

Student and Parent Handbook
2025-2026



WE ARE
WHITE PINE HIGH SCHOOL
100%
GO BOBCATS!

WHITE PINE HIGH SCHOOL
1800 BOBCAT DR.
ELY, NV 89301
775-289-4811

KELLY STURGEON, PRINCIPAL
KENNA HALL, ASSISTANT PRINCIPAL

100%

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

Disclaimer: This document contains references to District policies and regulations pertaining to the rules and regulations of the White Pine County School District. The District reserves the right to revise any of these documents during the course of the school year. For the current version of any of these documents, please check the District's website at www.whitepine.k12.nv.us.

White Pine Portrait of a Leader



Our vision is to collaboratively grow leaders who will change the world!!

Provide High Quality Tier 1 Instruction and Resources

Build Leadership Capacity of Students and Staff

Partner with Community and Families to Shape High Expectations for All

Invest in Student and Staff Well-Being



WHITE PINE HIGH SCHOOL FRAMEWORK

Our vision is 100% of our students will graduate enrolled, enlisted, or employed.

Theories of Action:

- Students receive high-quality, standards-based instruction.
- Develop leadership capacity in students and staff.
- Students and staff will thrive in a just, fair, and caring learning environment that fosters confidence, belonging, and hope.

Values:

- Champion for Students
- Expect Excellence
- Carry the Banner
- Merchant of Hope

Goals:

- Celebrate achievement and growth of students and staff
- Increase effectiveness of advisory
- Implement a system of intervention

We are White Pine! 100% GO BOBCATS!

ACADEMIC EXPECTATIONS

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

Attendance

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

1. Students are **absent** when they fail to meet with their class as scheduled, even if in another location on school property.
2. In order to be **excused**, notification from the parent must be received within 3 days of the student returning to school and must be excusable as per district policy.
3. In order to be successful, students must regularly attend their classes. Students must not miss more than 7 days of school during a semester. Students who miss more than 7 days will be in danger of failing their courses. Absences for school activities are not counted towards this total, but absences for any other reason are.
4. Students who are at school and wish to leave must check out through the office. Students who do not follow this procedure will not have their absences excused subsequently, regardless of whether or not the absence was for a legitimate reason. Students leaving school during the day must obtain a **release permit** and check out through the office.
5. Students who are 18 years old are subject to the same attendance requirements as other students.
6. **Timeliness** is extremely important at WPHS. Students are expected to be on time for all of their classes. This means that students should be in their seats ready to begin class when the bell rings. Consequences are put into place, therefore, to discourage untimeliness. It is essential that students be in class and not miss valuable learning time. Our staff makes a special effort to teach from bell to bell and when students are not there, even for a short period of time, they are losing valuable instruction. **Only in rare instances will a tardy be excused by administration.** Through the use of restorative practices, staff will work with students to improve timeliness.

Tardies - At White Pine High School, the policy on tardies is as follows:

- a. Upon the 4th unexcused tardy students may be issued a detention that they must serve before they attend that class the next day.
- b. Upon the 7th and all subsequent unexcused tardies they may receive a detention.
- c. Upon any unexcused tardy during 5th period, students may be issued a detention that they must serve before they attend that class the next day.
- d. Excessive tardies are instances where students are walking into class so late to class they are disrupting the learning process. Excessive tardies could be deemed willful and or defiant and could face further disciplinary action.
- e. Students that are more than 10 minutes late to class at anytime without an excuse from the office will receive lunch detention and parents will be contacted.

