to meet the student's transportation needs.

NEPN/NSBA Classification: JFABD, JJLG
Legal Reference: NCLB, McKinney-Vento Homeless Assistance Act

Title: **Protocol for Serving Children in Foster Care**		Policy Number:	**7509**
Section: Students		Last Reviewed/Revised:	10/7/25
Date Board Approved:	1st Reading: 5/22/18	2nd Reading:	6/12/18

Division of Child and Family Services (DCFS)
White Pine County School District (WPCSD)

Mission Statement

By eliminating barriers to their education, WPCSD & DCFS will provide children in foster care the opportunities to achieve the same high-quality academic standards expected of all children in the community. Many children who enter foster care are already behind academically. They often have learning or other disabilities that have not been detected and possibly carry the physical and emotional scars of abuse and neglect

that brought them into foster care. Many of the foster children continue to miss school because of difficulties with school record transfer, medical appointments, and mandated court appearances.
The purpose of this protocol is to promote educational outcomes for foster youth and applies to all children in custody of the Division of Child and Family Services.
Note: Nothing in this protocol shall limit any rights under the Individuals with Disabilities Education Act of a student with a disability.

Foster Youth and Education-Fast facts from national and multi-state studies l

- Twice as likely to be absent
- Change schools 56-75% when first entering care
- Foster youth aged 17-18 had 5+ school moves
- Twice as likely to get an out-of-school suspension
- Three times as likely to be expelled
- Average reading level of 17-18-year-old foster youth: 7th grade
- Three times as likely to be in special education
- 50% of foster youth graduate on time
- Percent of foster youth who want to attend college: 84%
- Percent of former foster youth who attain a bachelor's degree: 2-9%

Children in Foster Care Goals
In response to the needs of children who are temporarily displaced from their home due to abuse or neglect, the WPCSD and DCFS agree to the following:

- To collaborate in a manner that supports the best interest of the children.
- To ensure that a foster child's educational, emotional, and behavioral information are conveyed mutually between personnel within the parameters of confidentiality.
- To ensure that WPCSD personnel are aware of each school-aged foster child and his or her specific needs.
- To facilitate a child's school enrollment, transportation (in the student's best interest), nutrition, and health services in a timely manner.
- To coordinate services to meet the special needs of foster children; and
- To develop and implement strategies that encourage socialization and success within a caring school environment.

[1] Research Highlights on Education and Foster Care, January 2014

Definition of Foster Care

Based on NAC 432B.Ol 7, the term "foster care" means any out-of-home placement of a child.
The term includes:

1. The placement of a child into:
   (a) A family foster home, as that term is defined in NRS424.013
   (b) A group foster home, as that term is defined in NRS424.015 or
   (c) Any other similar institution having the appropriate qualifications and facilities to provide the necessary and desirable degree and type of care to the child.
2. The placement of a child with a relative other than the relative who had a legal responsibility for providing a home for the child before the child was placed into custody of the agency which provides child welfare services.
3. An independent living arrangement approved by the agency which provides child welfare services in accordance with NAC432B.410 made by the agency which provides child welfare services for a child in the

custody of the agency which provides child welfare services pursuant to NRS127.050 or 432B.550 or for whom the agency which provides child welfare services is responsible pursuant to NRS432B.360
(Added to NAC by Div. of Child & Fam. Services by R221-97, eff. 6-5-98; A by R045-02, 7-23-2002)

Children in Foster Care Procedures

DCFS social workers and WPCSD foster care advocates will work together and support the following goals:

- Monitor documents and procedures for adherence to the guidelines established herein.
- Develop program goals, objectives and procedures for serving foster children's educational needs; and
- Work with foster children and school staff, to ease barriers to school enrollment; and
- Promote school success for foster children.

WPCSD will ensure that each school will:

- Collaborate effectively with the district foster care liaison to implement the Protocol for Serving Children in Foster Care.
- Use the Student Information System to identify foster children.
- Ensure the inclusion of DCFS staff in collaborative meetings and planning, when appropriate.
- Prioritize securing evaluations and educational assessments for foster youth who present adjustment, developmental, or educational issues indicating services for special needs.
- Provide school records per the Uninterrupted Scholars Act amending FERPA Jan. 14, 2013, which *"(...) permits educational agencies and institutions to disclose a student's educational records, without parental consent, to a case worker or other representative ofa State of local child welfare agency or tribal organization(...). "*

DCFS will:

- Collaborate with the WPCSD foster care liaison regarding the Protocol for Serving Children in Foster Care,
- Ensure staff participation in collaborative meetings and planning, as appropriate.
- Provide updated data weekly to WPCSD to inform the UNITY Tab.
- Communicate with school staff regarding placement changes and transition needs.
- Provide schools with documents as appropriate and requested, including court orders establishing custody.

School Enrollment Procedures

Each school will comply with the following procedures for enrolling foster children without delay:

- **Communication**: DCFS personnel will provide the school with the identity of the child's foster parent and any visitation restriction that might be in placer At the time a foster child is to be admitted to a school, the designated foster child advocate, homeroom teacher, counselor and nurse will be notified, and registration forms will be processed so that the child may begin school immediately.
- **Attendance zone**: WPCSD foster children will start each school year in the school zone in which they reside. A foster child is not bound by zoning requirements if it is determined to be in the best interest of the child. A child's *"School of origin" is defined as the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled ...in determining best interest, WPCSD, to the extent feasible, will keep children/youth in the school of origin, unless it is against the best interest of the child...*Consideration will be made regarding the number of times the foster child has transferred schools and the success he has experienced in his current school. If DCFS believes that it is in the best interest of the student to attend a school other than the student's school of origin or school last enrolled, the social worker or Educational Liaison will contact the receiving school and the school of origin and include the WPCSD foster care liaison. WPCSD procedures will apply.
- **Birth certificates. immunizations. and school records**: DCFS will provide all available documents to the school. The school district will assist workers in securing a foster child's school records as needed. It

should be noted that upon enrollment, any student who enters kindergarten or first grade must have a birth certificate or a legal document verifying the student's age.

School Tracking

DCFS and WPCSD staff recognize that shared communication regarding a foster child's success in school is important. DCFS staff will request student information, only as needed, and WPCSD staff will facilitate the completion of said request. Selected trained, approved, and supervised employees of DCFS will have User Rights for Infinite Campus as administered by WPCSD.

Transportation

When determined to be in the *best interest* of the student by WPCSD and DCFS, a foster student whose removal has caused a move from one attendance zone to another, may attend his or her original school. The WPCSDs transportation department will utilize all available resources to transport foster students. DCFS recognizes that requests to transport foster students places a burden on the school district and DCFS will make requests only after careful consideration and alternate planning has been thoroughly reviewed. The DCFS Educational Liaison transmits-out of zone transportation requests to WPCSD Transportation Department. The WPCSD and DCFS jointly consider the "best interest of the student" as:

(a) *The preferences of the child*
(b) *The educational success, stability, and achievement of the child.*
(c) *Any individualized education program or academic plan pertaining to the child.*
(d) *The status of the child as an English language learner.*
(e) *The health and safety of the child.*
(f) *The availability of necessary services to the child; and*
(g) *The placement of the child's siblings, if any.*

Note: The WPCSD and DCFS will collect data on the outcome of said requests.

Pursuant to ESSA, DCFS will utilize Title IV-E funds (CFDA number 93.658) as available and appropriate for the partial reimbursement of WPCSD Transportation Department expenses to maintain foster students in their out of zone enrollments. Title IV-E funds are available to cover out of zone transportation costs for foster children who meet Title IV-E eligibility criteria. The Federal funds requested will be for 50% of the eligible costs as submitted by WPCSD The offsetting 50% must be "matching" funds in the WPCSD budget that are not federal funds or utilized as matching funds for any other funding source, Due Dates: Invoice for the cost of, and back up for, out of zone transportation services for foster children needs to be received no later than the 15th of the month following the service month being billed. The amount to be reimbursed quarterly shall be based on actual costs reported monthly by WPCSD to DCFS and corresponding funds received by DCFS. DCFS shall absorb all administrative costs incurred through the processing of Title IV-E reimbursements to WPCSD.

This shared funding agreement supports the following guidelines per the ESSA as amended June 23, 2016:

Transportation procedures must:

- Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with the child welfare agency's authority to use child welfare funding for school of origin transportation.
- Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:
  - The local child welfare agency agrees to reimburse the LEA for the cost of such transportation; or
  - The LEA agrees to pay for the cost of such transportation; or
  - The LEA and the local child welfare agency agree to share the cost of such transportation.

Nutrition Services

The free/reduced meal application must be filled out by the foster parent. The student will be directly certified if the student is in foster care and the information from the Division of Child and Family Services and Infinite Campus.

- The original free/reduced meal application will be given to the site cafeteria manager for manager approval. The student will be added to a generic "Free/Reduced" lunch list for the student to receive immediate free meal benefits.
- The original free/reduced meal application will then be mailed to the Nutrition Secretary for processing and filing.
- Foster children from families that receive qualifying TANF (Temporary Assistance for Needy Families) benefits, food stamps or transfer students who receive free meals from their previous WPCSD school are categorically eligible to receive free meals.
- Nutrition Services will provide free meals to foster kindergarten and preschool children at the school site, providing they are active registered students and have completed a free/reduced meal application.

Heath Services

- Every effort should be made to reduce duplication of mmunizations. Dates for immunizations and boosters will be diligently sought by DCFS staff and made available to schools in a timely manner. DCFS case managers will provide all available immunization information to the school for each foster child in their care.

Counseling and Personal Adjustment

Issues related to personal adjustment are the responsibility of all who come in regular contact with the foster student including the student's counselor, social worker, and teacher. To this end, DCFS and WPCSD will develop a team approach to ensure that a foster child's educational, emotional and behavioral well-being is nurtured and supported. The team may include parents, foster parents, the principal, the child's teacher, WPCSD foster care liaison, counselor, school nurse, Court Appointed Special Advocates (CASA), DCFS Educational Liaison, and social worker or other professionals as deemed appropriate by the team. The team will review the student's circumstances and its effects on the child's performance in school to address issues that might prove to be barriers to the child's adjustment and school performance.

Communication and Collaboration

DCFS and WPCSD liaisons will:

- offer workshops and/or learning materials related to special needs of foster children.
- coordinate and/or attend problem-solving meetings as deemed necessary (review protocol); and
- to extent feasible and appropriate, coordinate services to meet the educational and developmental needs of foster children.

Note: Reports of the protocol will be made to the appropriate designee.

MOU Review and Revision

DCFS and WPCSD will agree to renew the MOU via a biennial written agreement. During this process DCFS and WPCSD will review and make agreed upon changes based on program needs and changing educational related state and federal mandates that impact children in foster care.

Student Confidentiality

DCFS and WPCSD acknowledge that the WPCSD has a legal obligation to maintain the confidentiality and privacy of student records in accordance with applicable law and regulations, specifically, the Family Educational Rights and Privacy Act (FERPA) and all other applicable student privacy laws. DCFS is receiving student information in compliance with the requirements and exceptions outlined in FERPA and acknowledges the duty to comply with said law and regulations and safeguard student information, including not distributing

or marketing personally identifiable student information without the written consent of the client to any third party unless required by law and maintaining strict confidentiality of all students personally identifiable information. Should the Parties discontinue this Agreement for a period of 12 consecutive months, DCFS commits to destroy any student information received from WPCSD unless a written request by WPCSD is received to destroy the information sooner or instructing DCFS to maintain the data. The Parties will also adhere to the terms of the Data Sharing MOU incorporated herein by reference.

Protocol for Serving Children in Foster Care

Division of Child and Family Services (DCFS)
White Pine County School District (WPCSD)

The protocol is agreed upon as written and revised on__September 22_____, 2025

Dr. Adam Young
Superintendent
White Pine County School District (WPCSD)

9-22-25
Date

Betsey Crumrine
Deputy Administrator of Child Welfare
Division of Child and Family Services (DCFS)

9-22-25
Date

Title: **Head Lice in School**		Policy Number:	**7511**
Section: Students		Last Reviewed/Revised:	11/3/15
Date Board Approved:	1st Reading: 6/8/18	2nd Reading:	6/26/18

This procedure describes the process in which Student Health Services supports the inclusion and academic achievement of students with verified cases of head lice, while implementing standard control measures to minimize the spread of head lice and/or nits among students attending White Pine County School District (WPCSD) schools.

Procedure:

The WPCSD and student health services promotes and facilitates educational opportunities for students who, as a result of transmissible conditions such as head lice, require specialized monitoring and management by the school nurse or trained staff. School nursing management of the student with head lice, and support for his or her parent, will be provided within established parameters of safe, research- based standards of prevention and control, with the objective of having the student fully participate in all educational and school-sponsored activities to the maximum extent possible.

1. Students with identified head lice or nits may ride WPCSD transportation, participate in all class room and educational activities, including field trips, and will not be isolated from their peers.
2. Teachers and other school personnel will maintain discretion and confidentiality when dealing with students who have head lice or nits.
3. Teachers and other school personnel will be alert to and intervene appropriately in order to prevent bullying of the student with head lice or nits.

4. In cases where a student has a chronic and/or persistent case of head lice or nits (persistent over 3 weeks or return within 3 months), the school nurse will contact the parent directly and provide ongoing support, community referrals, resources, and education regarding treatment and control.
5. The school nurse or trained staff will utilize coordinated efforts to ensure that parents and other members of the school community have access to factual information regarding the control and prevention of head lice.

Management of Head Lice in Schools Procedure

1. Yearly, school principals may collaborate with the school nurse to disseminate the "Yearly Parent Health Letter" to parents.
2. Staff or parents who have further questions regarding head lice or nits will be provided with written information from the Center for Disease Control web site at http://www.cdc.gov/parasites/lice/head/; and/or referred to the school nurse.
3. Upon request, the parent/guardian will be provided with a hard copy of the WPCSD head lice policy
4. Teachers will be alert to symptoms of head lice and discreetly refer students with symptoms to the school health office for further assessment.
5. Students' personal clothing items shall be kept in an individual storage.
6. Students will be discouraged from sharing personal belongings such as hats, brushes, barrettes or jackets.
7. The school principal will ensure that staff understand and adhere to WPCSD policies regarding management of head lice.
8. The school nurse will collaborate with the principal to conduct training of elementary school teachers in the symptoms and control of head lice and common transmissible diseases as needed.
9. Only the school nurse or trained staff member may identify or verify the presence of head lice or nits in students.
10. If at any time, a parent informs the school that his or her child has head lice or nits, the school nurse or trained staff will conduct a head check on the student in order to verify the presence of head lice/nits and ensure all policies are followed.
11. The sibling(s) of the student and/or other students living in the household will also be checked by the school nurse or trained staff.
12. After the school nurse or trained staff checks the student and if appropriate, the student's siblings, the parent will be notified of the results if positive.
13. Any parent of a student with lice or nits will be given the option of picking the student up from school prior to the end of the school day in order to begin immediate treatment at home.
14. If the parent chooses to pick the student up from school prior to the end of the school day, the school nurse or trained staff will demonstrate the identification of head lice or nits to the parent in the health office or other private location on campus.
15. In cases where a parent is delayed or opts not to pick the student up from school prior to the end of the day, the student will be sent back to class until the parent arrives or until school dismissal. If a parent has not made contact with the school within one week of notification of discovery of head lice, Sheriff's office will be contact to make a well check visit to request parent contact school.
16. The parent of the student with verified head lice or nits will be given a head lice elimination packet along with the parent information page from http://www.cdc.gov/parasites/lice/head/parents.html
17. The school administrator may opt to purchase and provide lice combs to parents on a case-by-case basis.
18. The school nurse or trained staff will recheck the student, and the student's siblings if appropriate, when the student returns to school and continue checking until no nits or live lice are noted. If the examination of the student head(s) upon his or her return to school indicates continued infestation with live lice, and there is no evidence of treatment, the student's case will be considered "chronic" With student being sent home for treatment.
19. Students whom the school nurse identifies as chronic will be more closely monitored (twice weekly) by the school nurse or trained staff. In addition the parent will be requested to have evidence of a provider visit (Example: Physician, Nurse Practitioner) and treatment, and the students may be removed from school until no live lice and less than 15 nits are noted (this is after 2 weeks are allowed for home treatment). If a student is infested with head lice for a period longer than 3 weeks, DCFS will be notified.

20. In cases where the school nurse verifies that 10% or more of the classroom or school population is infested with head lice, all parents of students in the affected classroom(s) will be sent a letter of "Classroom-wide Head Lice Notification" and an automated message.
21. The principal, school nurse or trained staff, and the custodial services will collaborate on more specific control and or cleaning measures in the affected classroom(s) on a case-by-case basis.

References

http://pediatrics.aappublications.org/content/110/3/638.full.pdf
http://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/smid/824/ArticleID/40/Default.aspx
http://www.cdc.gov/parasites/lice/head/schools.html
http://www.hsph.harvard.edu/news/features/coverage-in-the-media/head-lice-school-policies/index.html
http://www.cdph.ca.gov/HEALTHINFO/DISCOND/Pages/HeadLice.aspx

Title: **Prescription/Over the Counter Medication**		Policy Number:	**7512**
Section: Students		Last Reviewed/Revised:	11/17/15
Date Board Approved:	1st Reading: 5/5/26	2nd Reading:	5/19/26

White Pine County School District
HEALTH SERVICES DEPARTMENT
"Making a Difference"

Prescription medication in the school setting

Parents should make every effort to avoid the need for students to take medication during the school day. Any student who will be taking medication during school hours must have a signed consent and request form (Authorization for self-carry/Administration of medicine at school and after-school activities) on file at the school. The school district will make every attempt to see that the student receives the medication if appropriately ordered by a physician and requested by the parent/guardian.

Short Term Prescription Medication (Less than 10 school days)

Any student who is on medication for 10 school days or fewer must have either a medication consent form signed by both parent and physician OR the medication written on a prescription signed by the doctor and accompanied by a written request from the parent or guardian.

Long Term Prescription Medication (10 or more school days)

A student on medication spanning more than 10 school days must have both the consent and request form signed by the physician and parent/guardian. Emergency medications including inhalers and epi-pens carried by the student must also have a signed form.

Over-the-Counter Medication Administration

Over-the-counter medication that is requested must be in an original labeled container. The parent/guardian permission form must be obtained prior to carry or administration.
(OTC medications that are allowed in WPCSD must be in the original container and approved by the school nurse, site administrator or both.)

*The parent or guardian is responsible for delivering the medication to the school and presenting it to the school nurse or responsible office/administrative staff member. It may not be sent with the student.
*The school nurse should be informed of ANY student medication.
*All prescription medication must be in a labeled prescription bottle, and have the students name, physicians name, medication name, dosage, and time to be given. The amount of medication to be kept at the school will be determined with the school nurse, principal and parent as necessary.

*Any change in type, frequency, or amounts of prescription medication will require a new consent and request form.
*Prescription medications may be stored in a locked box in the office. All medications MUST be stored in the locked box.
*Students must be observed by the nurse or a designated adult when taking the medication stored in the nursing office.
*If the student does not report at the designated time for his/her medication they may be called to the office for administration.
*Medications will be recorded on individual medication records.

Students' grades 6-12-With Authorization to self-carry/medicate form or the parent/guardian permission form, a student may self-medicate over the counter medications. Such students may carry over the counter medication, in a properly labeled bottle. Prescriptions must have students and physicians name, medication name and dose.

AUTHORIZATION FOR SELF-CARRY/ADMINISTRATION OF PRESCRIPTION MEDICINE AT SCHOOL AND AFTER-SCHOOL ACTIVITIES

Board of Education policy permits a responsible, trained student to carry and/or self-administer medication for asthma (wheezing), severe allergic (anaphylactic) reaction, or diabetes on his/her person for immediate use in a life-threatening situation with written order of physician, parent request, school nurse and principal approvals.

Title: **Safe Exposure to the Sun**		Policy Number:	**7513**
Section: Students		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 10/1/19	2nd Reading:	10/15/19

PURPOSE

The Board of Trustees adopts this policy to express the intent and belief that safe exposure to the sun is vital in keeping students safe and healthy. Through this policy and related documents and activities, the White Pine County School District seeks to provide sun safety and skin cancer prevention and awareness. Students, staff, and volunteers are encouraged to use sunscreen and protective clothing to protect against dangerous overexposure to the sun, harmful ultraviolet (UV) rays, and the development of skin cancer.

DEFINITIONS

1. "Sunscreen" refers to a topical product applied to the skin and approved by the United States Food and Drug Administration to prevent damage caused from overexposure to the sun.
2. Ultraviolet radiation, or "UV ray", from sunlight is a major risk factor for most skin cancers. Even though UV rays make up only a very small portion of the sun's rays, they are the main cause of the sun's damaging effects on the skin.
3. "PABA free" means that the product does not contain para-amino benzoic acid. PABA free sunscreens are hypoallergenic. PABA has been known to cause problems with some individuals with certain allergies.

POLICY

1. Use of Sunscreen
   a. Students shall be allowed to carry and apply sunscreen without a physician's note or prescription, and shall not be considered an over-the-counter medication. Unless they are siblings, students may not share sunscreen.
   b. Neither staff nor volunteers shall be required to provide or apply sunscreen to students. However, staff may assist a student who is unable to physically apply sunscreen when requested by the student and authorized by the student's parent/guardian and the principal or designated administrator in writing.
2. Protective Clothing
   a. Any student, staff, or volunteer participating in or supervising an outdoor school activity or at an outdoor district/school-sponsored activity shall be permitted and encouraged to:
      i. Wear clothing designed to protect against exposure to the sun, including, but not limited to, hats which cover the ears and back of the neck.
         A. Such clothing shall comply with the District's student dress code.

B. Schools that have mandatory student uniforms shall allow for flexibility in the student uniform when students are outside.

3. Other Protective Measures
   a. Students, staff, and volunteers when engaged in outside activities are also encouraged to:
      i. Limit exposure to the sun, or seek shade, during mid-day, especially from 10 a.m. to 4 p.m., when excessive UV rays are present;
      ii. Use a PABA free sunscreen product thirty (30) minutes before engaging in outside activities; and
      iii. Wear sunglasses which block the majority of UV rays and reduce the potential for cataract formation.

Adopted to comply with SB159 of the 2019 Nevada Legislative Session

Title: **Concussions and Other Head Injuries**		Policy Number:	**7515**
Section: Students		Last Reviewed/Revised:	8/6/24
Date Board Approved:	1st Reading: 5/5/26	2nd Reading:	5/19/26

PREVENTION AND TREATMENT OF INJURIES TO THE HEAD

The White Pine County School District (WPCSD) is committed to the safety and well-being of all students, including the prevention and proper treatment of head injuries. This policy aims to comply with the requirements set forth by the Nevada Legislature and SB80 of the 2023 session regarding head injuries sustained during school activities and the management of head injuries sustained outside of school activities.

There are several possible injuries to the head, but one of the most common is a concussion. A *concussion* is a type of traumatic brain injury (TBI) caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move rapidly back and forth. This sudden movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging brain cells (Centers for Disease Control and Prevention {CDC}, 2019).

Injuries to the head and/or a concussion may occur while a student participates in interscholastic activities (sports) or other activities in the WPCSD. The CDC Heads Up resources provide valuable information about the prevention of head injuries and/or concussions. The WPCSD strongly recommends that parents/guardians and students educate themselves using these resources.

Notice and Warning

Participating in activities or events where a pupil may sustain an injury to the head and/or concussion carries various risks, including:

1. **Head Trauma:** Activities such as contact sports, physical education classes, and recreational activities can expose pupils to the risk of head trauma due to collisions, falls, or impacts with equipment or other objects.
2. **Concussion:** The most common type of head injury in these activities is a concussion, which is a mild traumatic brain injury caused by a blow to the head or body that results in the brain moving rapidly within the skull. Concussions can lead to a range of symptoms including headache, dizziness, nausea, sensitivity to light and noise, difficulty concentrating, and mood changes.
3. **Facial Injuries:** Activities involving projectiles, sticks, or balls increase the risk of facial injuries such as fractures, cuts, and contusions, which can also impact the head.
4. **Neck and Spinal Injuries:** Severe head impacts or falls can also potentially cause neck or spinal injuries, which may have serious consequences for neurological function and long-term health.

5. **Second Impact Syndrome:** If a pupil returns to activity too soon after a concussion or another head injury and sustains a second head injury, they may be at risk for second impact syndrome. This condition involves rapid and often catastrophic swelling of the brain and can be life-threatening.
6. **Long-term Effects:** Repeated head injuries, even mild concussions, may contribute to long-term cognitive deficits, increased risk of future concussions, and potentially neurodegenerative diseases such as Chronic Traumatic Encephalopathy (CTE) in some cases.
7. **Psychosocial Impact:** Head injuries can impact a pupil's emotional well-being, self-confidence, and social interactions, especially if they are unable to participate in activities they enjoy or experience prolonged symptoms.

Given these risks, the WPCSD and its associated schools prioritize injury prevention strategies, implement effective safety measures, educate participants and staff about head injury recognition and management, and ensure prompt and appropriate medical care when injuries occur to minimize the impact on pupil health and well-being.
Further, continuing to participate in an event or activity after sustaining an injury to the head and/or concussion can pose several inherent risks, including but not limited to:

1. **Increased Severity of Injury:** Continuing physical activity after a head injury can exacerbate the initial injury. This can lead to more severe symptoms, prolonged recovery times, and potential long-term health consequences.
2. **Delayed Recovery:** Not allowing adequate time for the brain to heal after a head injury can prolong the recovery process. This may result in persistent symptoms such as headaches, dizziness, difficulty concentrating, and sensitivity to light or noise.
3. **Risk of Second Impact Syndrome:** If a second head injury occurs before the brain has fully recovered from the first injury, it can lead to a rare but potentially catastrophic condition known as second impact syndrome. This condition can cause rapid and severe swelling of the brain, which can be fatal or lead to serious neurological damage.
4. **Impaired Cognitive Function:** Even mild head injuries can temporarily impair cognitive function, including memory, attention, and decision-making abilities. Continuing to participate in activities that require concentration and quick reactions can increase the risk of accidents and further injury.
5. **Masking Symptoms:** Adrenaline and the desire to continue participating may mask symptoms of a head injury, making it difficult for the injured person and others to recognize the seriousness of the injury and the need for immediate medical attention.
6. **Long-Term Health Effects:** Research suggests that repeated head injuries, especially without adequate recovery time between injuries, may increase the risk of long-term cognitive decline, neurodegenerative diseases (such as Chronic Traumatic Encephalopathy, or CTE), and mental health issues.

In summary, the risks associated with continuing to participate in an event or activity after sustaining a head injury underscore the importance of promptly recognizing, assessing, and properly managing head injuries to prioritize the health and safety of individuals involved.

School/District Responsibilities

Each employee of an WPCSD school who supports the academics or health, including, without limitation, mental or physical health, of a pupil who has sustained or is suspected of having sustained an injury to the head must annually complete training regarding the prevention and treatment of injuries to the head, which must include, without limitation, a review of the educational information compiled pursuant to subsection 3 of NRS 385B.080. Each WPCSD school shall maintain a record of the training, which is completed by each employee, including their signature acknowledging attendance. These records will be maintained by school administration indefinitely. The WPCSD Chief Nurse will oversee and approve the training provide to employees.

Before a student is allowed to participate in competitive sports offered by the WPCSD, the student and the parent/guardian must be provided with a copy of WPCSD Policy JB and sign a statement acknowledging that they understand the inherent risks of head injuries and/or concussions associated with participation.

Upon notification that a student has, sustained, or is suspected to have sustained a head injury and/or concussion, the WPCSD school administrator shall ensure that the student and his/her parent/guardian are provided with a printed or electronic copy of this policy.

If a student has, sustains, or is suspected of having or sustaining an injury to the head and/or concussion, the student must be immediately removed from the event or activity and is NOT allowed to return until the parent/guardian provides a signed statement from a provider of health care acting within his/her scope of practice indicating that the student is medically cleared for participation in the event or activity, including the date upon which the student is medically cleared to return. Any questions or disputes about the validity of the medical clearance will be determined by the WPCSD Chief Nurse as applicable.

Return-to-Learn: The effects of concussion on a student's return to school experience are unique to each student. In most cases, a concussion will not significantly limit a student's participation in school. In some cases, a concussion can affect multiple aspects of a student's ability to participate, learn, and perform well in school. The experience of learning and engaging in academic activities that require concentration can cause a student's concussion symptoms to reappear or worsen. Given this connection and the way concussion effects can vary across students, academic adjustments should be tailored to each student's specific circumstances.
Returning to the classroom or schoolwork should be directed by a provider of health care acting within his/her scope of practice and with experience in the evaluation and management of concussions. Educators will provide appropriate modifications and accommodations for schoolwork per the medical documentation.

Return-to-Play: A student cannot return-to-play until the parent/guardian provides a signed statement from a provider of health care acting within his/her scope of practice indicating that the student is medically cleared for participation in the event or activity, including the date upon which the student is medically cleared to return. Any questions or disputes about the validity of the medical clearance will be determined by the WPCSD Chief Nurse as applicable.

Student and Parent/Guardian Responsibilities

The CDC has provided a parent/guardian fact sheet for the purpose of educating parents/guardians about the prevention, signs, and symptoms of a possible concussion. The WPCSD endorses this resource and requires all parents/guardians with a student participating in sports and/or activities to read and understand this document prior to participation. Students who wish to participate in sports and/or activities must read and understand the CDC handout about head injuries before participating.

Any student participating in sports and/or activities within the WPCSD, and the parent/guardian of the student has an obligation to adhere to this policy and all the associated rules and regulations of the sport and/or activity.

Title: **Repeating Coursework**		Policy Number:	**7601**
Section: Students		Last Reviewed/Revised:	9/11/01
Date Board Approved:	1st Reading: 6/9/15	2nd Reading:	6/30/15

A student wishing to raise his/her cumulative grade point average may attempt to do so by repeating certain courses. The following conditions apply:

1. Only courses in Core subjects (i.e. Math, Science, History, Social Studies, and English) may be considered for repeat.
2. The course to be repeated must have previously received a grade of "C" or lower.

3. The grade earned from the repeat (whether higher or lower) will replace the original grade, and will be counted on the transcript.
4. No additional credit toward graduation is earned by repeating a course.
5. Classes must be taken in the same format as the original class.
6. When a student fails a course the F grade will remain on the transcript but will not be factored into the GPA.

Title: **Student Records**		Policy Number: **7700**
Section: Students		Last Reviewed/Revised: 3/23/98
Date Board Approved:	1st Reading: 5/5/26	2nd Reading:

For the purpose of policy, the District has used the following, definitions of terms.

FERPA - a federal law known as the Family Education Rights and Privacy Act, PL 93-380, 20 USC § 1232(g).
Student - any person who attends or has attended a school in the District.
Eligible Student - a student or former student who has reached ages 18 or is attending a post-secondary school.
Parent - either natural parent of a student, a guardian, or an individual acting as a parent or guardian in the absence of the student's parent or guardian.
Education records - any record (in handwriting, print, tapes, film, or other medium) maintained by the District, or any school in the District, or agent of the District which is directly related to a student, except:

1. A personal record kept by a school staff member if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute;
2. An employment record which is used only in relation to a student's employment by the District; or
3. Alumni records, which contain information about a student after he or she is no longer in attendance at the District and the records, do not relate to the person as a student.

GENERAL PROVISIONS

1. A cumulative record card shall be kept for every student in the District. The cards of students completing elementary school shall accompany them through secondary school.
2. The name under which a student is enrolled is not to be changed on School records, unless it be established that:
   a. the original enrollment was made under alias; or
   b. the name has been legally changed by court order.
3. If the parent insists that the student be called by some name other than his own, the legal name on his enrollment card or permanent record card shall not be changed, but the principal may), enter beneath it the name that the parent wishes the student to use, i.e.,:

   John Doe (Legal Name) John Smith (Alias)

   As a report card is not part of a permanent record, it is permissible to use an alias on the report card. However, the legal name must remain on all permanent records and on the register.

PROCEDURE TO INSPECT EDUCATION RECORDS

Parents of students and eligible students themselves may inspect and review the student's education records upon request. Parents or eligible students must submit to the student's school principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect. The principal (or other appropriate school official) will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the request. When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record which pertains to other students.

PROCEDURE TO INSPECT EDUCATION RECORDS

Types	***Location***	***Custodian***
Cumulative School Records	School Principal's Office	School Principal
Cumulative School Records (Former Students) Information Coordinator	Office of School Archives	~~Chief Archivist~~Student
Health Records	Health Supervisor's Office	Director of Health Services School District Administration
Speech Therapy Records Psychological Records	Office of Education for the Handicapped	Chief Speech Pathology Chief School Psychologist District Administration
School Transportation Records	School Bus Garage	Director of Pupil Transportation
Special Test Records	Office of Pupil Personnel Services	Director of School Counseling, Administration
Occasional Records	Principal will collect and make available at student's school	School Principal

(student education records not identified above; such as those in superintendent's office, in the school attorney's office, or in the personal possession of Teachers)

REFUSAL TO PROVIDE COPIES

The District shall not refuse to provide copies of records to parents because of outstanding fees, fines or other charges incurred by the pupil other than the fee for copying records.

FEES FOR COPIES OF RECORDS

The fee for copies, if provided, will be twenty-five cents per page.

TYPES, LOCATIONS AND CUSTODIANS OF EDUCATION RECORDS

The following is a list of the types of records that the District maintains their locations, and their custodians.

DISCLOSURE OF EDUCATION RECORDS

The District will disclose information from a student's education records only with the written consent of the parent or eligible student, except:

1. To school officials who have a legitimate educational interest in the records;

   A "school official" is:

   - A person employed by the district as an administrator, supervisor, instructor, or support staff member;
   - A person elected to the School Board; or
   - A person employed by or under contract to the District to perform a special task, such as an attorney, auditor, medical consultants or therapists:

   A school official has a legitimate educational interest if the official is:

   - Performing, a task that is specified in his or her position description or by contract agreement;
   - Performing a task related to a student's education;
   - Performing, a task related to the discipline of a student; or
   - Providing a service or benefit relating to the student or student's family, such as health care, counseling, or job placement.

2. To officials of another school in which a student seeks or intends to enroll upon request of such official: (NOTE: The district must make a reasonable attempt to notify the parent of the transfer if the district does not intend to forward the records on request and the parent or eligible student did not initiate the request);
3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education program;
4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
5. If required by a state law requiring disclosure that was adopted before November 19, 1974;
6. To organizations conducting certain studies for or on behalf of the district;
7. To accrediting organizations to carry out their functions;
8. To parents of an eligible student who claim the student is a dependent for income tax purposes;
9. To comply with a judicial order or a lawfully issued subpoena; and
10. To appropriate parties in a health or safety emergency.

RECORD OF REQUESTS FOR DISCLOSURE

The district must maintain a record of all requests for and or disclosure of information from a student's education records, excluding, requests of school officials and requests for directory information. The record must indicate the name of the party making the request, any additional parties to it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The parents or eligible student may review the record.

DIRECTORY INFORMATION

The District designates the following items as Directory Information: student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended and photograph. The District may disclose any of those items without prior written consent, unless notified in writing to the contrary by a parent or eligible student.

CORRECTION OF EDUCATION RECORDS

Parents and eligible students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

1. Parents or the eligible student must ask the District to amend the record. In so doing, they should identify the part of the record they want chanced and specify why they believe it is inaccurate, misleading 'or in violation of the student's privacy or other rights;
2. The District may comply with the request or it may decide not to comply. If it decides not to comply, the District will notify the parents or eligible student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, violation of the student's rights;
3. Upon request, the District will arrange for a hearing and notify the parents or eligible student, reasonably in advance, of the date, place, and time of the hearing;
4. A hearing officer who is a disinterested party will conduct the hearing; however, the hearing officer may be an official of the District. The parents or eligible student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. One or more individuals may assist the parents or student, including an attorney;
5. The District will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reason for the decision;
6. If the District decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents or eligible student that they have a right to place in the record a statement commenting, on the challenged information and/or a statement setting forth reasons for disagreeing with the decision;
7. The statement will be maintained as part of the student's education records as long, as the contested portion is maintained. If the District discloses the contested portion of the record, it will also disclose the statement;

8. If the District decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the parents or eligible student, in writing that the record has been amended.

ANNUAL NOTIFICATION

1. The District is required by Section 99.7 of the FERPA regulations to provide parents annual notification of their FERPA rights. If parents have a primary or home language other than English, the District must effectively notify them.
2. Parents must be notified of their FERPA rights annually by publication in their child's student handbook, or at the beginning of each new school year by mail.
3. The annual notice must include a statement that the parent or eligible student has the following rights:
   a. Inspect and review the student's education records;
   b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
   c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and the regulations in this part authorize disclosure without consent;
   d. File with the U.S. Department of Education a complaint under § 99.64 of the FERPA regulations concerning alleged failures by the agency or institution to comply with the requirements of the act and this part; and
   e. Obtain a copy of the policy adopted under 99.6 of the FERPA regulations.

MISCELLANEOUS CONCERNING STUDENTS 7900

Title: **Fees**		Policy Number: **7907**
Section: Students		Last Reviewed/Revised: 12/7/98
Date Board Approved:	1st Reading: 6/30/26	2nd Reading: 8/4/26

Purpose

The Board of Trustees recognizes that certain courses, programs, activities, and instructional experiences may require supplemental materials or participation costs beyond those ordinarily provided through district funding. The purpose of this policy is to establish clear expectations regarding permissible course fees while ensuring equitable access to educational opportunities for all students regardless of financial circumstances.

Guiding Principles

1. The district shall strive to provide all students with equal access to a free public education consistent with applicable federal and Nevada law.
2. Fees shall only be assessed when reasonably necessary to support optional, consumable, extracurricular, enhanced, or specialized educational experiences not otherwise fully funded through district resources.
3. No student shall be denied participation in a required course or educational opportunity due to an inability to pay.
4. The district shall maintain transparency regarding all student fees and charges.

Definitions

For purposes of this policy:

- **Course Fee** means a charge assessed to students for consumable materials, specialized equipment usage, uniforms, supplies, participation costs, or enhanced instructional experiences associated with a course or program.
- **Consumable Materials** means materials that are used by a student and cannot be reused, including but not limited to workbooks, laboratory supplies, art materials, or project materials.
- **Optional Activity** means an activity, trip, program, or enhancement that is not required for course completion or academic credit.
- **Fee Waiver** means full or partial relief from payment based upon financial hardship or other qualifying circumstances established by the district.

Authorized Fees

The Superintendent or designee may approve reasonable fees for:

1. Consumable instructional materials;
2. Damage or loss of district property;
3. Optional field trips or enrichment activities;
4. Participation in extracurricular or co-curricular activities as permitted by law;
5. Specialized career and technical education materials or certifications;
6. Student parking permits, athletic admissions, yearbooks, and similar optional services;
7. Dual credit, industry certification, or testing fees not otherwise funded by the district or state;
8. Uniforms, safety equipment, or specialized attire that students may retain after course completion.
9. Pay-to-participate athletic fees are authorized and adjusted periodically based on the cost of administering the programs.

Prohibited Practices

1. Fees shall not be charged for:
    - Basic instructional services required for graduation;
    - Textbooks or core instructional materials required for participation in a course unless specifically permitted by law;
    - Essential classroom supplies necessary for minimum course participation when no reasonable alternative exists.
2. Students shall not receive reduced grades, academic penalties, exclusion from class participation, or public identification due to unpaid fees.
3. District employees shall not independently establish or collect unauthorized fees.

Fee Approval Process

1. All proposed course fees shall be submitted annually through an administrative review process established by the Superintendent. No fee may be assessed without prior approval.
2. Proposed fees shall include:
    - The purpose of the fee;
    - The amount charged;
    - A description of the materials or services provided;
    - Whether the fee is optional or required;
    - Any available fee waiver provisions.
3. The Superintendent or designee shall maintain an annually updated fee schedule for Board review and public availability.

Fee Waivers and Financial Hardship

1. The district shall provide a process for families to request full or partial fee waivers based on financial hardship.
2. Eligibility for free or reduced-price meals may be used as one indicator of hardship but shall not be the sole basis for determining eligibility.
3. The waiver process shall protect student and family confidentiality.
4. Alternative methods for satisfying course requirements shall be provided when feasible for students unable to pay optional fees.

Collection and Accounting

1. All fees collected shall be receipted, deposited, and accounted for in accordance with district financial procedures and applicable law.

2. School administrators shall ensure appropriate internal controls for fee collection and expenditure.
3. Funds collected for a specific purpose shall be used only for that purpose.
4. As part of the annual fiscal audit – an accounting of collected fees will be reported.

Annual Notification

Each shall annually publish:

- Approved student fee schedules;
- Fee waiver procedures;
- Deadlines and payment processes;
- Contact information for questions or appeals.

Notification may occur through student handbooks, district websites, registration materials, course descriptions, or other district communications.

Title: **Physical and Other Examinations of Pupils**		Policy Number:	**7909**
Section: Students		Last Reviewed/Revised:	9/13/88
Date Board Approved:	1st Reading: 5/5/26	2nd Reading:	5/19/26

1. WPCSD Chief Nurse will conduct physical examinations in accordance with NRS392.420 as noted in the WPCSD administration regulations.

WHITE PINE COUNTY SCHOOL DISTRICT POLICY

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TRANSPORTATION

8000

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Title: **Transportation For District Students**		Policy Number: **8101**
Section: Transportation		Last Reviewed/Revised:
Date Board Approved:	1st Reading: 6/30/26	2nd Reading: 8/4/26

1. NRS 392.300 provides that the Board of Trustees may furnish transportation for all resident children of school age in the school district attending a public school, including pupils assigned to special schools or programs for handicapped minors.
2. The Board of Trustees assumes responsibility for the safety and discipline from the time pupils board the bus until they leave the bus. The driver shall be responsible for discipline of students while they are being transported to and from school.
3. The Board may:
   a. Establish bus routes.
   b. Make regulations governing the conduct of pupils while being transported.
   c. Govern the conduct of bus drivers by making and enforcing regulations not inconsistent with regulations of the Nevada Board of Education or statute.
4. Properly enrolled students who reside in an established attendance area are eligible to ride the bus to which they have been assigned, unless for some reason their riding privilege has been revoked or suspended, when they live at such a distance from school to make transportation necessary and desirable.
5. The Board may provide transportation for resident children of school age in the school district attending private schools not operated for profit, over bus routes established for pupils attending public schools. If such transportation is provided, the pupils attending such private schools will be transported to and from the points on established routes nearest to the school they attend. Transportation for private school students will be on a space available basis.
6. Students are required to attend schools within White Pine County unless the additional mileage to an established bus route or school is excessive. In such cases, other arrangements may be made by the Board of Trustees to educate these students.
7. If a student is suspended from transportation, the parents are responsible for the student's transportation.

Title: **Bus Routes**		Policy Number: **8102**
Section: Transportation		Last Reviewed/Revised: 1/10/23
Date Board Approved:	1st Reading: 6/30/26	2nd Reading: 8/4/26

Bus Route Criteria

1. District transportation vehicles will be assigned to routes and scheduled in such a way to make maximum use of the vehicles and seat capacity. Routes will be designed to travel the minimum number of miles, consume a minimum amount of time, to pass nearest the greatest number of students eligible for service and to travel the safest and best roads possible.
2. The District will only develop routes on public streets or roads that are controlled and maintained by a governmental agency.
3. If the establishment of a new route, or the extension of an existing bus route is not economically feasible, parents may be offered individual transportation contracts or in lieu of transportation payments. This procedure is outlined in Section 8103 of this series.
4. The establishments of new routes, or extension of existing bus routes will be based upon a study of economic feasibility. Feasibility will be determined by comparing the cost of individual transportation contracts vs. district bus transportation.
   a. Individual transportation contracts will not be awarded to parents who live on an existing bus route.
5. The administration shall recommend needed bus routes and stops. When transportation is requested for an area that has not previously had bus transportation, an administrative decision shall be in order. This decision will continue until the Board has an opportunity to review it.
6. Once stops and routes are established, they will ordinarily remain constant for the school year.
7. Buses larger than 16 passenger vehicles will not travel on dirt roads.

8. Buses will stop at the junction of major roads with ranch roads. Buses will not be driven on ranch roads.
9. Students who ride a bus may be expected to walk as far to bus stops as students who live in town can be expected to walk to school.
10. Special education students will receive District transportation as needed and prescribed on an individual basis.
11. Deviations from these policies will be considered on either a temporary or permanent basis for students who would be exposed to hazardous conditions if they were required to walk to school or because of a handicapping condition.

Title: **Individual Transportation Contracts**	Review Annually	Policy Number:	**8103**
Section: Transportation		Last Reviewed/Revised:	8/18/26
Date Board Approved:	1st Reading: 12/13/22	2nd Reading:	1/10/23

1. Payment of money in lieu of furnishing transportation will be made in compliance with NRS regulation.
2. Whenever students reside one mile or more from their assigned school of attendance, they may become eligible for transportation assistance. They may be included in a bus transportation route or the parents may be offered an individual contract for transportation to provide the children transportation to the nearest school or bus stop.
3. The superintendent will review and research all requests for individual transportation contracts in lieu of transportation.
4. When students live so far from an established bus route or stop, or on a road where it is not feasible for bus travel, the school district may offer the parents or guardians an individual transportation contract. (See Section 8103 of this series).
5. Mileage in lieu of transportation may be granted when the district has determined it is unsafe, impractical, or inefficient to extend or expand a route to serve the area of residence.
6. Parents or guardians will be paid for the number of miles actually traveled in transporting the student to the nearest bus stop has been established at one mile. (See section 8103 of this series).
7. In the event that two or more families reside in the same general vicinity, the involved families will enter into a single contract with the District.
8. Mileage payment in lieu of transportation will be determined by a formula determined by the superintendent or superintendent designee and reviewed before the first day of school annually.
9. Individual written contracts are completed and signed by all parties.