7. **Pre-Arranged Absences** - These absences are arranged in advance. If you know that your child will be absent you may “pre-arrange” the absence(s). This prevents your child from being inappropriately marked and provides “make-up” work in advance of the absence and provides for administrative approval prior to the absence. Following are the procedures:
 - a. The student picks up a “WPHS Advanced Work Agreement” from the office.
 - b. “WPHS Advanced Work Agreement” require *administrative approval* and must be completed at least 2 days prior to the requested absences.
 - c. A detailed explanation of the reason for the requested absence must be attached to the form with a parent or guardian signature.
 - d. Students must take the form and check with each of their teachers. Teachers will document the assignments they will miss and provide their signature.
 - e. The form is then returned to the office (with all required signatures) for *administrative approval*.
 - f. A teacher or principal may not approve absences pursuant to this subsection in excess of 10 percent of the number of school days in the school year. (NRS 392.130.2)
8. **Excessive Absences**—absences are not “days off” or “vacation days.” They are for doctor appointments, emergency situations, etc. There is no reason to exceed the 7-day limit.
 - a. Students who miss more than 7 days of school during a semester for ANY reason (other than a school activity) will not receive credit for their coursework.
 - b. A letter will be sent notifying parents when a student has missed four classes and seven classes..
 - c. A letter requesting a parent/administrator conference will be sent to parents when a student has missed six days.
 - d. The Attendance Review Subcommittee has final authority regarding denial of credit. The only days of school missed that will not be counted against the 7-day total are those excused through school activities or severe medical emergencies when accompanied by a doctor’s note.
 - e. Students may reinstate credit only through Friday school designed and conducted at the discretion of the principal.
9. **Truancy**
 - a. Truancy is when students **miss class without an excuse**, when students **miss class without the knowledge of their parents**, or when students **miss class for a reason not deemed necessary** by school administration.
 - b. By state law, students who accumulate more than three unexcused absences are habitually truant and may be cited for truancy as described in NRS 392.
 - c. An Attendance Review will be convened with the student, parent, an administrator, and Juvenile Probation once a student has missed four or more classes unexcused. A truancy citation will be issued for subsequent absences.
 - d. Students who are truant may be assigned two days of lunch detention on the first offense. Their parents are notified as well.
10. **Incentives.**
 - a. Students will be recognized on a regular basis for short term perfect attendance. Gift certificates, coupons, free passes, and the like, will be awarded.
 - b. Students who are absent one day or less during the nine-week grading period will be issued a “Get of Detention Free” pass.
 - c. Students earning perfect attendance—no absences and no tardies—will be issued a \$10 check at the end of the semester.

11. Parents can monitor their student's attendance using the [Infinte Campus Portal](#).

Code of Honor

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

1. Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:
 - a. Taking or copying answers on an examination or any other assignment from another student or other source
 - b. Giving answers on an examination or any other assignment to another student
 - c. Copying assignments that are turned in as original work
 - d. Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
 - e. Allowing others to do the research or writing for an assigned paper including AI use
 - f. Using unauthorized electronic devices
 - g. Falsifying data or lab results, including changing grades electronically
2. Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:
 - a. Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
 - b. Turning in purchased papers or papers from the Internet written by someone else or written by AI
 - c. Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
 - d. Helping others plagiarize by giving them your work
3. Artificial Intelligence Use
 - a. 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.
 - b. Keep Your Information Safe: Don't share personal details like your name, address, or passwords with AI tools or websites.
 - c. 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.
 - d. Follow School Rules: Every school has its own rules about using AI. Make sure you understand and follow those rules.
 - e. Ask for Help: If you're unsure how to use AI or run into problems, ask your teacher or another trusted adult for help.

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

Counseling Program

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

1. Freshman Achievement—all freshmen take during the first year of high school.
2. Career Planning—this occurs in Freshman and Senior Achievement classes as well as in Advisory.
3. Senior Achievement—all seniors take this course for 18 weeks to reflect on their accomplishments, plan for their futures, and transition to life after high school.

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

1. To assist in the student's orientation to the high school
 - a. Assist with course registration for incoming freshmen.
 - b. Conduct registration conferences with transfer students and their families.
 - c. Advise students of the expectations of high school.
 - d. Inform students of opportunities to participate in co-curricular activities.
 - e. Assist students in developing a sense of ownership in WPHS.
 - f. Explain the grading procedures in high school.
2. To assist in the development of educational, career, and social goals
 - a. Assist students with course selection based on their interests and ability levels.
 - b. Assist in the development of an individual four-year plan that is congruent with the student's educational and career goals.
 - c. Inform students of available resources for college and career exploration.
3. To monitor student behavior, academic performance and progress toward achievement of academic goals
 - a. Monitor social/emotional, behavioral, and academic performance.
 - b. Monitor progress toward graduation.
4. To initiate appropriate services
 - a. Provide an individual counseling session with students.
 - b. Initiate contacts with incoming freshmen and transfer students.
 - c. Initiate student conferences and/or parent conferences, for students whose attendance, behavior, or academic performance has become erratic.
5. To serve as a student advocate

- a. Assist the student in developing a positive self-image.
 - b. Assist the student in setting goals and developing strategies to achieve them.
 - c. Assist the student in developing strategies for problem solving.
 - d. Facilitate communication between the student and teacher.
 - e. Facilitate communication between the student and parents.
 - f. Commend students for significant growth and/or achievement.
6. To inform students of and assist them in the steps of the college selection/career planning process
- a. Advisors meet with all freshmen and parents to develop a four-year plan.
 - b. Meet with all sophomores in small groups to discuss college and career options and processes and review four-year plan.
 - c. Meet with all juniors in small groups to discuss college search and application process and review four-year plan.
 - d. Meet individually with juniors and their parents to discuss specific college options and review four-year plan.
 - e. Meet individually with seniors twice during the senior year.
 - f. Offer Open Houses for WPHS families to use counseling resources.
 - g. Write and distribute articles, pamphlets and guides to the college selection process, financial aid, collegiate athletics as well as career planning and exploration.
 - h. Offer evening programming for parents and students on the college search and financial aid processes.
 - i. Offer workshops on essay writing for senior students.
 - j. Offer assistance processing college applications for students.
 - k. When needed, write a letter of recommendation for students.