Title: **Room and Board in Lieu of Transportation**		Policy Number:	**8104**
Section: Transportation		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

a) In lieu of transportation to help defray the cost of room and board may be provided when pupils reside a considerable distance from school and daily transportation is not practical or economical, or programs are not available to students through regular transportation because of scheduling conflicts.
b) Pupils transferred to another school district at parental request must assume responsibility for their own transportation.
c) Board and room in lieu of transportation will not be provided when a bus- is available for transporting students, unless necessary to allow participation in programs not available otherwise.
d) Room and board will not be provided if the child resides with a parent or guardian while in town.
e) Application for in lieu of transportation is the responsibility of the parent, and must be requested within the first thirty (30) days of the school year. A special board action is required for retroactive payments of more than thirty (30) days.
f) Parents or guardians may assign payments directly to the individual furnishing board and room.
g) The rate shall be set at $10.00 for each child per day of attendance. In the event there is more than one child, payment will be $10.00 for the first child, $6.00 for the second, and $4.00 for the third, for a maximum of $20.00 per family for each day of attendance.

Title: **Co-Curricular in Lieu of Transportation**		Policy Number:	**8105**
Section: Transportation		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

The Board of School Trustees may allow on an individual basis, in lieu of transportation payments for students in isolated areas such as, but not limited to; Cherry Creek, Fort Schellbourne, Shoshone, Spring Valley, and Baker, who are regularly transported but require special transportation as a participant in co-curricular activities. Payments shall be contingent upon attendance at school for that date with verification of participation by the coach on a daily basis. Provisions shall be limited to no more than four (4) days a week and shall be as provided under Sections 8103 and 8104 supra, of this Series, whichever is the least expensive to the District.

Title: **Student Regulations for Transportation on School Vehicles**		Policy Number:	**8106**
Section: Transportation		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

1. Pupils are under the supervision and authority of the bus driver.
2. All buses are on a regular schedule and will not wait-for tardy pupils.
3. Pupils are not to scuffle or push while loading or unloading, or at any time while on the bus.
4. Pupils are required to form a line to board the bus.
5. Pupils are required to sit in the seat assigned by the driver.
6. Pupils who must cross the road after leaving the bus must do so in front of the bus and only after the driver has given the signal to do so.
7. Pupils are not to extend their hands, arms, or heads out of the bus window.
8. Pupils are not to throw anything while they are on the bus. This shall include throwing items from the bus.
9. Pupils are to keep all objects they are carrying out of the aisles.
10. Pupils must have written permission to leave the bus other than at their regular stop.
11. Loud or vulgar language is prohibited and will not be tolerated.
12. Pupils are not to open or close windows without the permission of the driver.
13. Pupils are to keep the bus clean and shall treat all equipment carefully.
14. Pupils are to be courteous at all times.
15. Older Pupils are expected to look after the safety and comfort of the smaller children.
16. Pupils who do not obey the rules and regulations for the bus may be refused further transportation.

Title: **Student Disciplinary Procedures**		Policy Number:	**8107**
Section: Transportation		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

Transportation by school district vehicles is a privilege. Students who abuse this privilege and persistently misbehave may be excluded from further transportation. The procedure for revocation of transportation is as follows:

1. When a student is guilty of misconduct, the driver will complete a Misconduct Report and turn it in to the building principal and transportation supervisor.
2. The first Misconduct Report will be reviewed by the principal or his/her designees with appropriate action taken.
3. The second Misconduct Report shall result in suspension of the privilege of bus transportation for a period of up to five (5) days, unless a satisfactory alternative to such suspension can be arranged as a result of a parent conference. The driver will notify the student that he/she will not be furnished transportation the next day, or until the principal renders his/her decision. He will also notify the principal and transportation supervisor immediately.
4. The parents will be notified immediately of a revocation of transportation.
5. The third and any subsequent Misconduct Reports within a school year may result in permanent suspension from the privilege of bus transportation. A conference will be required between the student, parent, principal or his/her designee, and the Transportation Director to determine the length of the suspension.
6. Suspension from bus transportation does not excuse the student from school attendance as required by the Compulsory Education Laws of the State of Nevada (NRS 392.140).

7. The principal shall have authority to return students to the bus on probation. Continuous transportation shall depend on the good behavior of the student, which shall include prompt and courteous obedience to the driver's instructions. The driver may assign seats to the student for a reasonable length of time.
8. In the event of continued misconduct, the driver and transportation supervisor shall take the violation directly to the superintendent, provided the principal has had an opportunity to work the problem out.
9. The superintendent may:
   - refer the problem back to the principal,
   - continue transportation on a probationary basis,
   - remove all transportation for a specific time, or
   - may rule out transportation until the Board meets.

   The superintendent will always consult with the principal.
10. The Board of Trustees may:
   - return a student to regular transportation
   - suspend all transportation, or
   - expel the student from school.

Title: **Special Uses Of School Vehicles**		Policy Number: **8108**
Section: Transportation		Last Reviewed/Revised: 11/1/05
Date Board Approved:	1st Reading: 6/30/26	2nd Reading: 8/4/26

Transportation vehicles shall only be used for school-sponsored activities, and their sponsors or assigned chaperones, when those uses do not conflict with transportation to and from school. Transportation vehicles may also be used by other entities pursuant to an appropriate agreement with management.

1. School-sponsored activities are those, which are sanctioned by the School District and students, function as representatives of, or participate on behalf of the school district.
2. School vehicles or public commercial carriers fully covered by insurance shall transport school groups. When private cars are used, they must be insured and driven by responsible, licensed adults.
3. Whenever a large number of students (20+) are transported for school sponsored activities, other than transportation to and from school, a certificated employee shall accompany the group. This person shall be transported on the same vehicle as the students.
4. Travel for students beyond a 450 mile radius from the District should be submitted thirty (30) days prior to the travel date, for approval of the principal and Superintendent.
5. Paid drivers will not be furnished for school passenger cars.
6. Drivers of school buses shall be certified drivers employed by the Transportation Department.
7. Students who ride to an activity on a District bus or car must return by the same method, unless a legal parental excuse is filed with the sponsor.
8. The superintendent may approve special buses for high school yell staff, pep club groups, and student fans. Riders on such buses will be limited to students, sponsors and assigned chaperones.

see admin reg 5080

Provisions for Students while on School Trips

1. Students in attendance at school sponsored activities, home or away, are under the jurisdiction of the school officials.
2. Students at school activities are under the regulation of school officials, whose instructions are to be followed.
3. The principal shall be responsible for arranging the details for all trips, including but not limited to:
   a. Provisions for housing which may, at the principal's discretion, be in family homes, schools or motels. However, when housing is in a motel it shall be at the expense of the school housing fund.
   b. Provisions for motel accommodations for bus drivers during those activities when a trip is scheduled immediately after the scheduled event and the driver will be driving after midnight.

   c. Provisions for feeding all students, their supervisors, and drivers in an adequate, equitable manner.
4. The principal shall make the decision as to the size of all traveling groups. An optimum number of students consistent with available funds will prevail.
5. The principal shall make contingency provisions for all trips, including, but not limited to, lodging and meals.

School Bus use for Civil Defense or Other Emergency

School buses may be released for civil defense or other emergency. This shall require action by the Governor of Nevada or his authorized representative. School buses will only be released by direct action of the Board of Education when an emergency has not been declared.

Title: **Use of District Buses**		Policy Number:	**8109**
Section: Transportation		Last Reviewed/Revised:	10/2/18
Date Board Approved:	1st Reading: 6/30/26	2nd Reading:	8/4/26

1. The Board of Trustees recognizes the need to encourage adult attendance at school sponsored functions. Therefore, it shall be the policy of the White Pine County School District to allow adult riders of School District buses to out-of-District activities. This activity shall be limited to persons 21 years of age or older who has completed the WPCSD volunteer requirements. A fee, if any, for such events will be provided by a rate structure determined by the Board of Trustees. The District reserves the right to limit participation and reserves the right to set regulations for riders.
2. The Board of Trustees recognizes the need of other entities in the county to use district buses at times for events important to the community. The Board also recognizes its responsibility to maintain an aging fleet of buses on an extremely limited budget. Upon request, non-WPCSD entities may be granted permission to utilize the fleet.
   a. Such use shall not interfere with the normal course of business within the WPCSD.
   b. The transportation supervisor will provide such an entity with the cost of the run, including driver wages and fuel.
   c. In addition to the cost of the run, the WPCSD will assess usage fees at $100/hours.
   d. The entity must insure the WPCSD from personal injury and property damage.
   e. The entity must sign the White Pine County School District Vehicle Use Agreement prior to the use of any vehicles.
   f. The Superintendent may sign the White Pine County School District Vehicle Use Agreement on behalf of the school district as long as said agreement does not otherwise violate this policy.

Title: **Use of District Owned Vehicles**		Policy Number:	**8110**
Section: Personnel		Last Reviewed/Revised:	2/16/21
Date Board Approved:	1st Reading: 2/20/2024	2nd Reading:	3/5/2024

All District vehicles will be a part of the District Motor Pool and will be parked at the District Office. District vehicles are for "Official Use" only and may not be used for such purposes as "Home-to-Work" transportation. Any Board member, administrator, or District employee requesting a vehicle for official school business must request use of the vehicle on the District approved channels, and sign for the vehicle from the Transportation Supervisor. The purpose of the trip, and mileage must be recorded on the form provided. All vehicles must be returned to the motor pool immediately after use. All accidents, breakdowns, or malfunctions must be reported immediately or at the time of vehicle turn in. District vehicles may not be taken home or left at private residences under any circumstances.

Only employees who are at least 21 years of age and have a valid Nevada driver's license for the class of vehicle that will be used are authorized to use district owned vehicles (unless prior approval from the transportation director has been granted. All authorized individuals must exercise due care and comply with all traffic laws, safety standards and guidelines.

Employees will be allowed to operate a district owned vehicle provided maintain a good driving record, pass a background investigation, have no subsequent felony convictions, have not been convicted of one or more speeding violations or one or more other serious traffic violations in the last 36 months, or more than one accident in which the employee was the cause.

Title: **Vehicle Replacement**		Policy Number:	**8111**
Section: Personnel		Last Reviewed/Revised:	new
Date Board Approved:	1st Reading: 3-19-2024	2nd Reading:	4-16-24

1. Introduction

   This Vehicle Replacement Policy outlines the procedures and guidelines for the replacement of passenger cars, service vehicles, and buses. The purpose of this policy is to ensure the safety, efficiency, and cost-effectiveness of the fleet while considering environmental impact and technological advancements.

2. Scope

   This policy applies to all passenger cars, service vehicles, and buses owned or leased by the District.

3. Vehicle Replacement Criteria

   The Transportation Director and Finance Officer will create a vehicle replacement schedule for all fleet vehicles. Vehicles will be replaced based on criteria established by the Transportation Director and will include, but not limited to, age and mileage, maintenance and repair costs, technological obsolescence, environmental conditions, and available resources in the annual budget.

4. Replacement Procedure

   The Transportation Director will conduct regular evaluations of the fleet to identify vehicles meeting the replacement criteria.

5. Approval Process

   Vehicle replacement recommendations will be incorporated into a vehicle replacement schedule, subject to review and approval by the Superintendent and Finance Officer. It is the joint responsibility of the Superintendent and Finance Officer to include these replacements in the annual budget.

6. Procurement

   Upon approval, the Transportation Director will initiate the procurement process for the replacement vehicle. Vehicles will be sourced based on established criteria, such as cost-effectiveness, reliability, safety, and environmental impact.

7. Disposal of Retired Vehicles

   Retired vehicles will be disposed of in accordance with local regulations and organizational policies. Whenever possible, retired vehicles will be sold or auctioned via public surplus in compliance with state and federal guidelines. Vehicles that cannot be sold or auctioned can be disposed of by other methods such as recycling or other cost-effective methods.

WHITE PINE COUNTY SCHOOL DISTRICT POLICY

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CIVIL RIGHTS

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Equal Opportunity and Affirmative Action **9100**

Title: **Equal Opportunity**		Policy Number:	**9101**
Section: Civil Rights		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

The White Pine County School District is an equal opportunity employer, and will not knowingly discriminate in any area of employment practices against any United States citizen on the basis of race, creed, color, sex, marital status, age, or national or ethnic origin. This policy extends to recruiting and hiring, to working conditions, training, promotion, and terms and conditions of employment. Selection shall be upon merit alone, with the best-qualified candidate being selected for each position.

The district seeks to employ the individual who is best qualified for a particular position regardless of race, color, religion, national origin, sex, age, marital status, disability or the absence of any sensory, physical or mental handicap unless the disability disqualifies an applicant because of a bona fide position requirement.

Equal employment opportunity is considered by the White Pine County School District to include all aspects of employment; recruitment, selection, training, promotion, compensation, benefits, leave, transfer, and termination. Similarly, the White Pine County School District provides students access to its educational programs without regard to their race, religion, color, national origin, sex, age, marital status and parental status or disability.

The White Pine County School District will offer reasonable accommodations to qualified applicants and employees with a known disability except where such accommodation poses an undue hardship on the district. The White Pine County School District seeks to include minorities and non-minorities, both men and women, in all categories and locations of its work force and in all of its educational progress according to their qualifications and availability.

Title: **Dissemination of Policy on Equal Opportunity and Affirmative Action**		Policy Number:	**9103**
Section: Civil Rights		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

All personnel will be notified in writing of the District's equal employment opportunity policy and objective. Copies of the Affirmative Action Plan will be available to employees and distributed to each building.

Title: **Objectives for Affirmative Action**		Policy Number:	**9104**
Section: Civil Rights		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	

1. Based upon the affirmative action objectives for employment and promotion, objectives shall be recommended by the superintendent of schools shall recommend objectives to the Board of Trustees.
2. The White Pine County School District through this Affirmative Action Plan will work toward attaining the objectives stated in spite of such constraints as:
   a. fewer vacancies due to a trend of decreasing separations and increasing returns from leave;
   b. uneven numbers of qualified applicants available in different job classes;
   c. size of the organization sub-unit involved;
   d. the necessity of meeting essential staffing needs of the School District at times not always favorable for recruitment of minority and female personnel; and,
   e. other related and relevant factors.
3. In an effort to achieve the goals and objectives, the White Pine County School District shall continue its annual overall objective of employing a minimum of 20 to 25 percent of all new employees in minority/ethnic categories in proportion to the minority/ethnic population of White Pine County and females in proportion to the female labor force of White Pine

County who meet the District established minimum qualifications in entry level classifications where vacancies exist until objectives are met.

4. When established goals are met, employment practices will continue in job classifications that become vacant to at least equal the minority/ethnic population in White Pine County. Employment practices for females will continue, in job classifications that become vacant, to at least equal the female labor force of White Pine County.
5. **When goals are not met, the affirmative action officer will determine why the objectives have not been met, the extent to which good faith efforts were made to achieve the goals and objectives, and will so inform the Board of Trustees**.

Title: **Roles and Responsibilities for Affirmative Action Officer**		Policy Number: **9105**
Section: Civil Rights		Last Reviewed/Revised:
Date Board Approved:	1st Reading:	2nd Reading:

The superintendent is designated as the District's affirmative action officer, with the responsibility for directing and coordinating activities required to meet the objectives established by the Board of Trustees. The affirmative action officer shall be responsible for monitoring the selection, employment, and promotion of District staff to determine that appropriate efforts are made to meet District goals and objectives.

Title: **Identification of Problem Areas and Solutions for Affirmative Action and Equal Opportunity**		Policy Number: **9106**
Section: Civil Rights		Last Reviewed/Revised:
Date Board Approved:	1st Reading:	2nd Reading:

1. Listed below are the major problem areas facing the District:

   a. *Problem* Need for more female and minority personnel in the supervisory and administrative ranks.
   Solution There has been an attempt to increase over the past few years the number of minority and female personnel promoted to supervisory and administrative positions. In order to increase the representation of minority persons and females in the supervisory and administrative ranks, the District will expand their candidate searches and will institute measures to insure that minority and female candidates who meet the minimum qualifications established by the White Pine County School District are sought out for training and promotion for jobs that will lead to supervisory and administrative positions.
   b. *Problem* Need for continued employment of minority certificated employees.
   Solution The White Pine County School District has made progress. Traditional methods of recruiting minority personnel to the School District have been abandoned. The District will continue its vigorous efforts to increase minority certificated staff members and hope to accomplish the stated goals and objectives as called for by this Affirmative Action Plan. We will expand our recruiting contacts to insure continued recruiting success for minority certificated employees.
   c. *Problem* Need for an upward mobility or career ladder program for female and minority employees in the classified service.
   Solution Although minorities and females have been well represented in the employee ranks of the classified service, there is little opportunity available for promotion to jobs of higher classification because of limited vacancies. The District has offered adult training programs, supervisory and management workshops, etc., to provide for upward mobility. Our current adult training program will be continued and reviewed and evaluated on a regular basis. It should be noted that participation in an adult training program does not guarantee advancement to other positions; however, these are helpful when one applies and is considered for possible promotion.

The White Pine County School District, through this Affirmative Action Plan will make every good faith effort to attain the objectives of this plan, in spite of such constraints as:

- fewer supervisory and/or administrative jobs due to a trend in decreasing separations and resignations;

- possible lack of interest and aspiration and/or possible lack of supervisory and/or administrative experience among female and minority employees;
- fewer number of teaching vacancies due to a decreasing number of resignations and decreasing student enrollment as a result of economic conditions; and other related and relevant factors.

Title: **Analysis of Utilization of Minority Groups and Females**		Policy Number: **9107**
Section: Civil Rights		Last Reviewed/Revised:
Date Board Approved:	1st Reading:	2nd Reading:

The District shall review each year the utilization of minority groups and females in the District's work force as they relate to the objectives set by the Board of Trustees.

This review shall form a primary basis for analyzing progress of the Affirmative Action Program and for establishing annual objectives to overcome areas where an equitable distribution in the ethnic and sex categories exist. Progress shall be reviewed with the Board of Trustees and administrators responsible for achieving the District's affirmative action goals.

Title: **Recruitment, Selection and Employment: All Employees**		Policy Number: **9108**
Section: Civil Rights		Last Reviewed/Revised:
Date Board Approved:	1st Reading:	2nd Reading:

The White Pine County School District is an equal opportunity employer and will not knowingly discriminate in any employment practice against United States citizens or legal aliens on the basis of race, creed, color, sex, marital status, age, national or ethnic origin, or handicap. This policy extends to recruiting and hiring, working conditions, training, promotion, and terms and conditions of employment. Selection shall be made upon merit alone. The best-qualified candidate will be selected for each position.

Title: **Nondiscrimination On The Basis Of Sex Under Title IX**		Policy Number: **9109**
Section: Civil Rights		Last Revised/Reviewed: 2/16/2021
Date Board Approved:	1st Reading: 9/16/25	2nd Reading: 10/7/25

White Pine Count School District ("the school district") does not discriminate on the basis of sex in the education program and activity it operates. Title IX prohibits sex-based discrimination, including sexual harassment, in violation of Title IX of the Education Amendments of 1972. Title IX provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any school district education program or activity. The school district is required by Title IX not to discriminate in such a manner. Title IX applies to any school district education program or activity, whether such program or activity occurs on-campus or off-campus. The requirement not to discriminate in the school district's program or activity extends to employment.

Sexual harassment by school employees is considered grounds for disciplinary action, up to and including discharge. Sexual harassment by students is considered grounds for disciplinary action, up to and including expulsion.

I. Sexual Harassment Defined Under Title IX

Sexual harassment is defined under the federal Title IX regulations as conduct on the basis of sex that satisfies one or more of the following:

a. A school employee conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in welcome sexual conduct (i.e., *quid pro quo*); or

b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school district's education program or activity; or

c. Sexual assault as defined in the federal Clery Act, or dating violence, domestic violence, or stalking as defined in the federal Violence against Women Act.

II. Reports and Complaints of Sexual Harassment

The school district must respond whenever any employee has notice of sexual harassment, including allegations of sexual harassment. Notice to a Title IX Coordinator, or notice to an official with authority to institute corrective measures on the school district's behalf, or notice to any school district employee charges a school with actual knowledge and triggers the school district's response obligations.

Because the school district must respond whenever any employee has notice of sexual harassment, including allegations of sexual harassment, **all school district employees are required to report possible incidents of sexual harassment involving students and/or employees directly to the school district's Title IX Coordinator as soon as practicable, but not later than a time during the same day on which the employee became aware of an incident of sexual harassment, including allegations of sexual harassment. Reports by school district employees must be made in person, by telephone, and/or by email**. Failure to report such incidents may result in disciplinary action.

Any person other than a school district employee may report sexual harassment including allegations of sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment) in person, by mail, by telephone, or by email, using the contact information listed below for the school district's Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

A report of sexual harassment may be made at any time, including during non-business hours, by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator.

The school district has designated the following employee to coordinate its efforts to comply with Title IX. The school district's Title IX Coordinator is:

James Beecher
White Pine County School District
1135 Avenue C
Ely, NV 89301
james.beecher@wpcnvadmin.com
775 289 4841

The school district notifies employment applicants, parents or legal guardians of elementary and secondary school students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the school district, of the name or title, office address, email address, and telephone number of the school district's Title IX Coordinator.

The contact information for the Title IX Coordinator will be prominently displayed on the school district's website and on the websites for each school in the district.

Inquiries about the application of Title IX to the school district may be referred to the school district's Title IX Coordinator, or to the Assistant Secretary for Civil Rights of the U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202, or both.

III. Title IX Sexual Harassment Mandatory Response Obligations

The school district will respond promptly to Title IX sexual harassment in a manner that is not deliberately indifferent, which means a response that is not clearly unreasonable in light of the known circumstances. The school district has the following mandatory response obligations:

- The school district will offer supportive measures to the person alleged to be the victim (referred to throughout as the "complainant" whether or not that is the person who reported the sexual harassment or allegation of sexual harassment)
- The Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint
- The school district will follow a grievance process that complies with Title IX regulations before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent
- The school district will not restrict rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX
- The school district will investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator
- A complainant's wishes with respect to whether the school district investigates will be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances
- If the allegations in a formal complaint do not meet the definition of sexual harassment under Title IX, or did not occur in the school district's education program or activity against a person in the United States, the school district will dismiss such allegations *for purposes of Title IX* but may still address the allegations in any manner the school district deems appropriate under the school districts code of conduct

IV. Title IX Sexual Harassment Grievance Process

The school district has adopted a grievance process that provides for the prompt and equitable resolution of student and employee **complaints** alleging any action that would constitute sexual harassment under Title IX, and a grievance process for resolving **formal complaints** of sexual harassment. The grievance process incorporates these requirements:

- The school district treats complainants equitably by providing remedies any time a respondent is found responsible, and treat respondents equitably by not imposing disciplinary sanctions without following the grievance process
- The school district provides remedies, which are required to be provided to a complainant when a respondent is found responsible, that are designed to maintain the complainant's equal access to education and may include the same individualized services described as supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent
- The school district requires objective evaluation of all relevant evidence, inculpatory and exculpatory, and avoids credibility determinations based on a person's status as a complainant, respondent, or witness
- The school district requires Title IX personnel (Title IX Coordinator, investigators, decision-makers, people who facilitate any informal resolution process) to be free from conflicts of interest or bias for or against complainants or respondents
- The school district provides training of Title IX personnel to include training on the definition of sexual harassment in Title IX regulations, the scope of the school district's education program or activity, how to conduct an investigation and how to conduct hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias
- The school district provides training of decision-makers and investigators to include training on issues of relevance, including how to apply the rape shield protections provided only for complainants
- The school district includes a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process
- The school district posts materials used to train Title IX personnel on its website

- The school district includes reasonably prompt time frames for concluding the grievance process, including appeals and informal resolutions, with allowance for temporary, short-term, good cause delays or extensions of the time frames
- The school district describes the range, or list, of the possible remedies that may be provided to a complainant and disciplinary sanctions that may be imposed on a respondent, following determinations of responsibility
- The school district has chosen to use the preponderance of the evidence standard for all formal complaints of sexual harassment (including where employees are respondents)
- The school district has described its appeal procedures, and the range of supportive measures available to complainants and respondents
- The school district's grievance process does not use, rely on, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege
- Any provisions, rules, or practices other than those required by Title IX regulations that the school district has adopted as part of its grievance process for handling formal complaints of sexual harassment apply equally to both parties

All reports and complaints of sexual harassment in violation of Title IX will be addressed through the grievance process described below. See, *NONDISCRIMINATION ON THE BASIS OF SEX UNDER TITLE IX—ADMINISTRATIVE REGULATION.*

IV. Related Policies and Administrative Regulations

This policy and administrative regulation address sexual harassment as that term is defined under Title IX. The school district also prohibits bullying and cyber-bullying as those terms are defined under Nevada Revised Statutes ("NRS") 388.121 *et seq.* ("Provision of Safe and Respectful Learning Environment"). The prohibitions on bullying and cyber-bullying and procedures to address conduct that does not include sexual harassment as defined under Title IX are addressed in Board Policy 3802 and 9110.

The school district also prohibits employee bullying, harassment, sexual harassment, intimidation, discrimination and/or retaliation. The prohibitions and grievance procedures for this conduct that does not include sexual harassment as defined under Title IX are addressed in Board Policy3802 and 9110.

If an employee or volunteer has reasonable cause to believe that sexual harassment in violation of Title IX arises to abuse or neglect under NRS 432B and/or NRS 392.275 *et seq.*, such misconduct will be reported to law enforcement officials and/or Child Protective Service agency personnel as required by law.

Legal Reference(s):
Title IX of the Education Amendments of 1972, 20 USC 1681-1683
Title IX federal regulations, 34 CFR Part 106
Nevada Revised Statutes, 388.121 *et seq.,* Provision of Safe and Respectful Learning Environment
Nevada Revised Statutes, 392.275 *et seq.,* Reports of Abuse, Neglect and Other Illegal Conduct
Nevada Revised Statutes, 432B.010 *et seq.,* Protection of Children from Abuse and Neglect

Title: **Safe and Respectful Learning Environment Free from Bullying, Cyber-bullying and Discrimination Based on Race**		Policy Number:	**9110**
Section: Civil Rights		Last Revised:	8/20/24
Date Board Approved:	1st Reading: 11/18/25	2nd Reading:	12/9/25

The White Pine County School District is committed to fostering an environment in which all stakeholders prioritize the well-being of themselves and one another, consistent with the principles of the *World Class*

Relationships Framework and the district's *Social and Emotional Learning (SEL) Pillars*. As individuals model and reinforce positive behaviors that strengthen relationships, negative actions such as bullying, cyberbullying, and discrimination based on race or other factors are reduced. The purpose of this policy is to provide clear guidance for all stakeholders when harmful behaviors do occur, ensuring that all parties are protected, rights are upheld, and appropriate responses are taken.

I. Bullying, Cyber-Bullying, and Discrimination Based on Race Is Prohibited in Public Schools

A. A member of the school district board of trustees, any employee of the school district, including, without limitation, an administrator, principal, teacher, or other staff member, a member of a club or organization which uses the facilities of any public school, regardless of whether the club or organization has any connection to the school, or any student shall not engage in bullying, cyber-bullying or discrimination based on race on the premises of any public school, at an activity sponsored by a public school, or on any school bus.

B. Definitions:

1. "**Bullying**" means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a student or group of students, or a single severe and willful act or expression that is directed at a student or group of students, and:
    a) Have the effect of:
        (1) Physically harming a student or damaging the property of a student; or
        (2) Placing a student in reasonable fear of physical harm to the student or damage to the property of the student; or
    b) Interfere with the rights of a student by:
        (1) Creating an intimidating or hostile educational environment for the student; or
        (2) Substantially interfering with the academic performance of a student or the ability of the student to participate in or benefit from services, activities, or privileges provided by a school; or
    c) Are acts or conduct described in paragraph (a) or (b) and are based upon the:
        (1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a student, sex or any other distinguishing characteristic or background of a student; or
        (2) Association of a student with another student having one or more of those actual or perceived characteristics.
2. The term includes, without limitation:
    a) Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a student, sex, or any other distinguishing characteristic or background of a student;
    b) Behavior that is intended to harm another student by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;
    c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing, or disrespectful gestures;
    d) Threats of harm to a student, to his or her possessions or to other students, whether such threats are transmitted verbally, electronically, or in writing;
    e) Blackmail, extortion, or demands for protection money or involuntary loans, or donations;
    f) Blocking access to any property or facility of a school;
    g) Stalking; and
    h) Physically harmful contact with or injury to another student or his or her property.

3. The term does not include expressions, acts or gestures which are engaged in as part of a mutual disagreement or conflict.
4. "**Cyber-bullying**" means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this policy, "sexual image" has the meaning ascribed to it in NRS 200.737.
5. "**Electronic communication**" means the communication of any written, verbal or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer or any similar means of communication.
6. "**Discrimination based on race"** means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted to any demographic identified in paragraph a:
    a) Regarding the race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and
    b) That occurs in person, online or in any other setting, including, without limitation, in a course of distance education.

II. Policies and Training Established by the Nevada Department of Education; Standards Adopted by the Nevada Council to Establish Academic Standards

A. NRS 388.133 requires that the Nevada Department of Education prescribe by regulation a policy (1) setting forth requirements and methods for reporting violations of the prohibition on bullying, cyber-bullying and discrimination based on race, including, without limitation, violations among teachers and violations between teachers and administrators, principals and other personnel of a school district; and (2) for use by school districts to train members of the board of trustees and all administrators, principals, teachers and all other personnel employed by the board of trustees of the school district. The policy must include provisions for training in the topics listed below under "Professional Development."

B. NRS 388.1342 requires that the Nevada Department of Education establish programs of training as follows:
    1. Methods to prevent, identify and report incidents of bullying, cyber-bullying and discrimination based on race for members of the boards of trustees of school districts.
    2. Training to assist school district personnel in assisting those persons in carrying out their powers and duties under the Safe and Respectful Learning Environments statutes.
    3. Training for administrators in the prevention of violence and suicide associated with bullying, cyber-bullying, and discrimination based on race, and appropriate methods to respond to incidents of violence or suicide.
    4. The school district will complete the programs of training in accordance with the timelines and other requirements set forth under NRS 388.1342.

C. NRS 388.134 requires that the school district board of trustees adopt the policy prescribed by the Council to Establish Academic Standards for the ethical, safe, and secure use of computers and other electronic devices (NRS 389.520.2). The standard adopted by the Council for "Digital Citizenship" requires that students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. The school district adopts that standard and the strands for education in computer education and technology, which require that students:
    1. Advocate and practice safe, legal, and responsible use of information and technology;
    2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity;
    3. Demonstrate personal responsibility for lifelong learning; and
    4. Exhibit leadership for digital citizenship.

5. The complete set of Nevada Computer and Technology Standards is available online at http://www.doe.nv.gov/APAC_Computer_Technology/. These standards include indicators for how the strands are applied within specific grade bands in Nevada.

III. Notice that Bullying, Cyber-Bullying, and Discrimination Based on Race Is Prohibited in Public Schools

A. As required by NRS 388.139, the school district will include Board Policy 543 and the text of the provisions of NRS 388.121 to 388.1395, inclusive, within each copy of the rules of behavior for students that the school district provides to students under the heading "Bullying, Cyber-Bullying and Discrimination Based on Race Is Prohibited in Public Schools." The school district will also post Board Policy on its website. Upon the request of a parent or legal guardian, the school district will provide a parent or legal guardian with a written copy of Board Policy.

IV. Requirements and Methods for Reporting Violations; Investigations

A. **Reporting Violations:** Any student who believes that he or she has been a victim of bullying, cyber bullying or discrimination based on race by a member of school district board of trustees, any employee of the school district, including, without limitation, an administrator, principal, teacher, or other staff member, a member of a club or organization which uses the facilities of any public school, regardless of whether the club or organization has any connection to the school, or any student is encouraged and instructed to adhere to the following reporting mechanism:
   1. **Students**. School district students who are targets of bullying, cyber-bullying, or discrimination based on race and students who have first-hand knowledge of such misconduct should report any incident(s) to a teacher, counselor, or school administrator.
   2. **Employees.** A teacher, administrator, principal, coach or other staff member who witnesses a violation of the prohibition on bullying, cyber-bullying and discrimination based on race, or receives information that a violation has occurred (including overhearing, or receiving a report, formal or informal, written or oral, of bullying, cyber-bullying or discrimination based on race) must report the violation to the administrator or designee as soon as practicable, but not later than a time during the same day on which the teacher, administrator, principal, coach or other staff member witnessed the violation or received information regarding the occurrence of a violation.

B. **School Administrator/Designee Investigations:**
   1. An administrator who receives a report of a violation must immediately screen and assess the report to determine **whether the facts included in the report suggest that a violation has likely occurred.** If a violation has likely occurred, then the principal will proceed through all the "Process Steps" outlined below. If the facts do not suggest that a violation has likely occurred, the administrator "shall adhere to any policies or procedures prescribed by the Department for handling such a report."
   2. Process Steps: The administrator or designee, upon receiving a report of bullying, cyber-bullying, or discrimination based on race, will immediately take any necessary action to stop the bullying, cyber-bullying or discrimination based on race and ensure the safety and well-being of the reported victim or victims, and shall begin an investigation into the report. If the administrator or designee does not have access to the reported victim of alleged bullying, cyber-bullying or discrimination based on race, the administrator or designee may wait until the next day when he or she has such access to take the immediate actions described above.
      a) The administrator or designee must notify all parents or guardians of all students directly involved (either as reported aggressor(s) or as reported victim(s)) in the reported bullying, cyber-bullying or discrimination based on race through telephone, electronic mail or other electronic means, or in person.

b) The notification must include a statement that an investigation will be conducted and include counseling or intervention services that are available at the school, as well as provide a list of community resources. If the contact information for the parent or guardian of a student in the school records is not correct, a good-faith effort to notify the parent or guardian shall be deemed sufficient to meet the notification requirement. The administrator or designee must document all such efforts.
c) The notification must be provided not later than:
    (1) Before the school's administrative office closes on the school day on which the bullying, cyber-bullying, or discrimination based on race is reported, if the misconduct is reported before the end of school hours on a school day; or
    (2) Before the school's administrative office closes on the school day following the day on which the bullying, cyber-bullying or discrimination based on race is reported, if the misconduct was reported on a day that is not a school day or after school hours on a school day.
    (3) If the incident of bullying, cyber-bullying or discrimination based on race was reported via Safevoice Nevada, the administrator or designee shall be deemed to have received information about the incident when the report appears in the email inbox. After the administrator or designee is deemed to have received the information, the regular timelines set forth in the above paragraph commence.
d) The investigation must be completed, to the greatest extent practicable, within 5 school days after the administrator or designee receives a report of bullying, cyber-bullying or discrimination based on race. If extenuating circumstances prevent the administrator or designee from completing the investigation required by this section within 5 school days after making a good faith effort, 2 additional school days may be used to complete the investigation.
e) Interviews must be conducted with all students (reported aggressor(s) and victim(s)) whose parents or guardians must be notified, and with all such parents or guardians.
f) The administrator or designee shall not take any action that may cause harm to the reported victim, require the reported victim to change classrooms or isolate the reported victim from his or her peers. The administrator or designee shall, to the extent practicable, talk privately and discreetly about the violation with the reported victim, without bringing undue attention to the reported victim.
g) State law does not place any limit on the time within which an investigation concerning any alleged act that constitutes sexual assault must be completed.
h) The administrator or designee must complete a written report of the findings and conclusions of the investigation. If a violation is found to have occurred, the report must include recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the violation, in accordance with Board Policy.
i) Any action taken after the completion of the investigation to address the bullying, cyber-bullying or discrimination based on race must be based on restorative disciplinary practices and carried out in a manner that causes the least possible disruption for the victim or victims. When necessary, the administrator or designee shall give priority to ensuring the safety and well-being of the victim or victims over any interest of the perpetrator or perpetrators when determining the actions to take. The administrator or designee will assist the reported aggressor to see the harm that his or her actions have caused, identify strategies to repair that

harm and direct the aggressor to not engage in bullying, cyber-bullying or discrimination based on race in the future.

j) If a violation is found *not* to have occurred, information concerning the incident must not be included in the record of the reported aggressor.

k) The principal or his/her designee shall develop and carry out a written safety plan to support the physical and emotional well-being of the reported victim and the reported aggressor which is designed to ensure that the reported victim and the reported aggressor are not further harmed by the bullying, cyber-bullying or discrimination based on race, including, without limitation, by allowing the reported victim to make up any test or homework assignment that he or she missed or failed to submit as a result of the bullying, cyber-bullying or discrimination based on race.

l) Within 24 hours after completing the report, the administrator or designee shall provide the parent or guardian of the reported aggressor a copy of the written report that does not contain the personally identifiable information of any other pupil.

m) Within 24 hours after completing the report, the administrator or designee will notify the parent or guardian of any other pupil directly involved in the incident of the outcome of the investigation and make available upon request to any such parent or guardian a copy of the report that does not contain the personally identifiable information of any pupil other than the pupil to whose parent or guardian the report is provided.

n) Within 24 hours after completing the report, the administrator or designee shall notify the parent or guardian of each pupil directly involved in the incident that the parent or guardian may: (1) submit to the administrator or designee a complaint or concern regarding the conduct or outcome of the investigation; (2) request a meeting with the administrator or designee to discuss the outcome of the investigation; (3) appeal the outcome of the investigation; and (4) appeal a disciplinary decision of the administrator or designee made against a pupil as a result of the incident.

o) Not later than 10 school days after receiving a report of bullying, cyber-bullying or discrimination based on race, the administrator or designee shall meet with each reported victim of the misconduct, and with each reported aggressor, regardless of the outcome of the investigation, to inquire about the well-being of the reported victim and to ensure that the reported bullying, cyber-bullying or discrimination based on race is not continuing.

p) If a violation of NRS 388.135 is found to have occurred, the parent or guardian of a student who is a victim of bullying, cyber-bullying or discrimination based on race may request a variance to another school in the school district.

q) If a law enforcement agency is investigating a potential crime involving an alleged violation of bullying, cyber-bullying or discrimination based on race, the administrator may, after notifying the parent or guardian of the alleged incident, defer the school investigation until the completion of the criminal investigation by the law enforcement agency. If the school investigation is deferred, the administrator will immediately develop a plan to protect the safety of each student directly involved in the alleged violation of bullying, cyber-bullying or discrimination based on race.

r) If the administrator determines that the bullying, cyber-bullying or discrimination based on race was caused by the disability of the student, the provisions of NRS 388.1351 (e.g. reporting, investigation, notification, written report, follow-up with victim, etc.) do not apply if the behavior or similar behavior is addressed in the

student's individualized education program. The administrator will take necessary measures to protect the safety of the victim.

s) The provisions of NRS 388.1351 (e.g. reporting, investigation, notification, written report, follow-up with victim, etc.) do not apply to prekindergarten students if the behavior is addressed through measures intended to modify the behavior of the student, an employee of the school district or other adults.

t) The principal/designee will report the number of bullying, cyber-bullying, and discrimination based on race events reported, the number of such reports confirmed, and the number of such reports not confirmed by logging all events into the student information system.

u) Records and reports of complaints and a record of the investigation and action taken shall be preserved in accordance with District policies, practices, and procedures.

3. **No Interfering with or Preventing Disclosure of Information:** Members of the school district board of trustees and school district employees are prohibited from directly or indirectly interfering with or preventing the disclosure of information concerning bullying, cyber-bullying or discrimination based on race violations.
4. **Appeal of Outcome of Investigation:** The parent or guardian of a pupil directly involved in the incident may appeal the outcome of the investigation by contacting the office of the superintendent within 10 school days after receipt of a copy of the investigation report. The superintendent's designee will meet with the parent or guardian within 10 school days after being contacted to receive information regarding the concerns expressed by the parent or guardian. Within 10 school days following this meeting, the superintendent's designee will provide the parent or guardian with a written decision concerning the appeal. This decision is final, except that the parent or guardian may submit a complaint to the Nevada Department of Education not later than 30 days after receiving notification of the final decision by the district.
5. **Appeal of Disciplinary Decision:** The provisions of Board Policy and Administrative Regulation shall govern any appeal of a disciplinary decision made against a pupil as a result of the incident of bullying, cyber-bullying or discrimination based on race. The parent or guardian may submit a complaint to the Nevada Department of Education not later than 30 days after receiving notification of the final decision by the district.
6. **Immunity for Reporting Violations; Disciplinary Action for Certain Students:** No cause of action may be brought against a student or an employee or volunteer of a school who reports a violation of the prohibition on bullying, cyber-bullying and discrimination based on race, unless the student who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law.
7. If an administrator determines that a report of a violation is false and that the student who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law, the administrator may recommend the imposition of disciplinary action or other measures against the student in accordance with the policy governing disciplinary action adopted by the school district board of trustees.
8. **School District Policy for Employees to Report Violations to Law Enforcement:** The school district board of trustees, in conjunction with local law enforcement agencies that have jurisdiction over the school district and with school police, if applicable, will establish a separate policy for the procedures which must be followed by an employee of the school district when reporting a violation of the prohibition on bullying, cyber-bullying or discrimination based on race to a school police officer or local law enforcement.

V. Professional Development

A. The school district superintendent will provide for the appropriate training of all administrators, principals, teachers, and all other personnel employed by the school district in accordance with this policy, including training on the following topics:
    1. Training in the appropriate methods to facilitate positive human relations among students by eliminating the use of bullying, cyber-bullying and discrimination based on race so that students may realize their full academic and personal potential.
    2. Training in methods to prevent, identify, and report incidents of bullying, cyber-bullying, and discrimination based on race.
    3. Training concerning the needs of students with diverse gender identities or expressions.
    4. Training concerning the needs of students with disabilities and students with autism spectrum disorder.
    5. Methods to promote a positive learning environment.
    6. Methods to improve the school environment in a manner that will facilitate positive human relations among students.
    7. Methods to teach skills to students so that the students are able to replace inappropriate behavior with positive behavior.

VI. School Safety Team

A. The administrator or designee must establish a school safety team to develop, foster, and maintain a school environment that is free from bullying, cyber-bullying, and discrimination based on race.
B. The administrator or designee will conduct investigations of violations of the prohibition on bullying, cyber-bullying, and discrimination based on race occurring at the school.
C. The administrator or designee will collaborate with the school district board of trustees and school safety team to prevent, identify and address reported violations of the prohibition on bullying, cyber-bullying and discrimination based on race at the school.
D. The School Safety Teams must consist of the administrator or designee (committee chair) and the following persons appointed by the principal:
    1. School counselor, school psychologist, or social worker if the school employs a person in such a position full-time;
    2. At least one teacher who teaches at the school;
    3. At least one parent or guardian of a student enrolled in the school;
    4. A school police officer or school resource officer, if the school employs a person in such a position full-time;
    5. For middle school, junior high school, or high school, one student enrolled in the school; and
    6. Any other persons appointed by the principal.
E. The School Safety Team will:
    1. Meet at least two times each year;
    2. Identify and address patterns of bullying, cyber-bullying, or discrimination based on race;
    3. Review and strengthen school policies to prevent and address bullying, cyber-bullying, and discrimination based on race;
    4. Provide information to school personnel, students, parents, and legal guardians of students enrolled in the school on methods to address bullying, cyber-bullying, and discrimination based on race;
    5. To the extent practicable, work with members of the community with expertise in cultural competency; and
    6. Participate in any training conducted by the school district regarding bullying, cyber-bullying, and discrimination based on race.

VII. Week of Respect

A. The school board of trustees will determine the most effective manner for the delivery of information to public school students during the "Week of Respect" proclaimed by the Governor each year. The information delivered during the "Week of Respect" will focus on:
    1. Methods to prevent, identify, and report incidents of bullying, cyber-bullying, and discrimination based on race;
    2. Methods to improve the school environment in a manner that will facilitate positive human relations among students; and
    3. Methods to facilitate positive human relations among students by eliminating the use of bullying, cyber-bullying, and discrimination based on race.

VIII. Writ of Mandamus to Compel Compliance with Law

A. A parent or guardian may petition a court of competent jurisdiction for a writ of mandamus to compel the performance of any duty imposed by the provision of Nevada state laws, at NRS 388.121 to 388.1395, inclusive.

IX. Employee Bullying, Cyber-Bullying, and Discrimination Based on Race

A. Allegations of bullying, cyber-bullying or discrimination based on race among teachers or between teachers and administrators, principals, or other school employees must be reported and will be investigated in accordance with school district policies, regulations, administrative procedures, any applicable collective bargaining agreement, and other applicable laws.
B. Complaints against an employee by students, parents, or guardians must be investigated and addressed by the District in accordance with school district policies, regulations, administrative procedures, applicable collective bargaining agreements, and other relevant laws.

X. Failure to Report Violations

A. If an administrator, principal or the designee of an administrator or principal of a school knowingly and willfully fails to comply with the provisions of NRS 388.1351 concerning obligations for reporting violations, investigating, preparing reports, and related matters, the superintendent shall take disciplinary action against the employee by written admonishment, demotion, suspension, dismissal or refusal to reemploy. If the employee is the holder of a license issued pursuant to NRS Chapter 391, the superintendent may recommend to the board of trustees that the board submit a recommendation to the State Board for the suspension or revocation of the employee's license.
B. The District may discipline other licensed employees with a suspension, demotion, dismissal, or non-reemployment without prior admonition if they knowingly and willfully fail to comply with the provisions of NRS 388.1351. An intentional failure to report a violation of the prohibition on bullying, cyber-bullying, or discrimination based on race shall constitute a knowing and willful failure to comply with the provisions of NRS 388.1351. For negligently failing to report such a violation, the District may use progressive discipline, but may not immediately demote or dismiss without a prior admonition.

XI. Public Notification

A. Notice of this regulation shall be posted on the District website and, upon request, printed copies shall be made available to staff, students, parents, and guardians.

XII. Other Sources of Assistance

A. Nevada Equal Rights Commission
U.S. Department of Education, Office for Civil Rights, Regional Office
Nevada Department of Education

Legal References: NRS 388.121 ***et seq.***; NAC 388.875 *et seq.*; NRS 200.737

Title VII of the Civil Rights Act of 1964
Other State and Federal Implementing Regulations

[13 Keys to Compliance]
[Helpful Overview for Admin and Staff]
[What Does Misconduct Look Like?]

Title: **Service Animals In Schools**		Policy Number:	**9111**
Section: Civil Rights		Last Revised/Reviewed:	
Date Board Approved:	1st Reading: 11/18/14	2nd Reading:	12/2/14

The school district acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" in its school buildings, in classrooms, and at school functions, as required by the Americans with Disabilities Act. The school district will strive for a balance with students and staff.

Students and/or adults with disabilities may be accompanied by a "service animal" in its school buildings, in classrooms, and at school functions, subject to the following:

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Superintendent and must contain required documentation of vaccinations.
2. This written request must be delivered to the Superintendent at least 10 business days prior to bringing the service animal to school or a school function.
3. Owners of a service dog must provide annual proof of the following vaccinations: DHLPPC (Distemper, Hepatitis, Leptospirosis, Paroinfluenza, Parvovirus, and Coronavirus), Bordetella, and Rabies.
4. Owners of service miniature horses must provide annual proof of the following vaccinations: Equine Infectious Anemia (Coggins Test), Rabies, Tetanus, Encelphelomyelitis, Rhinoneumonitis, Influenza, and Strangles.
5. All service dogs must be spayed or neutered.
6. All service animals must be treated for, and kept free of, fleas and ticks.
7. All service animals must be kept clean and groomed to avoid shedding and dander.
8. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
9. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a "service animal."
10. The animal must be "required" for the individual with a disability.
11. The animal must be "individually trained" to do work or a task for the individual with a disability.

12. Special Provisions/Miniature Horses: Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classroom, or at school functions, will be handled on a case-by-case basis, considering:
    a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features.
    b. Whether the handler has sufficient control of the miniature horse.
    c. Whether the miniature horse is housebroken.
    d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
13. Removal of a Service Animal: A school administrator may ask an individual with a disability or his parents to remove a service animal from a school building, a classroom, or from a school function if any one of the following circumstances occurs:
    a. The animal is out of control and the animal's handler does not take effective action to control it.
    b. The animal is not housebroken.
    c. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.

14. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control.
15. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself. However, under special circumstances arrangements may be made for already assigned staff member to provide limited supervision of a service animal with approval of the Superintendent.
    a. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal except with express approval of the Superintendent.
    b. Students with service animals are expected to care and supervise their animals. In the case of a young child or a student with disabilities who is unable to care for or supervise his service animal, the parent is ultimately responsible for providing care and supervision of the animal. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis at the discretion of the building administrator with consent of the Superintendent.

Legal Reference(s):
Americans with Disabilities Act, Amendments Act of 2008, Regulations, 28 CFR Part 35

Title: **Civil Rights Compliance Annual and Continuous Public Notification**		Policy Number:	**9115**
Section: Civil Rights		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 10/19/10	2nd Reading:	11/02/10

Annual Public Notification

White Pine County School District will advise all students, parents, employees and the general public that all education opportunities will be offered to students regardless of race, religion, color, national origin, sex or disability. This will be achieved through:

1. Notification on the White Pine County District web site.
2. Postings within each district school.
3. Notification to all district parents and students at the start of school as part of the back to school packet.
4. A posting in the District Office.
5. Notification through advertisement in the local newspaper in both English and Spanish by September 15 of each year.

Notices will include the office address and phone number of persons designated to coordinate compliance under Title IX: 34 C.F.R. 106.8(b), Section 504:34 C.F.R. 104.7(a), Title II: 28 C.F.R 35.107(a).

Continuous Non-Discrimination Notification

The White Pine County School District will notify parents, beneficiaries, applicants, elementary and secondary parents, employees (including those with impaired vision or hearing impairments) and unions or professional organizations holding collective bargaining or professional agreements with White Pine County School District that it does not discriminate on the basis of race, religion, color, national origin, sex, or disability. White Pine County School District will publish continuous non-discrimination notices which will include:

1. School handbooks distributed to parents at the beginning of each school year and when new students enroll.
2. Job applications.
3. Announcements.
4. Newsletters distributed on a monthly basis during the school year.
5. Brochures.
6. Posters and recruitment materials
7. Free/reduced lunch/breakfast application form.
8. District web site.

9. Other official correspondence.

Title IX: 34 C.F.R. 106.9
Section 504:34 C.F.R. 104.8

Title: **Public Notice to Parents and Students**		Policy Number:	**9301**
Section: Civil Rights		Last Reviewed/Revised:	
Date Board Approved:	1st Reading:	2nd Reading:	12/20/05

Public Notice to all parents of students and students eighteen years of age and older in the White Pine County School District:

Pursuant to the authority contained in the Family Education Rights and Privacy Act of 1974, Section 438 (2) (5) (b) of the General Education Provisions, added by Section 513, Public Law 93-380 and amended by Senate Joint Resolution 40, the White Pine County School District has designated the following categories of information as "directory information":

1. "A student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of member of athletic teams, dates of attendance, degrees and awards received, and the most recent educational agency or institution attended by the student. Unless individual written objection to the release of such 'directory information' is received by the White Pine County School District from the parent of any student or from the student if he or she is eighteen years of age or older any of the above information may be released to third parties without prior consent of the student's parents or the student by the White Pine County School District in its sole discretion. Section 9528 of the No Child Left Behind Act of 2001 requires high schools to release to military recruiters three directory information categories-name, address and telephone number – unless parents or students have advised the school that they do not want this information disclosed without prior written approval. Parents have the right to have directory information withheld upon written request. Parents and high school students may also request that information be withheld from the military only. Parents or students must either write a letter or complete the White Pine County School District Opt Out Form available at school to deny release of a student's directory information. The written request must be submitted to the school the student attends. The request to withhold directory information will be in effect from the date it is received by the school. Parents and students need to be aware that prior to the date the request is received, information may have been released.

   Information will not be released to military recruiters prior to the student's junior year of high school.

   No information will be provided to military recruiters until December 1 of each school year.

2. During the course of each student's education, the school district will keep records. Parents or students 18 years of age or older have the right to inspect and review the records, files, and data relating to the student.
3. The White Pine County School District certificated staff and authorized clerical staff, under the direction and supervision of a counselor or administrator, shall have access to student records without written permission for legitimate reasons.
4. Student records will be transferred to other schools, upon the written request of a school in which the student intends to enroll, upon condition the student's parents or the student, 18 years of age or older, is notified of the transfer, is given an opportunity to receive a copy of the record, and is given an opportunity for a hearing. Records will be released on the authority of a subpoena or court order.
5. School personnel shall not disclose any information about any student to any person or agency without the written consent of the parent or the student, if he is 18 years of age or older. This written release shall then be filed in the student's records. The exceptions to this are presented in the previous paragraph.

WHITE PINE COUNTY SCHOOL DISTRICT POLICY

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GUN FREE SCHOOLS
SMOKE FREE SCHOOLS
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Title: **Drug And Alcohol Education**		Policy Number: **10101**
Section: Substance Abuse, Gun & Smoke Free, HIV/Aids Policy		Last Reviewed/Revised:
Date Board Approved:	1st Reading: 6/30/26	2nd Reading: 8/4/26

The District will make a reasonable and continuing effort to:

1. obtain drug, and alcohol education and prevention materials;
2. obtain information on the availability of drug, and alcohol counseling and rehabilitation programs;
3. make all such materials and program information available to all schools and students in the District; and
4. educate students, at age appropriate levels, in the District that their use of drugs and alcohol constitutes a grave threat to their physical and mental well-being and may significantly impede the learning process; all to the end that all schools in the District will be free of drugs and alcohol.

Title: **Alcohol And Drug Policy**		Policy Number: **10102**
Section: Substance Abuse, Gun & Smoke Free, HIV/Aids Policy		Last Reviewed/Revised:
Date Board Approved:	1st Reading:	2nd Reading:

No student shall possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance, or any alcoholic beverage, malt beverage or fortified wine or other intoxicating, liquor, or possess, use, or transmit drug paraphernalia or counterfeit drugs, or possess, use, transmit or be under the influence of any other chemicals or products with the intention of bringing about a state of exhilaration or euphoria or of otherwise altering the student's mood or behavior.

This policy shall apply to all students before, during and after school hours at school, in any school building, and on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function; or during any period of time when students are subject to the authority of school personnel.

This policy shall not apply to the proper possession and use of prescription medication or to the legal possession of any of the above-listed substances in connection with an approved school project.

Title: **Search of Property and Students**		Policy Number: **10103**
Section: Substance Abuse, Gun & Smoke Free, HIV/Aids Policy		Last Reviewed/Revised:
Date Board Approved:	1st Reading: 6/30/26	2nd Reading: 8/4/26

APPLICATION OF POLICY

Students are entitled to the guarantees of the Fourth Amendment, and they are subject to reasonable searches and seizures. School officials are empowered to conduct reasonable searches of students and school property when there is reasonable suspicion to believe that students may be in possession of drugs, weapons, alcohol and other materials ("Contraband") in violation of school policy or state law. Students who bring Contraband on to school grounds may be searched in order to secure the school environment so learning, can take place and to protect other students from any potentially harmful effects stemming from the Contraband. School property shall remain under the control of school officials, and shall be subject to search.

SCHOOL PROPERTY

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

AUTOMOBILES
Automobiles on school property are subject to search by a school official if a school official has reasonable cause to believe that Contraband is ill or on the automobile.

THE PERSON
Students and their effects are subject to being searched by school officials if a school official has reasonable cause to believe that the student is in possession of Contraband.

SUGGESTED PROCEDURES
If a school official has reasonable cause to believe that Contraband is present, he or she may institute a search. Although the following, procedures for a search are suggested, they are not mandated, because the circumstance attendant to the need for each search may vary. If practical, the student should be required to be present and asked to consent to the search. If after being informed of the basis for the school official's reason to search, the student does not consent and the circumstances permit, the student's parent or guardian should be called and informed of the circumstances. If the parent or guardian will not consent to the search, the school official may proceed with the search, contact security, or if necessary, call law enforcement authorities. Ordinarily, and if circumstances permit, the search of a person or his or her effects should be conducted out of the presence of other students.

USE OF CANINES
The Administration is authorized to utilize canines whose reliability and accuracy for sniffing out Contraband had been established to aid in the search for Contraband in school owned property and automobiles parked on school property. A qualified and authorized trainer who will be responsible for the dog's actions must accompany the canines. An indication by the dog that Contraband is present on school property, a person, or an automobile shall be reasonable suspicion for a further search by school officials.

NOTICE
Students will be provided notice of this Policy concerning search and seizure by having it placed in the student handbook or distributed by supplemental publication. A copy of this Policy will also be posted in the principal's office or another prominent place in each school.

Title: **Police And Parental Involvement**		Policy Number: **10104**
Section: Substance Abuse, Gun & Smoke Free, HIV/Aids Policy		Last Reviewed/Revised:
Date Board Approved:	1st Reading: 6/30/26	2nd Reading: 8/4/26

If, before or after a search, the school administration has reasonable suspicion to believe that a student was in possession of Contraband: (1) the Contraband must be detained and immediately turned over to the proper law enforcement authorities to allow a law enforcement investigation; and (2) the parents of the student must be immediately notified.

Title: **Weapon Free Schools**		Policy Number: **10200**
Section: Substance Abuse, Weapon & Smoke Free, HIV/Aids Policy		Last Reviewed/Revised:
Date Board Approved:	1st Reading: 4/15/25	2nd Reading: 5/6/25

All persons are prohibited to be in possession of any weapon, dangerous weapon, or firearm on all School District Property, unless an employee receives prior written permission from the Superintendent.

For the purposes of this policy, a **Weapon** is defined as any instrument, which does not fall within the definition of a Dangerous Weapon, that when used in the ordinary manner contemplated by its design and construction, will be likely to cause substantial bodily harm or death.

For the purposes of this policy, a **Dangerous Weapon** includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person.

For the purposes of this policy, a **Firearm** includes, without limitation, any pistol, revolver, rifles, shotguns, assault weapons, and any other item which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, bombs, grenades, and any other similar devices, explosive substances or devices.

Any student found to be in possession of a Dangerous weapon or Firearm (as defined in this policy) mayshall be expelled for a period of not less than one school year (180 days). Any student found to have brought a weapon (as defined in this policy) onto school grounds or facility mayshall be expelled for a period of not less than one school year (180 days). Any student covered under Section 504 and IDEA (Individual Disabilities Education Act) shall be subject to provisions regarding suspension and/or expulsion of students with disabilities.

Implements used for purpose of instruction or course of employment are not classified as weapons as defined in this policy.

Contact the superintendent in advance for exceptions to this policy for written permission.
References: NRS 202.3673; NRS 392.466(17);

Title: Tobacco and Vape Prohibition		Policy Number: **10300**
Section: Substance Abuse, Gun & Smoke Free, HIV/Aids Policy		Last Reviewed/Revised:
Date Board Approved:	1st Reading: 6/30/26	2nd Reading: 8/4/26

The Board of Trustees recognizes health hazards posed by the use of tobacco products and vape devices. This is compounded by exposure of children and adults to the effects of secondary smoke as the result of attending or working in school building, grounds and/or vehicles. Therefore, it is the policy of the White Pine County School District that no use of tobacco products and vape devices shall be allowed on any District owned property, buildings, or vehicles.

Title: **HIV/Aids Policy**		Policy Number: **10400**
Section: Substance Abuse, Gun & Smoke Free, HIV/Aids Policy		Last Reviewed/Revised:
Date Board Approved:	1st Reading:	2nd Reading:

STUDENTS AND EMPLOYEES

The Board of Trustees recognizes the public concern over the spread of Acquired Immune Deficiency Syndrome (AIDS) and the admission of students and employment of staff who suffer from this disease. The Board also recognizes the rights of individuals so afflicted, be they students or staff, to continue education or employment where possible. The Board of Trustees also recognizes that the virus associated with AIDS is not easily transmitted and there is no evidence that AIDS can be transmitted by casual contact. The Board also recognizes that the law strictly limits the circumstances under which confidential information relating to AIDS or HIV can be disclosed to others. The Board also recognizes that, pursuant to law, no person may be subjected to a test for AIDS or HIV without his or her consent, unless a court order for such testing is obtained.
It is the policy of the Board of Trustees that no student shall be denied the opportunity to attend school or take part in school activities sole because such student has been diagnosed as having HIV or AIDS. It is further the policy of the Board of Trustees that no employee's terms and conditions of employment shall be altered solely because such employee has been diagnosed as having AIDS or HIV. No person in the schools, whether student or employee, shall be subjected by the district to adverse or discriminatory treatment or stigma because he or she has been diagnosed as having AIDS or HIV infection.

1. When an employee of the School District becomes aware of the confidential AIDS or HIV related information about another person in the schools, that information shall be handled in accordance with Parts II and III of this Policy.
2. The Superintendent of Schools shall establish and implement routine sanitary procedures for dealing safely with all spills of blood or other body fluids in or on school premises. Appropriate public health officials shall be consulted for the most up-to-date information with respect to methods and procedures for dealing safely with such body fluids. All school employees and volunteers shall follow the procedures established when body fluid spills occur on school premises.
3. The Superintendent shall develop and implement in-service education for all school employees and volunteers concerning the handling of confidential AIDS and HIV related information, and procedures to be followed in the case of body fluid spills.

Definitions and Provisions of General Application

1. The term "confidential HIV-related information" means any information that an individual has been the subject of an HIV related test, or has HIV infection, HIV-related illness or AIDS, or any information which identifies or reasonably could identify an individual as having been the subject of such a test or having one or more of such conditions.
2. The term "capacity to consent" means the individual's ability, determined without regard to age, to understand and appreciate the nature and consequences of a health care services treatment or procedure which might be proposed for the individual, and the ability to make an informed decision concerning such service, treatment or procedure. An individual with capacity to consent, as defined herein, shall be deemed to have capacity to consent to the release of confidential HIV-related information.
3. The term "affected individual" means an individual concerning whom an employee of the District possesses confidential HIV related information.
4. The term "personally identifiable information" means any information that would make the individual's identity easily traceable by person to whom it is provided.
5. The term "appropriate person" in provisions dealing with obtaining consent to release confidential HIV-related information, means the affected individual or, if the affected individual lacks capacity to consent, the person authorized by law to consent on his or her behalf. Ordinarily, in situations to which this policy is applicable, the person authorized by law to consent will be the parent of a student who lacks capacity to consent.

Provisions of General Application

1. Any employee of the district will not disclose confidential HIV-related information except to the persons and to the extent that such disclosure has been properly consented to in accordance with this policy. Only persons specifically named in a signed consent may receive this information. All files containing such information shall be kept in one location in the District, and shall be kept in a secure cabinet.
2. All employees and volunteers will be presumed to have capacity to consent. If the Superintendent believes that a student has capacity to consent, the Superintendent shall determine whether to seek consent from the student or from the student's parent.
3. Information concerning the presence in the schools of an affected individual will not be discussed, even with personally identifiable information omitted, except to the extent necessary to comply with the steps set forth in this policy, or to carry out the School District's mission.
4. In all consultations held, pursuant to this policy, between persons who have received confidential HIV-related information and persons who have not been authorized, by consent or by court order, to receive that information, the name of, or other personally identifiable information concerning, the affected individual shall not be provided to any person who has not been authorized to receive the confidential HIV-related information.
5. The District will not order any HIV-related test.

Seeking a Consent to Release Confidential HIV-Related Information

1. a. If an employee of the District is told, by a student, or a student's parent, that the student has been the subject of an HIV-related test, or has an HIV infection, HIV-related illness, or AIDS, the employee will tell the student or the parent that the employee is not the proper person to discuss the matter, and will request that the student or parent discuss the matter with the Superintendent.

   b. If an employee of the District is told, by another employee, or a volunteer, that the person making the statement has been the subject of an HIV-related test, or has HIV infection, HIV-related illness, or AIDS, the employee to whom the statement is made is not the proper person to discuss the matter, and will request that the other employee or volunteer discuss the matter with the Superintendent.

   c. If an employee of the District suspects that a student, another employee, or a volunteer has been the subject of an HIV-related test, or has HIV infection, HIV-related illness, or AIDS, the employee who suspects this may state his or her suspicion to the Superintendent, and shall take no further action in the matter except as directed by the Superintendent.

2. If the appropriate person refuses to consent to release the information to at least the Superintendent, the employee who has obtained the confidential HIV-related information shall consult with the Superintendent to determine whether the matter should be pursued further.

3. There shall be no further attempt to obtain a consent to release the information unless the Superintendent determines that there exists a clear and imminent danger to an individual in the school community whose life or health may unknowingly be at significant risk as a result of contact with the affected individual. If such a determination is made, a court order will be sought in accordance with C, below. However, in any event the Superintendent shall advise the affected individual, that material relating to the risks and treatment of persons with AIDS or HIV is available from the school nurse or the County Health Department

When confidential HIV-related information has been released to the Superintendent in accordance with this policy, the Superintendent will review the information released. The Superintendent will determine, based on that information, whether to seek consent to further release of the information for purpose set forth in B, below. If the Superintendent believes such further action is necessary in the interests of the affected individual or others in the school community, he will meet with the appropriate person, will explain the reason for seeking further release, and will request that the appropriate person consent to the release. It is recommended that the Superintendent seek consent to review the matter with the school attorney and school nurse.

4. If the appropriate person will not consent to further release of the information, the Superintendent will take no further action unless the Superintendent determines that there is a clear and imminent danger to an individual in the school community whose life or health may unknowingly be at significant risk as a result of contact with the affected individual. If such determination is made, a court order will be sought in accordance with C, below.

5. If the Superintendent has reason to believe, based on information obtained from any source, that an employee, volunteer or student in the District has been the subject of an HIV-related test, or is infected with HIV, HIV-related illness, or AIDS, the Superintendent shall determine whether the School District should have confidential HIV-related information concerning that person in order to provide an appropriate educational program to the person, or because that person poses a clear and imminent danger to another individual in the school community whose life or health may unknowingly be at significant risk as a result of contact between them. The Superintendent may, upon determining that either of these

conditions exists, meet with the appropriate person for the purpose of stating this belief, and the grounds therefore, and of obtaining a consent to release, to the Superintendent and others as necessary or appropriate, confidential HIV-related information concerning the affected individual.

To whom, and for what Purposes, the Superintendent may ask that Confidential HIV-related information be released.

1. Release of confidential HIV-related information to individuals other than the Superintendent shall be sought for the following purposes:

   a) To the School Nurse or appointed physician, for the purpose of commencing a medical review to the individual's physical condition and assessing the degree of risk to the infected individual and the degree of risk of transmission of the disease, if any, to other members of the school community, and of ensuring that the affected individual, the person authorized by law to consent on his or her behalf, or his or her personal physician, will be provided with information concerning the presence in the general school population of a contagious or communicable disease which may constitute a risk to the affected individual. The Superintendent will attempt to obtain the consent of the appropriate person for the School Nurse to discuss the case with the affected individual's personal physician.

   To the affected individual's classroom teacher, if the age, mental condition, or behavior of the affected individual are such that there is a risk that the affected individuals interaction with others in the school setting will expose those others to the risk of infection. Release of the information to the classroom teacher shall be for the purpose of preparing the teacher to intervene before the affected individual behaves in a manner that may expose another to the risk of infection.

   To the Director of Special Education Services, and appropriate administrators and teachers, if the information is necessary in order for special education (IEP) committee to make a recommendation concerning placement for a student with a handicapping condition.

2. The Superintendent may seek release of the information to others, after consultation with the School Attorney.

Seeking A Court Order to Release Confidential HIV-Related Information

If the Superintendent determines that a clear and imminent danger to an individual in the school community does exist, the Superintendent will request the Board of Trustees to decide whether to seek a court order to disclose the confidential HIV-related information. The School Attorney will be consulted with respect to this decision, and will take the necessary action to obtain an order if the Board of Trustees decides to do so.

Title: **Prevention Of Sexual Misconduct Toward Students**		Policy Number:	**10500**
Section: Substance Abuse, Gun & Smoke Free, HIV/Aids Policy		Last Reviewed/Revised:	1/28/03
Date Board Approved:	1st Reading: 8/4/26	2nd Reading:	8/18/26

Policy

The District prohibits and will not tolerate any form of sexual misconduct (including sexual abuse, sexual molestation, and sexual harassment) toward students on the part of District employees, administrators, officials, volunteers, or third parties.

This policy expands upon, and is established in addition to, the District policy on the prevention of illegal harassment. Because the District has a particular interest in maintaining student safety and well-being, it has established this additional policy to specifically address sexual misconduct toward students.

Conduct

Sexual misconduct as used in this policy is:

- Any conduct that meets the definition of sexual harassment contained in District policy.
- Any conduct or communication that explicitly or implicitly conditions a student's participation in an educational program or activity on submission to sexual conduct.
- Any conduct or communication that explicitly or implicitly indicates that an educational decision will be based on the student's submission to sexual conduct.
- Any conduct or communication of a sexual nature that is sufficiently severe, persistent, or pervasive and objectively offensive that it limits a student's ability to participate in or benefit from an educational program or activity or creates a hostile or abusive educational environment.
- Any conduct or communication that is immoral conduct within the meaning of NRS391.650(4) including but not limited to sexual assault, statutory sexual seduction, incest, commission of certain sexual acts in public, open or gross lewdness, indecent exposure, and lewdness with a minor.

Note: The District acknowledge the applicability of *criminal* statutes relating to sexual conduct toward a student, including NRS 201.540, which indicates that it is a felony for a teacher, administrator, coach, volunteer or teacher's aide or auxiliary nonprofessional employee who assists with instruction or supervision of pupils, to engage in sexual conduct with a pupil who is 16 years of age or older, as defined in NRS201.540(1)(c). Other criminal statutes which are pertinent to this policy include, but are not limited to, NRS 201.195, solicitation of a minor to engage in acts constituting crimes against nature; NRS 201.230, lewdness with a child under 14; NRS 200.366, sexual assault; NRS 200.368, statutory sexual seduction; NRS 201.560, using a computer to lure children, etc.
Examples of behavior which constitute sexual misconduct include but are not limited to:

- making sexual advances or gestures toward a student
- coercing, forcing or attempting to coerce or force sexual intercourse or any sexual act with a student
- engaging in sexual intercourse or any sexual act with any student
- touching oneself sexually or talking about one's sexual activity in front of students
- spreading rumors about or discussing students' sexual activity
- sexually motivated or inappropriate touching, patting, grabbing, or pinching a student's body, whether that students is of the same or the opposite sex. Note: This prohibition does not preclude legitimate non-sexual physical conduct which may include but is not limited to the use of necessary restraints to avoid physical harm to persons or property or conduct such as a teacher's consoling or congratulatory hug of a student or the demonstration of an athletic move by a teacher or student requiring contact with another student
- other sexual behavior or communication, including requests for sexual favors, whether or not accompanied by implied or overt threats concerning a student's educational status or implied or overt promises of preferential treatment.

Reporting Procedures
The District encourages every student who believes s/he has been the recipient of sexual misconduct and every student or other individual who has knowledge of sexual misconduct and every student or other individual who has knowledge of sexual misconduct to report immediately the alleged act(s) to a teacher, school counselor, principal, or other appropriate District official. The report may be either written or oral. The District will keep the name of the person making the report confidential to the extent possible and will make it available only to those individuals who are necessarily involved in the investigation and the administration of the complaint. The person receiving the report shall document the time and place of the report and the name of the person making the report. Any teacher, administrator, official, volunteer, or other school employee who has or receives information that a student has or may have been a recipient of sexual misconduct is required to report the alleged acts to their administrator, or if that person is alleged to have committed the act, to another administrator no longer than 48 hours after receiving the information. Failure to make this report to an administrator as prescribed may result in disciplinary or other appropriate action against the teacher, administrator, official, volunteer or other school employee.

(As required by NRS432B220, in situations where there is a reasonable cause to believe that a child has been abused or neglected, a school administrator, teacher, librarian, or counselor must report this to child welfare services or a law enforcement agency within 24 hours.)

Investigation
The District shall promptly investigate all complaints or allegations of sexual misconduct. It will keep al investigations confidential to the extent possible. The District will release information obtained only to those individuals who are necessarily involved in the investigation and the administration of the complaint, or as required by law. The District will inform the individual filing the complaint, as well as the individual against who the complaint was made, of the final determination. All employees and students questioned as part of an investigation will be told and expected to refrain from discussing the matter with anyone except agency, law enforcement, or legal representatives.

The initial investigation will be conducted by a certified and objective school official not named in the complaint or by an outside investigator. The investigator will act with due regard for the rights of all individuals and, in particular, to ensure any rights of students to have their parent(s)/guardian(s) present during questioning. If the initial investigation indicates that a criminal act may have occurred, the investigator shall immediately notify the Superintendent who will in turn immediately report the matter to the law enforcement agency having jurisdiction.

The District treats all complaints or allegations of sexual misconduct seriously and expects all employees and students to be candid and truthful during the investigation process. If credible evidence indicates that a participant in the investigation has made intentionally false or malicious statements, the District will discipline or take other appropriate action against that participant.

District Action

Upon determination that a violation of this policy has occurred, the District will provide written notice of the results of the investigation to the complainant and the person accused of the violation. If warranted, the District will also initiate appropriate remedial and/or disciplinary action consistent with the findings of the report and the requirements of applicable collective bargaining agreements, District policy, and state and federal law.

Reprisal

The District will not tolerate any form of retaliation toward any person who reports alleged sexual misconduct in good faith, assists another in filing a complaint, or provides truthful statements during an investigation.

The District will discipline or take other appropriate action against any students, school personnel, volunteers, administrators, or officials for threatening, intimidating, or interfering with the educational or school-related extra-curricular opportunities of any person who complains of sexual misconduct, or reports sexual misconduct, or who testifies or participates in a proceeding, investigation, or hearing related to a complaint of sexual misconduct.

Any student who believes s/he is being retaliated or discriminated against in any manner whatsoever as a result of having filed a complaint, provided information, testified, or participated in a proceeding, investigation, or hearing related to a complaint of sexual misconduct or provided advice and/or assistance to one who filed a complaint should immediately notify the Superintendent or Principal who shall take appropriate timely action or review and resolve the allegation.

Training

All District employees, volunteers, officials, and administrators will participate in an initial training session and in periodic training updates on the prevention of sexual misconduct, will be given a copy of the District's policy, and will sign an acknowledgement of receipt of such policy. The district will provide all new employees with a copy of this policy and afford employees an opportunity to discuss the contents during orientation.

Dissemination of Policy

The District will print the first paragraph of this policy in the student handbook with a notation that the entire policy is available on the District website (www.whitepine.k12.nv.us) or in print at the district office.

Title: **Epinephrine and the Management of Anaphylaxis in School**		Policy Number:	**10600**
Section: Substance Abuse, Gun & Smoke Free, HIV/Aids Policy		Last Reviewed/Revised:	new
Date Board Approved:	1st Reading: 12/17/13	2nd Reading:	1/21/14

Purpose:
Anaphylaxis is a life-threatening condition in response to exposure to an allergen. This policy will describe the maintenance, storage, and use of both patient specific and non-patient specific epinephrine via auto-injectors. This policy also describes the policy for staff training regarding 1) the storage and administration of auto-injectable epinephrine, and 2) food allergies and anaphylaxis.
Definitions:

- **AIE—Auto-injectable epinephrine (AIE)--**A pre-measured dose of epinephrine which can be automatically injected, without the need to manipulate a syringe or withdraw a certain dose, into a person's muscle who is reasonably believed to be experiencing symptoms of anaphylaxis. Examples include but are not limited to: Epi-Pen, Auvi-Q, Adrenaclick and generic epinephrine auto-injector.
- **NAC**—Nevada Administrative Code
- **Non-patient specific epinephrine-**An AIE dosage which the school obtains and stores as a "stock" emergency medication without regard to a person specifically diagnosed with a severe allergy
- **NRS**—Nevada Revised Statutes
- **Patient specific epinephrine**-An AIE dosage prescribed for s specific pupil based on a history of allergies. Provided to the school by the parent
- **Unlicensed Assistive Personnel (UAP)—**An employee of White Pine County School District who is not licensed by the Board of Nursing as a nurse, but who, in accordance with the provisions of the Nevada Nurse Practice Act, NRS and NAC 632, is trained and delegated by the chief school nurse to perform a specific Board-regulated nursing service(s).
- **UAP-AIE--**A UAP trained and delegated specifically in the use and administration of an AIE

Policy:

1. The chief school nurse or a UAP-AIE may administer an AIE to any pupil who the chief school nurse/UAP-AIE has reason to believe is experiencing symptoms of anaphylaxis while on a WPCSD school campus. The chief school nurse/UAP-AIE may give EITHER
   a. The patient specific AIE prescribed for a specific pupil **WITH** a known allergy and provided to the school by the parent; OR
   b. A non-patient specific AIE to a pupil **WITH** a known allergy but no readily available prescribed AIE; OR
   c. A non-patient specific AIE to a pupil **WITHOUT** a known allergy but exhibiting signs or symptoms of anaphylaxis.

2. The Chief school nurse shall obtain an order from a physician or osteopathic physician for two (2) doses of non-patient specific AIEs for each school.

3. Each school shall keep all AIEs (patient specific and non-patient specific), in a secure, room temperature, but ***unlocked,*** readily accessible location. All staff members trained as UAP-AIEs will be instructed in the location of school AIEs. If a dose of epinephrine is used or expired, each school shall obtain another dose to ensure at least two doses per school.
    a. *Exception*: Students who are capable of self-administration (as determined by the chief school nurse), may carry and administer their AIEs.

4. Not later than 30 days after the last day of each school year, WPCSD shall submit a report to the health Division of the Department of Health and Human Services identifying the number of doses of auto-injectable epinephrine that were administered at each public school within the school district during the school year.

5. WPCSD will provide each school, to the extent feasible:
    a. Training concerning food allergies and the indications and administration of an AIE to:
        i. Each employee in the food service department; AND
        ii. Each school principal, school coordinator, or lead teacher; and all clerical office staff of each school. Schools with three (3) or less staff members will have ALL school staff trained; AND
        iii. Any teacher or coach who travels off campus with a student with a known severe allergy; AND
        iv. Any other employees as deemed appropriate by the chief school nurse in collaboration with the principal or other person in charge of the school.

    b. A comprehensive School Anaphylaxis Emergency Action Program concerning (containing the *WPCSD Severe Allergy Reaction Emergency Care Plan, Administering Epinephrine Instructions,* and the *Preventing Allergic Reactions* plan) , which includes, without limitation, information relating to:
        i. The risks that may cause anaphylaxis
        ii. Way to avoid risks that may cause anaphylaxis
        iii. The signs and symptoms of a person experiencing anaphylaxis
        iv. How to access an AIE when necessary
        v. How to safely and effectively administer AIEs
        vi. Medical care that should be received after the administration of an AIE, including that 911 ***must*** be called with ***any*** administration of an AIE

    c. An individual Emergency Action Plan for each student with a known severe or possibly severe allergy, shared with all staff with a need to know.

6. The Chief school nurse shall ensure each chief school nurse:
    a. Coordinates with the principal of each school to designate employees of the school who are authorized to administer AIEs; and
        i. Provide the employees so designated with training concerning the proper storage and administration of AIEs
        ii. May, at the chief school nurse's discretion, opt to inform and educate staff outside of the delegation process in order to educate and enhance their awareness regarding anaphylaxis, AIEs, and appropriate emergency response
        iii. Conduct trainings at least twice per year
        iv. Verify and document each employee's competency in all the required skills before confirming each designated employee is considered a UAP with AIE delegation (UAP-AIE)
        v. Provides each UAP-AIE a copy of the School Emergency Action Plan
        vi. Provide each school with a copy of the School Emergency Action Plan
        vii. Inform teachers and coaches of students known to have severe allergies.
        viii. Track all AIEs expirations dates and AIE usage. She/he will:

A. Document each administration
B. Contact parent for new patient-specific AIE when expired or used
C. Ensure replacement of any non-patient specific AIEs when expired or used
D. Give each administered AIE to 911 responder for transport with the student to the emergency room.

7. The school principal, school coordinator, or lead teacher in each school shall:
    a. Coordinate with the chief school nurse to select staff to be trained in addition to those mandated by NRS.
    b. Assist the chief school nurse to ensure all designated staff members attend each of the required trainings.
    c. Attend the required trainings themselves

WHITE PINE COUNTY SCHOOL DISTRICT POLICY

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Title: **WPCSD Wellness Policy**		Policy Number: **11001**
Section: Wellness	reviewed annually	Last Reviewed/Revised: 8/18/26
Date Board Approved:	1st Reading: 9/5/17	2nd Reading: 9/19/17

1. Advisory Group

White Pine County School District must establish a diverse team made up of committed school and community stakeholders to assess the school districts needs and develop a policy that meets the operational realities of the school district and works toward improved health and wellness outcomes for schoolchildren. In addition, this group must meet at a minimum twice a year to review and update the local school wellness policy (LSWP), as needs change, goals are met, new information emerges, and the annual review is completed.

White Pine County School District is required to include a plan that identifies representatives from the following categories to participate in the development, implementation, and periodic review and update of the LSWP:

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public.

White Pine County School District will determine incentives and/or penalties for school compliance with their LSWP.

2. Wellness Policy Coordinator

White Pine County School District must establish LSWP leadership, at the district and/or school level, who fully understands the LSWP requirements, who can facilitate the development and implementation of the LSWP, and who has the authority and responsibility to ensure that each school complies with the policy.

The school district must designate at the district and/or school level, the position(s) responsible for reporting the status of Policy implementation annually. The school district must inform the Nevada Department of Agriculture (NDA) the name(s), position(s), and contact information for the person(s) responsible for the oversight of the local school wellness policy at the district and/or school level by September 30th of each school year. If the designated wellness policy coordinator changes, the school district must notify NDA within 60 days.

3. Recordkeeping

White Pine County School District must retain basic records demonstrating compliance with the LSWP and must include the following documentation: Compliance with the requirements of advisory group representation, triennial assessment of the LSWP, annual LSWP progress reports for each school under the jurisdiction, demonstrate compliance with public notification which includes:

The web site address for the LSWP and/or how the public can receive/access a copy of the LSWP;

A description of each school's progress in meeting the local school wellness goals;

A summary of each school's events or activities related to LSWP implementation;

The name, position(s)/title, and contact information of the designated wellness policy coordinator at the district and/or school level; and

Information on how individuals and the public can get involved with the advisory group.

4. School Wellness Policy Goals

White Pine County School District must select, measure, and report progress for at least one goal from each of the following categories:

Nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.

5. Incentives & Rewards

White Pine County School District will strongly encourage the use of other forms of incentives or rewards that are not food-based. White Pine County School District will address the use of food as an incentive or reward, if allowed, it is required that the food awards be in alignment with the Smart Snacks Nutrition Standards.

6. Fundraising

All items sold to students on the school campus during the school day must meet the Smart Snacks Nutrition Standards, there are no exemptions.

7. Special Occasions

White Pine County School District must establish a policy that outlines which special occasions or holidays and the frequency those foods that exceed the established nutrition parameters may be allowed. Below are some instances to consider:

In observance of state or national holidays; for established observances such as Christmas, Hanukah, and Kwanzaa; School Community observances, such as birthday parties; as part of a learning experience related to the reinforcement of established lesson plans in the classroom.

It is recommended that food be commercially prepared to minimize risks of food borne illnesses and to avoid known food allergens.

The sale of foods as part of a business enterprise or fundraising activity is not allowed unless the food item(s) meet the Smart Snacks Nutrition Standards.

8. Revenue

White Pine County School District will identify how to track revenue from the sale of food on the school campus during the school day by one or both of the following methods:

Federal Standard: All revenue from the sale of non-program foods purchased with funds from the non-profit school food service account shall accrue to the non-profit school food service account of the participating school food authority.

Nevada Revised Statue: Each school's wellness policy shall include: Guidelines for revenue accounting, in accordance with NRS 233B.050, or in accordance with established school district rules of practice.

9. Meal Consumption

It is the intent of this policy to allow each student adequate time to eat their meals, therefore, time spent acquiring the meal is not included in the time to consume the meal.

White Pine County School District shall:

Provide at least 15 minutes for each student to consume the breakfast meal (providing the school offers breakfast); and

Provide at least 20 minutes for each student to consume the lunch meal.

10. Physical Activity

Schools must provide the opportunity for moderate to vigorous physical activity for at least 30 minutes during each regular school day (as defined by USDA). It is recommended that students be given physical activity opportunities in bouts of 10 minutes at a minimum. Passing periods do not qualify as physical activity time.

Teachers, school personnel, and community personnel will not use physical activity or withhold opportunities for physical activity (e.g. recess, physical education) as punishment.

11. Recess before Lunch

Recess before lunch is recommended, but is left to the discretion of the school district.

12. Marketing

Only marketing consistent with Smart Snacks Nutrition Standards is allowed on the school campus. This includes any advertising and other promotions on the school campus during the school day (oral, written, or visual).

White Pine County School District will identify and eliminate all marketing and advertising on school property which does not currently meet the Smart Snacks Nutrition Standards as leases, agreements, or contracts are renewed or items are replaced.

13. Smart Snacks Nutrition Standards

All foods and beverages available for sale or given away to students on the school campus during the school day must meet the minimum nutrition standards. These food standards apply to all grade levels (unless otherwise specified).

To be allowable, a food item **must meet all** of the competitive food standards as follows:

Calories:

Snack/Side Item- ≤200 calories per item as served (includes any accompaniments)

Entrée- ≤350 calories per item as served (includes any accompaniments)

AND

Sodium:

Snack/Side Item- ≤230 mg per item as served until June 30, 2016
(≤200 mg after July 1, 2016)
Entrée- ≤480 mg per item as served
AND

Fat:
Total Fat- ≤35% of calories
Saturated Fat- <10% of calories
Trans Fat– 0 g per serving
AND

Sugar:
Total Sugar- <35% by weight

14. Specific Nutrient Standards for Food

In addition to the Smart Snacks Nutrition Standards, food items **must meet one** of the following criteria;
Be a grain product that contains >50% whole grains by weight or have whole grains listed as the first ingredient on the food label; **OR**
Have listed as the first ingredient on the food label, one of the non-grain main food groups: fruit, vegetable, dairy or protein foods; **OR**
Be a combination food that contains at least 1/4 cup fruit and/or vegetable; **OR**
Contain 10% Daily Value (DV) of Calcium, Potassium, Vitamin D, or Dietary Fiber (Effective through June 30, 2016).
*If water is the first ingredient, the second ingredient must meet one of the above criteria.

15. Beverages

Allowable beverages vary by grade level and address container size. All beverages sold on the school campus during the school day must be non-carbonated. There are no restrictions on the sale of any allowable beverage at any grade level, during the school day anywhere on the school campus.
Beverages for all:
Water– Plain, no size limit
Milk– Unflavored non-fat, unflavored low-fat, or flavored non-fat milk, ≤8 fl. oz. per serving for elementary school, ≤12 fl. oz. per serving for middle school and high school.
Juice– 100% fruit and/or vegetable juice, 100% juice diluted with plain water (no added sweeteners), ≤8 fl. oz. per serving for elementary school, ≤12 fl. oz. per serving for middle school and high school allowable.
It is recommended that juice be sold in smaller serving sizes: 4-6 fl. oz. servings for elementary school and 8 fl. oz. servings for middle and high school.

Beverage	**Elementary School**	**Middle School**	**High School**
Plain water	No Size Limit	No Size Limit	No Size Limit
Low-fat milk, unflavored*	≤ 8 fl oz	≤ 8 fl oz	≤ 8 fl oz
Non-fat milk, unflavored or flavored*	≤ 8 fl oz	≤ 8 fl oz	≤ 8 fl oz
100% Fruit/Vegetable juice**	≤ 4 fl oz	≤ 4 fl oz	≤ 4 fl oz

*Includes nutritionally equivalent milk alternatives, as permitted by NSLP/SBP
**May include 100% juice diluted with plain water & with no added sweeteners
Other Allowable Beverages in **High School Only**.

Non-Carbonated Calorie-free beverages (≤20 fl. oz./serving);
Examples: Vitamin Water Zero, Propel Fit Water, PowerAde Zero

Other Non-Carbonated "Calorie-free" Beverages (≤20 fl. oz./serving): <5 calories per 8 fl. oz. or ≤10 calories per 20 fl. oz.;
Examples: Diet Fuze, Pure Leaf Iced Tea

Non-Carbonated Lower-Calorie Beverages (≤12 fl. oz./serving): ≤60 calories per 12 fl. oz., ≤40 calories per 8 fl. oz.
Examples: G2, Fuze Slenderize, Diet Snapple, Light Hawaiian Punch

16. Caffeine

All foods and beverages in elementary school and middle school must be non-carbonated and caffeine-free, with the exception of trace amounts of naturally-occurring caffeine substances (e.g. chocolate milk).

It is recommended that no caffeine be allowed, however, caffeine is permitted at the high school level at the discretion of the school district.

17. Chewing Gum

Sugar-free chewing gum is exempt from all competitive food standards and may be sold to students at the discretion of the school district.

Definitions

Combination Food- products that contain two or more components representing two or more of the recommended food groups: fruit, vegetable, dairy, protein or grains.

Competitive Food- all food and beverages other than meals reimbursed available for sale to students on the School Campus during the School Day.

Fundraisers- the sale of items for monetary gain intended for consumption during the school day.

Local Educational Agency (LEA)- the authority responsible for the administrative control of public or private nonprofit educational institutions within a defined area of the state. For example: A school district or state sponsored charter school.

Local School Wellness Policy (LSWP)- the policy that applies to your local school district which supports a school environment that promotes sound nutrition and student health, reduces childhood obesity, and provides transparency to the public on school wellness policy content and implementation.

Marketing- advertising and other promotions in schools. Includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product.

Moderate to Vigorous Physical Activity- physical activities done at an intensity that increases children's heart and breathing rates above normal. For example: A child walking to school is moderate activity; Running and chasing others during a tag game is vigorous activity.

Non-program food- food sold in school during the school day at any time or location on the school campus other than reimbursable meals.

Physical Activity- bodily movement produced by the contraction of skeletal muscle that increases a person's energy expenditure above a basal level.

School Campus- all areas of the property under the jurisdiction of the school that are accessible to students during the school day.

School Day- the period from the midnight before, to 30 minutes after the end of the official school day.

School Property- all areas of the school campus including those that are owned or leased by the school and used at any time for school-related activities such as the school building, areas adjacent to the school building, school buses or other vehicles used to transport students, athletic fields or stadiums, or parking lots.

Smart Snacks Nutrition Standards- a part of the Healthy Hunger-Free Kids Act of 2010 that provide science-based nutrition standards for all foods and beverages sold to students in school during the school day.

Title: **Verification of Eligibility for Free and Reduce Price School Meals**		Policy Number:	**11002**
Section: Wellness		Last Reviewed/Revised:	new
Date Board Approved:	1st Reading: 9/6/16	2nd Reading:	9/20/16

The Nutrition Program Director, or Superintendent Designee, will be responsible for meeting the Verification Process deadline every school year on November 15. Every student attending WPCSD has the option to complete a lunch application by October 1. The Director, or designee, will determine the families who are error prone and choose 10% to verify. Families will receive verification letters no later than October 15 and will be given 15 days to provide proof of income. If no proof of income is provided the student's status will be changed to denied."

The following includes the necessary steps to follow from the Eligibility Manual (pages 79 - 88) in order to successfully complete the Verification Process by November 15 of every school year.
Verification is confirmation of eligibility for free and reduced price school meals based on applications. Verification is only required when eligibility is determined through the application process, not through direct certification conducted with an Assistance Program or with agencies or officials who documented Other Source Categorical Eligibility.
Verification must include confirmation of either:

- Income eligibility;
- That the child or any member of the household receives assistance under SNAP, FDPIR, or TANF; or
- That the child is Other Source Categorically Eligible.

Verification may also include confirmation of any other information required on the application, such as household size.

Verification efforts are not required:

- For children who have been certified under direct certification procedures, including children documented as eligible migrant, runaway, homeless children; foster children; and children enrolled in Head Start;
- For children in RCCIs, except for applications for non-residential students attending the institution;
- In schools where FNS has approved special cash assistance claims based on economic statistics regarding per capita income, such as in Puerto Rico and the Virgin Islands;
- In schools participating only in the SMP;
- In schools with non-pricing programs, which claim only the paid rate of reimbursement, where all children are served with no separate charge for food service and no special cash assistance is claimed;
- If all schools participate in CEP or in Provisions 1, 2, 3, except in the base years in Provision 1, 2, or 3 schools in which applications are taken for all children in attendance; and
- For other FNS exemptions determined on a case-by-case basis.

Verification Completion Deadlines
The District must complete the verification activities specified in this section no later than November 15 of each school year. However, the District may request an extension of the November 15 deadline, in writing, from the State agency. The State agency may approve, in writing, an extension up to December 15 of the current school year, due to natural disaster, civil disorder, strike, or other circumstances that prevent the District from the timely completion of verification activities. A request for an extension beyond December 15 must be submitted by the State agency to the FNSRO for approval.

Key Verification Terms

- ***Direct Verification:*** Use of records from public agencies to verify children's eligibility for free or reduced price benefits.
- ***Error Prone:*** Applications within $100 per month of the applicable income eligibility guidelines (IEG).
- ***Random Sampling:*** A sampling process where each application has an equal chance of being selected. A statistically valid random sample is not required. The District must determine a selection interval by dividing the number of applications by the required sample size.
- ***Sampling Pool:*** The total number of applications approved as of October 1.
- ***Sample Size:*** The number of applications subject to verification; the minimum and maximum sample size is three percent of the total or 3,000 applications, whichever is less.

Initial Verification
The District must annually verify eligibility of children from a sample of household applications approved for free and reduced price benefits for that school year, unless the State agency assumes responsibility for verification on behalf of the District.

The District may begin verification activity once the application approval process for the current school year is underway and there are approved applications on file. To do so, the District may project the number of approved applications (sample pool) that it anticipates will be on file on October 1. The projected number is based on prior years' experience. However, the final sample pool is the actual number of approved applications on file as of October 1. The sample size must be based on the October 1 sample pool. Any estimates must be compared with the actual number of applications on file on October 1, and the sample pool and sample size must be adjusted accordingly. If October 1 falls on a weekend, use the next operating day to establish the sample pool. For more information, see *Application Selection Procedures*.

The District

Establishing the Sample Pool

The sample pool uses the total number of approved applications on file as of October 1 of the current school year. The sample pool depends on the number of approved applications, paper or electronic, and is not based on the number of children eligible for free and reduced priced benefits.

If applications are submitted for "mixed households," which include children who are eligible based on income and others based on Other Source Categorical Eligibility, these applications are subject to verification and are included in the sample pool. Applications with case numbers that were not documented through direct certification are also subject to verification. The District may choose not to count applications for students in split-session kindergarten programs participating in the SMP when determining the verification sample pool.

100% of the applications within $100 per month of the applicable income eligible guidelines will be selected. These are known as error prone applications.

Establishing the Sample Size

Once the sample pool is determined, the District calculates the sample size, which is the number of applications that must be verified. When calculating the sample size, all fractions or decimals are rounded upward to the nearest whole number. At least one application must always be verified.

With the exception of verification for cause, the District must not verify more or less than the standard sample size or the alternate sample size (when used), and must not verify all (100%) of the applications. Verification conducted "for cause," as described in the following section, is done in addition to the required verification sample size.

The District will use the standard sample size unless there is a compelling reason(s) to use an alternative method. The District will select all of the error prone applications first in order to complete the sample size. After the error prone applications are selected, the District will randomly select applications from the remaining population. For example, if the district collects 300 applications as of October 1 of the school year, it will be required to sample 3%, or nine, applications. If there are five (5) error prone applications, these will be selected and the remaining four (4) will be randomly selected from the remaining population. This can be accomplished by taking the remaining number of applications and dividing by the number of applications required to complete the sample size. For example if there are 295 applications remaining after selecting the error prone applications, then the District can select every 74th application until it has filled the sample size (295/4=74).

The District may also use a random number generator to select the remaining applications.

Verification for Cause

The District has an obligation to verify all questionable applications. This is known as "verification for cause." Such verification efforts cannot delay the approval of applications. If an application is complete and indicates that the child is eligible for free or reduced price benefits, the application must be approved.

Only after the determination of eligibility has been made can the District begin the verification process. Determining officials are strongly encouraged to contact the household during the certification process to clarify any information that is unclear or questionable, before certifying the application and proceeding with verification for cause. Once households have been requested to provide documentation for cause, the District must complete the verification process for these households.

The District supports use of verification for cause where appropriate as a method for the District to address integrity concerns. To verify an approved application for cause, the District must send the household a Notification of Selection. This notification letter may be sent with the Notice of Eligibility. The District verifies applications for cause following the standard verification procedures in this section. If the household fails to submit requested verification information by the date specified by the District, or submits verification information that does not support the initial determination of eligibility; the household must be sent a notice of adverse action to terminate the free or reduced meal benefits.

Questionable Applications and Information

The District has an obligation to follow-up on questionable and incomplete information when reviewing applications submitted for free and reduced price meals or free milk. Prior to certifying children for benefits, the determining official should review the application for any discrepancies in the information provided.

If a discrepancy is found, the determining official should:

- Seek clarification about the information provided in order to make a determination in a timely manner;
- Deny the application with an explanation that incomplete information was provided; or
- Approve the application and verify for cause.

Verification for Cause for School District Employees

The District can use verification for cause to review approved applications when known or available information indicates school district employees may have misrepresented their incomes on their applications.

Verification for cause must not be used to automatically verify the households of all school district employees whose children are certified for free or reduced price benefits. However, from among the list of children approved, the District could identify children of school district employees and use salary information available to identify questionable applications and then conduct verification for cause on those questionable applications.

The District may seek legal counsel in establishing the parameters of verification for cause for school district employees. The District may also contact State agencies for assistance in ensuring that the District balance administrative requirements and integrity with access to free and reduced price benefits for eligible children.

Application Selection Procedures

Available Sample Sizes

There are three sample sizes established for verification activities, as described in the table below. The standard sample size must be used by the District unless it qualifies to use one of the alternate sample sizes.

AVAILABLE SAMPLE SIZES	
Standard Sample Size	
Standard	Sample size is the lesser of: • Three percent of all applications approved by the District for the school year, as of October 1 of the school year, selected from error prone applications; **or** • 3,000 error prone applications approved by the District for the school year, as of October 1 of the school year.
Alternate Sample Sizes	

Alternate One	Sample size equals the lesser of: • Three percent of all applications approved by the District for the school year, as of October 1 of the school year, selected at random; **or** • 3,000 applications approved by the District for the school year, as of October 1 of the school year, selected at random.
Alternate Two	Sample size equals the lesser of the sum of either: • 1,000 of all applications approved by the District, as of October 1 of the school year, selected from error prone applications; **or** • One percent (1%) of all applications approved by the District, as of October 1 of the school year, selected from error prone applications. **PLUS** the lesser of: • 500 applications approved by the District, as of October 1 of the school year, which provide case numbers in lieu of income information; **or** • One-half of one percent (.05%) of applications approved by the District ,as of October 1, of the school year that provide case numbers in lieu of income information.

Completing the Sample Size

For sample sizes based on error prone applications, there may not be enough applications that meet this criterion. When this happens, the District must select, using random sampling, additional approved applications to complete the required sample size.

In other situations, the number of error prone applications may exceed the required sample size. When this happens, the District must randomly select, using random sampling, the required number of applications from all error prone applications.

Qualifying to Use an Alternate Sample Size

There are two ways the District may annually qualify to use an alternate sample size based on lowered non-response rates.

- **Lowered Non-Response Rate:** The District may use an alternate sample size for any school year when its non-response rate for the preceding school year was less than 20 percent. For example, for SY 2014-2015, the District could have elected to use one of the alternate sample sizes if in SY 2013-2014 the non-response rate was 18 percent.
- **Improved Non-Response Rate:** If there are more than 20,000 children approved by application as eligible, as of October 1 of the school year, may use an alternate sample size for any school year when its non-response rate for the preceding school year was at least 10 percent below the non-response rate for the second preceding school year.

The following chart provides an example of how the District may qualify based on an improved non-response rate:

QUALIFYING TO USE AN ALTERNATE SAMPLE SIZE
Year 1: SY 2012-2013
• The District had 21,000 children approved for free or reduced price meal benefits based on a total of 6,000 approved applications   • Therefore, 180 household applications (3% of 6,000) must be verified • Of those 180 households, 45 households failed to respond to verification requests, which results in a non-response rate of 25% (45 ÷ 180 as a percentage) • The District must improve the 25% non-response rate by at least 10% • The improvement rate is calculated by multiplying the non-response rate by 10%, which is 25% x 10%= 2.5%
Year 2: SY 2013-2014
• The District had 6,000 approved applications, so the sample size is 180 (3% of 6,000) • The number of non-respondents was reduced to 40 which is a non-response rate of 22.2% (40 ÷ 180 as a percentage) • The next step is to calculate the level of improvement needed between Year 1 and Year 2, by subtracting Year 1's non-response improvement rate from Year 2's non-response rate (25% minus 2.5%= 22.5%) • Since 22.2% is less than the minimum non-response rate of 22.5%, there is more than a 10% improvement • The District is qualified to use an alternate sample size for SY 2014-2015
Year 3: SY 2014-2015
• The District could choose to use one of the alternate sample sizes for its verification activities

Continuing Eligibility for Use of an Alternate Sample Size
The District must annually determine if it is eligible to use one of the alternate sample sizes. If the District determines it is eligible, it must contact the State agency in accordance with any procedures established by the State agency for approval prior to use of alternate sample sizes.

Post-Selection Procedures

There are two procedures that the District will complete prior to contacting the household to obtain documentation of eligibility. These are the required confirmation reviews and the optional replacement of certain applications.

Confirmation Reviews
Prior to any other verification activity, a determining official, other than the official who made the initial eligibility determination, must review each approved application selected for verification to ensure that the initial determination was accurate.

This requirement is waived if the District uses a technology-based system that demonstrates a high level of accuracy in processing an initial eligibility determination. The District must contact the State agency to determine if its system qualifies them for this waiver. Further, if the District conducts a confirmation review of all applications at the time of certification is not required to conduct confirmation reviews prior to verification. Depending on the outcome of each confirmation review, the District will take one of the following actions:

Responsibilities Following a Status Change	
No Change in Status	• Verifies the application.
Status Change from Reduced Price to Free	• Makes the increased benefits available immediately; • Notifies the household of the change in benefits; and • Verifies the application.

Status Change from Free to Reduced Price	• Does not change the child's status; and • Verifies the application.
Status Change from Free or Reduced Price to Paid	• Immediately sends the household a notice of adverse action; • Does not verify the application; • Selects a similar application, such as another error prone application, for verification; and • Follows the confirmation review procedures for the selected application.

Replacing Applications
After completing the confirmation reviews, the District may, on a case-by-case basis, replace up to five percent (5%) of applications selected. Applications may be replaced when the District believes that the household would be unable to satisfactorily respond to the verification request. If five percent (5%) of total applications result in less than one, one application may still be replaced. All results of the five percent calculation are rounded up to the next whole number.

Any application removed must be replaced with another approved application selected on the same basis, that is, an error prone application must be substituted for a withdrawn error prone application. The newly selected application must then have confirmation review.

Replacing Applications
After completing the confirmation reviews, the LEA may, on a case-by-case basis, replace up to five percent of applications selected. Applications may be replaced when the LEA believes that the household would be unable to satisfactorily respond to the verification request. In those LEAs where five percent of total applications result in less than one, one application may still be replaced. All results of the five percent calculation are rounded up to the next whole number.
Any application removed must be replaced with another approved application selected on the same basis, that is, an error prone application must be substituted for a withdrawn error prone application. The newly selected application must then have confirmation review.

Household Notification of Selection

Once post selection procedures are complete, the LEA proceeds with household notification. When a household is selected for verification, the LEA must provide the household with a letter or an email if the parent or guardian contact information is known informing a household of its selection and must provide a list of the documents or other forms of evidence the household must submit to the LEA. When the LEA uses agency records or direct verification to confirm eligibility, a letter informing the household of its selection for verification is not required, as verification is completed.

The letter must include the following:

- An indication that the household was selected for verification;
- A modified Use of Information Statement as follows:
  The Richard B. Russell National School Lunch Act requires the information requested in order to verify your children's eligibility for free or reduced price meals. If you do not provide the information or provide incomplete information, your children may no longer receive free or reduced price meals;

- If a child is receiving benefits based on income, a list of the types of acceptable information that may be provided to confirm current income: o Pay stubs;
  - Award letters from assistance agencies for benefits such as Social Security or SSI; or
  - Support payment decrees from courts;

- If a child is receiving benefits based on categorical eligibility, the household may provide proof that a child or any household member is receiving benefits under an Assistance Programs or that a child is Other Source Categorically Eligible instead of providing income information;

- A warning that information must be provided by a date specified by the LEA and that failure to do so will result in termination of benefits;

Sources for Verification

Written Evidence

Written evidence is the primary source of eligibility confirmation for all households, including Temporary Assistance for Needy Families (TANF), Food Distribution Program on Indian Reservations (FDPIR), Other Source Categorical Eligibility Programs, and foster child households. Written evidence most often includes pay stubs from employers or award letters from assistance agencies or other government agencies.

Acceptable Written Evidence	
Income Eligible	Contains: • The name of the household member; • Amount of income received; • Frequency received; and • The date the income was received. *For example, a pay stub with no dates would be insufficient.*
Categorically Eligible: Assistance Program	An official letter or notice indicating that the child or any household member is receiving benefits from that program, such as a notice of eligibility. A document from an Assistance Program that does not specify the certification period does not meet the documentation for verification. *For example, the identification cards for SNAP or TANF would be insufficient because they usually do not have an expiration date.*
Categorically Eligible: Other Source	An official letter, notice, or list from the appropriate State agency, social service agency, program office or coordinator, or court.

The verifying official should examine the document provided to ensure that the child for whom the application was made is part of a household currently participating in any of these programs noted above or is a foster child. Electronic benefit transfer (EBT) cards cannot be used to confirm eligibility in SNAP or TANF and therefore cannot be used for categorical eligibility purposes.

A household that does not have satisfactory documentation may request a signed, dated letter from these offices verifying that the child is part of a household currently receiving their benefits.

Title: **Nutrition – unpaid meals**		Policy Number: **11003**
Section: Wellness		Last Reviewed/Revised: 4/17/17
Date Board Approved:	1st Reading: 9/19/17	2nd Reading: 11/7/17

When students charge on their accounts, the District will send notifications to parents/guardians to let them know they have account balances owed. In the event parents do not pay; the District will make phone calls, send emails, and/or txt messages to make additional attempts to collect. Account balances for families that incurred meal charges before their application for free meals was approved will be waived. Account balances incurred before an application for reduced price meals may be waived at the discretion of the Superintendent and Chief Financial Officer (CFO).

Account balance reports will be provided to the school administrators and Superintendent on a regular basis. The Superintendent will review this list with school administration and determine if additional collection efforts, payment plans, parent/guardian meetings or further communication is required to collect unpaid meal charges.

Accounts that become past due are reviewed internally to determine if the family may qualify for free or reduced price meals. In these instances, the District can contact the family and help them complete the application or the account is referred to the school administrator. If the school administrator is aware of extenuating circumstances that would make the family eligible for free or reduced price meals, the administrator can certify this on behalf of the family. The District will make reasonable efforts to collect charges including accounts that have remained unpaid and deemed as delinquent.

When the District determines that an account is uncollectible and no further collection efforts will be made, the debt must be reclassified as "bad debt" and are written off as operating losses. Bad debts arising from uncollectable accounts, and other claims, are unallowable. Related collection costs, and related legal costs, arising from such debts after they have been determined to be uncollectable are also unallowable. National School Food Services Administration (NSFSA) resources may not be used to cover costs related to the bad debt, such as continued legal and collection costs. Bad debts are considered an operating loss and must be covered by the District's general fund.

Student unpaid meal balances will remain on the student's account and rolled forward from year-to-year. Accounts will not be zeroed at the end any year without payment unless the account balances are adjusted through the Superintendent, school administration and CFO. If a student has an unpaid balance at the end of his/her senior year of high school, the student will not be allowed to participate in graduation ceremonies. Payments to satisfy the unpaid debt at this point must be made through debit or credit card, money order, cashier's check or any combination thereof. Personal checks will not be accepted unless authorized by the Superintendent.

I. Delinquent Meal Charge Debt

Delinquent meal charge debt is allowable in the school's nutrition program and may be carried over to one successive school year. Bad debt is defined as delinquent debt that is deemed uncollectible at the end of a school year. Bad debt is unallowable in the campus' nutrition program and cannot be carried over to the next school year. Funds resulting from bad debt cannot be recovered using nutrition program funds and must be offset by non-federal sources.

A. At the end of the school year, school officials and the Superintendent will evaluate delinquent debt for conversion to bad debt. Bad debt will be restored to the Campus Nutrition Program from the general fund prior to the end of the same fiscal year.
B. Efforts to collect delinquent and/or bad debt will be handled by the school administration, district office support personnel or superintendent designee through email, letter, phone call and Required Parent Conferences.
C. If the school district's attempts to collect unpaid balances are not successful, the District may refer the accounts to an outside entity for collections (i.e. collection agency). Referral will be based on a case-by-case basis and families that qualify for free meals will not be referred to collections. Unpaid balance for families that qualify for reduced price meals may be referred based on the Superintendent's discretion.
D. Unpaid balances will not be referred to collections if the family is making progress to eliminate the deficit account balance by the end of the current school year

Title: **Special Diet**		Policy Number:	**11004**
Section: Wellness		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 6/27/17	2nd Reading:	7/11/17

PURPOSE

To establish the policy that addresses White Pine County School District standard operating procedures in include Meal Access and Reimbursement; Meal Pattern and Nutritional Quality and Food Safety and Hazard Analysis Critical Control Point Standard Operating Procedures for NSLP/SBP and Afterschool Care Snack Program.

POLICY
White Pine County School District participates in the NSLP/SBP. White Pine County School District receives cash subsidies and USDA foods form the U.S. Department of Agriculture (USDA) for Breakfast and Lunch. In addition White Pine County School District makes exception for special diets. In return White Pine County School District must serve meals that meet the Federal requirements, and they must offer free meals and snacks to eligible children according to Federal requirements to all children through age 18 in White Pine County School District.

PROCEDURE
1. Special Diet Policy:
   - White Pine County School District makes exceptions for special diets for disability reasons on a case by case basis when supported by a written statement of the need for substitutions. The written statement must include recommendations for alternate foods, unless otherwise exempted by FNS, and signed by a recognized medical authority.
   - White Pine County School District makes exceptions for special diets for non-disability reasons on a case by case basis when supported by a written statement of the need for substitutions, unless other exempted by FNS, and signed by a recognized medical authority.
   - White Pine County School District may make substitutions for fluid milk for non-disabled students who cannot consume fluid milk due to medical or special dietary needs when supported by a written statement from a medial authority or legal guardian. The written statements must identify the medical or other special dietary need that restricts the child's diet. These substitutions meet the nutritional standards established in the above statement.

Title: **Meal Charge**		Policy Number:	**11005**
Section: Wellness		Last Reviewed/Revised:	9/5/17
Date Board Approved:	1st Reading: 8/4/26	2nd Reading:	8/18/26

All children attending schools participating in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) may receive reimbursable school meals. Parents or guardians of children in attendance at schools participating in the school meal programs must be informed of the availability of reimbursable school meals and must be provided information about applying for free or reduced-price meals.

The goal of the White Pine County School District is to ensure that students have access to nutritious meals to support their academic success through the National School Lunch Program at designated campuses. At the same time, it is imperative that the financial stability of each campus' nutrition program be protected. The purpose of this policy is to ensure compliance with federal reporting requirements for the USDA Child Nutrition Program and to provide oversight and accountability for the collection of outstanding student meal balances.

The intent of this policy is to establish uniform meal account procedures for schools participating in the National School Lunch Program (NSLP). The provisions of this policy pertain to full-priced lunches only.

At the beginning of each year, the District will include a letter to households explaining the meal charge policy when sending out "back-to-school" packets with student registration materials. The policy will also be posted on the school or district websites.

Unpaid meal charges can create challenges for schools because the nutrition program relies on payment from families, in addition to Federal reimbursements at the paid, reduced price, and free rates, to provide nutritious meals to children. White Pine County School District will maintain records to demonstrate how the policy was implemented and communicated to households.

Families are allowed, and encouraged, to prepay for meals or the students can charge meals to their student accounts. Children who qualify for free meals may never be denied a meal, even if they have accrued a negative balance from other purchases in the cafeteria. The District may prohibit a child from charging à la carte or "extra" items (e.g., a second milk or additional entrée) if the child's account is negative, but may not deny the child a reimbursable meal.

1. **Full-Priced Meals** - Elementary, Middle and High School students' parents/guardians will pay for meals at the identified and published amount for the school year. Payment will be conducted online or through payment in the office of the campus, district office or mailed to the District. Students that do not qualify for free or reduced-price meals can incur a deficit account balance up to $30 without an interruption of food services. Once the deficit balance reaches $30, the student will no longer be able to incur charges of any kind related to the nutrition program. The District can either deny food services until the students account balance falls below the $30 deficit or provide a meal alternative with administrative authorization.

   When students charge on their accounts, the District will send notifications via regular mail and other delivery methods to parents/guardians to let them know they have account balances owed. Notifications to households will include the amount of unpaid meal charges, expected payment dates, the consequences of non-payment and where to go for questions or assistance.

   The consequences of non-payment will be determined on a case-by-case basis. The person responsible for managing unpaid meal charges is the campus administration or their designee. Unpaid meal charges will be electronically tracked through the student information system's point-of-sale system.

   In the event parents do not pay; the District will make phone calls, send emails, and/or txt messages to make additional attempts to collect. Account balances for families that incurred meal charges before their application for free meals was approved will be waived. Account balances incurred before an application for reduced price meals may be waived at the discretion of the Superintendent and Chief Financial Officer (CFO).
2. **Free Meal Benefit** – Students identified as eligible to receive free meals will be allowed to receive one (1) free reimbursable meal during lunch each day. Additional meals must be purchased at the full-price rate and be paid for online or through payment in the front office of the campus in advance of the scheduled lunchtime.
3. **Reduced Meal Benefit** – Students identified as eligible to receive reduced-price meals will be allowed to receive one (1) reduced reimbursable meal during lunch each day. Additional meals must be purchased at the full-price rate and be paid for online or through payment in the front office of the campus in advance of the scheduled lunchtime.
4. **Parents/Guardians** – The responsibility for meal payments to the campus belongs to the parent/guardian. Lunches are to be prepaid online or through the front office of each campus in advance of the meals being served. Funds should be maintained in students' lunch accounts to minimize the possibility that a student may be without meal money on any given instructional day.

   At the end of the school year, any remaining funds for a particular student will be carried over to the next school year unless the parent/guardian requests a refund in writing. Parents/guardians may provide the campus with a written request to have the remaining funds of a withdrawn or graduating student refunded. Parents/guardians will be given the option to transfer the remaining funds of a graduating student to a sibling's account with a written request.

   If a student is without meal money on a consistent basis, the administration will investigate the situation more closely and take further action as needed. If financial hardship exists, parents/guardians are encouraged to apply for free or reduced-price lunches for their child(ren) at any time over the course of the school year.

Notifications to Households of Low or Negative Balances in Campus Lunch Accounts

Notices of low or deficit balances will be sent to parents/guardians at the following specified times:

1. The student's household will be notified when a student charges his/her first meal, third meal and fifth meal. The student's household will be notified on a monthly basis whenever the student has a charge account balance.

2. The campus will notify households of low or negative balances via email notifications sent through the parent portal of the student information system.

3. Notifications to households will include the amount of unpaid meal charges, expected payment dates, the consequences of non-payment and where to go for questions or assistance.

4. The consequences of non-payment will be determined on a case-by-case basis.

5. The person responsible for managing unpaid meal charges is the campus administration or their designee. Unpaid meal charges will be electronically tracked through the student information system's point-of-sale system.

In the years that WPCSD participates in the CEP Program, we will not charge for reimbursable meals.

Title: **Protection of Employees from Blood borne Pathogens**		Policy Number: **11006**
Section: Personnel		Last Reviewed/Revised: 3/16/21
Date Board Approved:	1st Reading:	2nd Reading:

It shall be the policy of the Board of Trustees to offer appropriate protections deemed necessary to shield at-risk employees from the health hazards associated with Hepatitis

B virus and other blood borne pathogens. An employee shall be considered at when their normal job duties subject then to possible exposure to blood borne pathogens. Usually this includes employees who are first aid responders as a function of their job, but may also include other employees who have frequent contact with blood or other body fluids in their employment duties. In accordance with federal Occupational Safety and Health Administration (OSHA) standards (29 CFR 1910.1030), the White Pine County School District will offer preventative measures to protect employees who work under these conditions. These measures shall include (1) training in the use of universal precautions; (2) making available to the employee such protective devices as will help reduce or eliminate exposure (e.g., gloves, gowns, face masks, appropriate disposal containers, disinfectants, etc.) and (3) offering to provide district expense, protective vaccinations. The district will offer these preventative measures to employees in writing on an ongoing basis and will document efforts to involve employees in these and related efforts. However, no employee will be required to submit to vaccination as a condition of employment.

If, while in the performance of his or her employment duties, an unvaccinated employee experiences an exposure incident, such as a needle stick or a blood splash in the eye, he or she will be offered, at school district expense, a confidential medical evaluation and appropriate follow-up care from a licensed health care professional. The employee's blood will also be screened, if he or she agrees.

The health care professional must give a written opinion to the employer and the employee on whether or not the vaccination is recommended and whether the employee received it. All other information is confidential and may not be released to the White Pine County School District.

The Trustees authorize the Superintendent to annually determine which categories employees will be considered at-risk and thus be offered the preventative measures previously identified. The Trustees further authorize the Superintendent to develop and periodically revise, as necessary, written procedure to implement the provisions of this policy.

Title: **Students Who are Ill**		Policy Number: **11100**
Section: Wellness		Last Reviewed/Revised: 12/14/21
Date Board Approved:	1st Reading: 8/4/26	2nd Reading: 8/18/26

1. Students who are ill will not be permitted to walk home, without explicit permission from the guardian, at the discretion of the building administrator.
2. Parents/Guardians will be notified when students are ill.
3. The school administrator will be informed when students leave the classroom due to illness.

WHITE PINE COUNTY SCHOOL DISTRICT POLICY

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STUDENT SAFETY

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Title: **Emergency Procedures**		Policy Number:	**12000**
Section: Instruction		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 6/27/23	2nd Reading:	7/18/2023

In the event an emergency occurs (such as an earthquake, toxic material leak, fire, explosion, etc.) site administrators will take immediate steps to deal with the emergency utilizing procedures consistent with providing for the safety of the children at the site. Unless there is imminent danger to students, school officials shall retain custody of the students under most emergency situations.

The district will utilize its Emergency Response and Operations Plan.

Title: **Reunification in an Emergency**		Policy Number:	**12010**
Section: Student Safety		Last Reviewed/Revised:	new
Date Board Approved:	1st Reading: 9/20/16	2nd Reading:	10/4/16

Reunification is a process of assisting displaced disaster survivors, including children, to voluntarily re-establish contact with family and friends after a period of separation. The primary focus of this document is on the reunification of children with their parents or legal guardians.

The School District Child Reunification Annex (CRA) may be activated in the event of any incident where students must be moved from a school or school sanctioned event, an event on campus that results in prolonged lockdown, or a community wide non-school incident where the school may become a shelter or safe haven. Certain incidents have the potential for altered operations beyond what is normally expected during the course of a school day. These incidents include, but are not limited to:

- Any incident involving a school and related students
    - Active Shooter or violence on campus resulting in injury or death
    - Evacuation of school(s) due to natural or manmade incident
    - Incident involving mass casualty or potential for mass casualty during a school sponsored event or transport
        - School Bus accident
        - Incident at a sporting event or other extracurricular event held on school property or in another school district
        - Natural or manmade incident that impacts the community where a school building may become a safe haven
- Any incident causing the unplanned relocation of students within the district.
- Any incident requiring the reunification of students/families within the district.

School students are a special and vulnerable population and as such have higher expectations than other populations. Coupled with this are the family / parental dynamics which can lead to a host of complications and should be addressed in a specific manner. Because of this dynamic, it is important that students and parents complete or update reunification information every year. Each school administrative office will maintain forms and files for this purpose.

The following information is a guide to dismissing and reunifying students and faculty once an incident has taken place and it is now safe to do so. This information is not a complete list of all factors required to be considered.

The goal of the reunification process is to avoid any additional incidents during a hectic, chaotic, and emotional time.

No student will be released to any unauthorized person.

All people who come to pick up a student must show a valid ID (driver's license, state ID card, military ID, passport, Permanent Resident ID card, Foreign country ID cards) before the student will be released to their custody.

<u>Emergency Incident Occurrence</u>

Should an incident occur involving the district impacting students or specifically impacting only one facility; the following procedures will be observed to assist faculty, staff and students as well as the legally accepted parent(s) and/or guardian(s) in reunifying after an incident in as seamless and protected manner as possible.

Community Wide or Non School Incident

- Parents/guardians monitor all local media including school district websites for information regarding schools/daycare and if they are impacted
    - Dependent upon the nature of the incident, Sheltering in Place may be indicated for the school
    - If this occurs, parents/guardians are to remain away from the school to prevent upsetting the protective nature engendered by the shelter order
- The Public Information Officer (PIO) will detail to the media and school district communication channels how and when to respond to either the school or alternate reunification site. In this incident, the Superintendent would be the PIO.
- School district Incident Command will decide upon the site as well as when reunification will commence, whether school busses will be provided, where reunification will take place, inform the media and publish on all applicable websites and other methods of public distribution.

Each reunification location must follow the steps listed below under "Reception of Children at Reunification Site" in the following section whenever parents are retrieving students during as a result of an emergency situation.

School on Campus Incident

In addition to the aforementioned, the following additional procedures will be utilized to inform as well as facilitate reunification of students.

- Incident Command for the facility will inform the District of the incident and request possible activation of the Child Reunification Annex (CRA)
- The School will notify parents/guardians of the incident as well as any of the following:
    - Injury or death occurring to child
    - Hospitalization of child

Reception of Children at Reunification Site:

The District in conjunction with effected School should employ the following methods/procedures upon receiving impacted students:

1. Establish a Parent Check-In Location. The location may vary based on each school's unique location, circumstances and protocol.
2. Deliver the students to the student staging area, beyond the field of vision of parents/guardians if possible. Identify staff to serve as greeters and direct parents/guardians to the parent check-in location, and help them understand the process.

The staging area should provide a focal point for parents and prevent parents from directly accessing students or avoiding or bypassing the parent check-in location. Schools should have a portable student record system or "to go box" either electronically and/or hard copy that will provide the most up-to-date information with respect to the whereabouts of each student and the teacher or staff member responsible for their accountability.

At the student staging area, staff should perform the following duties:

- Organize students by grade and teacher/caregiver
- Provide to the best extent possible, a rapid medical and mental screening exam by qualified healthcare and mental health personnel
- Monitor for any signs of mental, emotional, or physical decompensation
    - Should this occur, provide EMS transport to appropriate facility and inform Incident Command
- Further segregate children 12 and under from teenagers
- Provide assurances and activities until reunification occurs

- Obtain emergency contact information for all effected students for parent/guardian notification
- If possible, obtain a photograph and personal information from each minor

REUNIFICATION

It is critical for the District to make known that any parent/guardian or designated emergency contact attempting to claim a child must have proper identification. Identification will be required on site. Law Enforcement may be called on to perform a background check and/or for security if deemed necessary by Reunification staff.

As best as possible, if a school is involved in the incident, school staff must be positioned within the reunification center to assist in identifying parents/guardians.

All parents/guardians will be asked directly or via District websites and media to bring and provide the following at the reunification center:

- VALID, PROPER IDENTIFICATION
- Any court documents or orders detailing the custodial nature of the parent/guardian to the child
    - This is especially critical for foster parents and other nontraditional guardianships
- Any other emergency documentation as required by the District

Upon arriving at the reunification site, the following procedures will be observed for reunification of parent/guardian with child/children:

- Parents/guardians will be marshaled into a separate holding area away from all children
- District Reunification personnel will man sign in / sign out tables to receive proper information from parent/guardian as well as who they are present to collect
    - Copies of all information will be made
    - If possible, photographs will be taken of each requesting parent/guardian and matched with child/children photograph(s)
- All information will be reviewed by designated District personnel for authenticity
    - Effected school personnel will be available to assist in determining if the parent/guardian matches the child/children requested based on personal experience
    - Electronic and other records may be accessed by the reunification team to verify authenticity of request
- Once proper identification and authenticity is verified, parents/guardians will be moved to a separate holding area
- Reunification staff will inform appropriate child holding area of waiting parent/guardian in a discreet manner, away from children.
- Child/children will be escorted to the verified parent/guardian holding area and reunited
- Reunifications will be monitored by appropriate personnel for any anomalies in the meeting.
- Upon reunification, parents/guardians will then sign out child/children
- Reunified families will leave through a separate secure exit, away from sign in holding or child holding areas.

Title: **Safe System**		Policy Number:	**12020**
Section: Student Safety		Last Reviewed/Revised:	New
Date Board Approved:	1st Reading: 11/1/16	2nd Reading:	11/15/16

The White Pine County School District, in an effort to improve the safety and security of the District's students, employees and visitors and to add security for the District's physical school sites, buildings, properties, equipment and vehicles, may install and use audio and/or visual devices to record any and all activity that may occur within the visual and audible range of the devices. The copying or electronic transmission of these recordings will be restricted by Administrative Regulation. These recordings shall not be disseminated for any commercial use.

Title: **WPCSD Conduct Responsibilities during Extra and Co Curricular Activities**		Policy Number:	7411
Section:		Last Reviewed/Revised:	
Date Board Approved:	1st Reading: 9/7/21	2nd Reading:	9/21/21

The WPCSD aspires to a learning environment that features mutual respect, civility, and orderly conduct among district employees, parents and guardians, students and the public. WPCSD employees shall treat parents and other members of the public with respect and shall expect the same in return. It is the intent of the district to keep schools, administrative offices and other school properties free from disruptions and prevent unauthorized persons from entering school district premises.

This policy does not intend to deprive any person of his or her right to freedom of speech or expression. Rather, the district seeks to maintain--to the extent possible and reasonable--a safe and harassment free environment for students, staff, and visitors alike. In the interest of presenting teachers and other employees as positive role models, the district encourages positive communication and does not permit vulgar or abusive actions or language.

The WPCSD seeks public cooperation and support of such civility on school premises and at school sponsored activities. NRS 392.910 and NRS 392.915 prohibit the malicious disruption of school activities through assaultive means or threatening communications.

This is especially true when the public is gathered to participate in extra and co curricular or athletic events. No person will be permitted to use race based, discriminatory, vulgar, demeaning, derogatory, or indecent language or gestures towards student athletes, coaches, officials, spectators for either team or any other individuals or groups. All participants, especially adult participants are expected to control behavior and emotions remembering that they are to set positive examples for students and children in attendance.

The WPCSD aspires to an emotionally and physically safe and inclusive atmosphere as detailed in the World Class Relationships Framework. We support, protect, and defend behaviors that embody our Social Emotional Pillars. All participants, including students, employees, and spectators, are expected to aspire to these behaviors as described below.

- **Be proactive.** I'm in charge. I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my actions. I make good, responsible choices without being asked, even when no one is looking.
- **Begin with the end in mind**. I have a plan. I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.
- **Put first things first**. I work first, then play. I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.
- **Think win-win**. Everyone can win! I balance courage for getting what I want with consideration for what others want. I make deposits in others' emotional bank accounts. When conflicts arise, I look for third alternatives.
- **Seek first to understand, then to be understood**. I listen before I talk. I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.
- **Synergize.** Together is better. I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.
- **Sharpen the saw**. Balance feels best. I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.

- **Show empathy with action**. I can recognize and feel the emotions of others. I am able to view a situation or experience from another's perspective. Empathy alone too often fails to spur action. I act on empathy by expressing kindness and consideration towards others.
- **Be honest yet kind.** Truth without grace destroys. Grace without truth deceives. The sweet spot is graceful truth.
- **Display gratitude**. I show appreciation and thankfulness through my actions and words.
- **Honor initiative**. I can act in a positive and productive manner without being required, monitored, or graded.
- **Reflect**. I can think deeply and carefully about my learning, my experiences, and my actions. I can also think deeply about others' experiences.
- **Exhibit resilience**. I keep trying, even when things are hard. I can cope with issues that arise, change when needed, recover from adversity, and show personal growth.

Behaviors That Exemplify Bobcat, Mustang, and Cougar Pride

The WPCSD urges students to embrace the additional mindsets described below as they engage in extra and co curricular activities.

- **Grit**. Courage and resolve; strength of character.
- **Intensity.** Extreme concentration and strength of will.
- **Fighting through mental and physical fatigue.** Skill is only built through relentless practice. Pushing through when things are tough is an important part of practice.
- **Teamwork.** Effective and efficient combined action of a group of people.
- **Sportsmanship.** Fair and generous behavior and treatment of others.
- **Humility in victory and grace in defeat.** In the end, sports are games meant to be played for enjoyment. We don't have to be friends with our opponents, but we can show respect regardless of the outcome--even if respect is not shown back.
- **Encouraging teammates and opponents.** Accountability is part of being a team. We can hold our teammates accountable by encouraging them to give maximum effort, follow coaches' directions, and stay positive after mistakes.

Specifically Prohibited Behaviors

Extra and co curricular activities are extensions of the classroom and any behavior in conflict with classroom expectations is also inappropriate on the athletic field, stage, music performance, field trip, or school sponsored activity. Specifically, students exhibiting any of the following behaviors are not representing the school community in a manner consistent with the above SEL Pillars and may be subject to restorative practices and disciplinary actions including detention, suspension, community service, and forfeiture of their privilege of participating further in the activity.

- Drug, alcohol, or tobacco use.
- Bullying, hazing, harassment, or any action or communication that could be interpreted as such.
- Fighting or engaging in verbal confrontations with teammates, opponents, coaches, game officials, or school representatives.
- Taunting.
- Using profanity.
- Engaging in vulgar, aggressive, or abusive language. Specifically, using any slur or epithet derogatory towards a person or group of people.
- Refusing to follow directives issued by coaches, game officials, or school representatives.
- Behaving in any way that negatively impacts the team, school, or school community.
- Engaging in any of these activities while in a game, on a bus, on a trip, in practice, in a uniform, or representing the school at a school sponsored event or activity.
- Concealing any of the above activities from coaches or school officials.

Examples and Non Examples of Acceptable Sportsmanship Behaviors

In an effort to provide as much clarity as possible, the following examples and non examples are provided. This is not an exhaustive list. As a general rule, consider "Would I want another person to say what I am about to say in the way I'm about to say it towards the person I love most in the world?" If the answer is no, **keep it to yourself.**

Examples	**Non Examples**
Yelling encouraging instructions related to effort and persistence to players on either team. "Keep working!" "Keep your head up!" "Sprint down the floor!" "Move your feet!"	Yelling or communicating to players on either team that their effort doesn't matter. "It doesn't matter what you do!" "You'll never be good enough!" "You suck!" Any communication that can be construed as taunting is inappropriate in a K-12 athletic contest.
Yelling specific technical encouragement to either team. "Box out!" "Stay low on defense!" "Go straight up!" "Keep her in front of you!" "Stay out of the net!" "Defend the paint!" "Protect the quarterback!" "Shoot!" "Pass!"	Yelling or communicating to players on either team demeaning comments about their athletic skills. "He can't shoot!" "This one strikes out every time!" "She can't catch anything!" "They can't beat us--they're not good enough!" Any communication that can be construed as taunting is inappropriate in a K-12 athletic contest.
Complimenting players on either team for specific actions. "Nice shot!" "That was awesome!" "Way to play lockdown defense" "What a catch!" "Way to pitch!" "That was a beautiful set!" "Unbelievable hit!"	Using sarcasm or hurtful language to criticize players on either team. "BRICK!" "Oh that was great defense--way to let her get to the rim and score." "I've never seen such a wild pitch."
Complimenting players on either team for their appearance. "Looking good!" "Man, you're getting ripped!" "Your uniform looks great!" "I love your new shoes!"	Demeaning players on either team for their appearance. "That girl is ugly." "Has he even hit puberty yet?" **Any slur or epithet pertaining to a person's race, sexual identity, sexual preference, socioeconomic status, cultural heritage, religion, disability, etc. is wholly rejected at WPCSD activities. Any student, employee, or fan using such speech may be removed immediately and face additional disciplinary action.**
Participating in the post game handshake, making eye contact with your opponents in victory or defeat.	Going to the locker room without participating in the post game handshake, whether in victory or defeat.
Thanking officials for their work. Telling an official "I disagree with that call."	Criticizing officials in an aggressive or prolonged fashion. Yelling or communicating any type of demeaning or dehumanizing manner. "You're horrible." "Are you completely blind!?" "What an idiot!" "You should go back to your day job." **There is a shortage of officials and abusive behavior towards them will not be tolerated. All individuals are encouraged to become trained to be NIAA officials, enlarging the pool of experts in the community.**

Procedures

1. At the beginning of each season, coaches shall review this policy with all athletes and parents as part of the pre season meetings.
2. A summarized version of the policy shall be printed along with programs and rosters and distributed to spectators and visiting teams at games.
3. Coaches shall review with players and parents through the season as necessary.

4. The athletic director and supervising administrators shall monitor student, employee, and spectator actions during contests and are the decision makers regarding when individuals are in violation of this policy.
5. Disruptive individuals must leave school grounds. Any individual who disrupts or threatens to disrupt school operations extra or co curricular or athletic events, threatens the health and safety of students or staff, willfully causes property damage, uses loud and/or offensive language, verbally, electronically, or in written form, that could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on district premises will be directed by the school's principal or other responsible employee to immediately leave the school premises or other district property.
6. If any member of the public uses obscenities, speaks in a threatening, loud, insulting or degrading manner, or in another fashion violates the spirit of this policy, the administrator or other responsible district employee will calmly and politely warn the speaker to communicate civilly. If the abusive individual does not stop the behavior, the district employee will verbally notify the abusing individual to leave the premises immediately. If the individual refuses to depart or comes back on school property, law enforcement shall be called and charges shall be filed in accordance with NRS 392.910 and NRS 392.915.
7. The administrator will provide a written report to his or her supervisor on the next business day. A student or spectator removed in this manner from an event will suffer a two game suspension from in person attendance. Any coach or district employee in violation of this policy will suffer similar consequences **in addition to** discipline as described in the appropriate collective bargaining agreement. Prior to being admitted back onto the premises, the individual is required to read the entire policy and demonstrate his or her understanding through a discussion with the principal.
8. A second removal will result in suspension from any remaining games for the school year.