Dual Credit College Classes

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

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

Graduation Requirements

White Pine County School District High School Learning Requirements and Aspirations Policy

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

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.

1. Standard Diploma

- 4 English
- 3 Mathematics
- 2 Science
- 2 Physical Education (*Students may WAIVE the PE requirement by participating in athletics or marching band. PE credits must be replaced with 2 additional elective credits.*)
- 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

2. Advanced Diploma

- 4 English
- 4 Mathematics (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 credits must be replaced with 2 additional elective credits.*)
- 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**

3. College/Career Ready Diploma

- 4 English
- 4 Mathematics (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 credits must be replaced with 2 additional elective credits.*)
- 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

- 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 $\geq$ 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).
4. All graduating students must complete a portfolio presentation aligned with the Portrait of a Leader.
 5. All students must take the ACT as outlined by state law.

6. 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.

Grade Point Average Calculation

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

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

Makeup Work

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

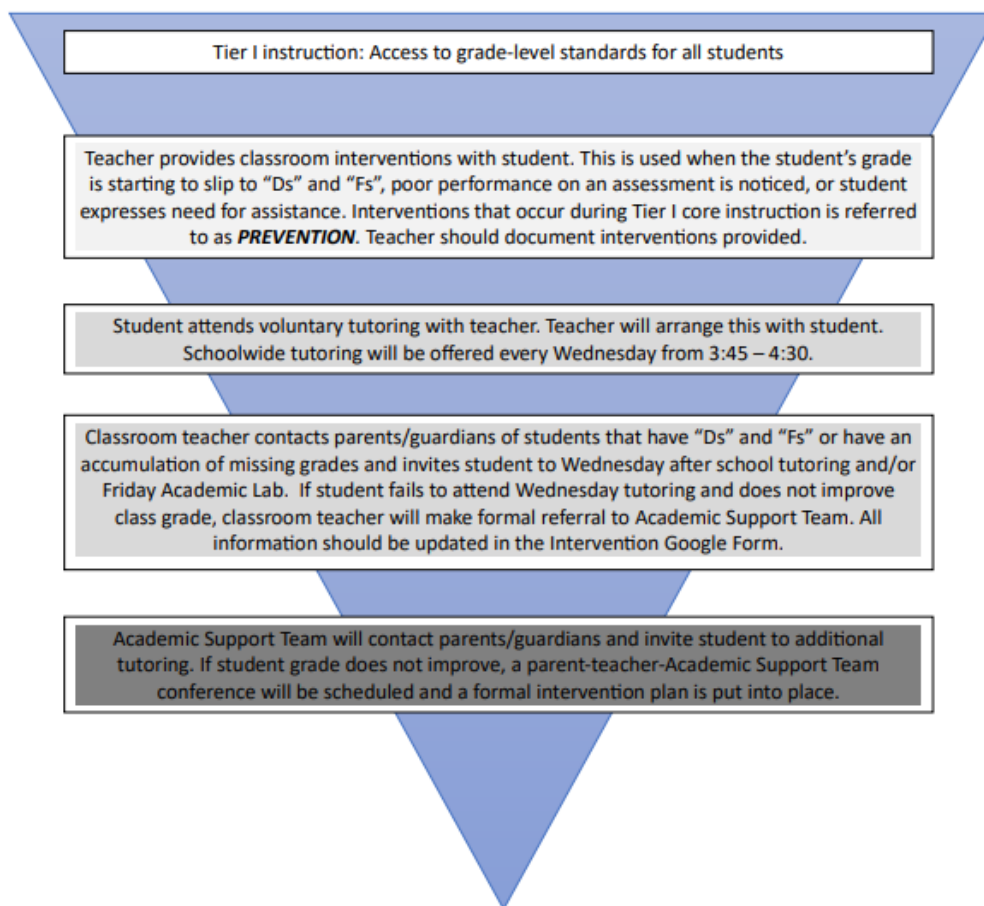
1. It is the responsibility of the student to request make-up work after returning from an absence and return the completed work within the designated timeline.

2. Students are provided with the length of the absence plus one day to complete any make-up work assigned. For example, if the students was absent for two days, they would have three days to complete and submit the make-up work.
3. Make-up work does not need to be identical or equivalent to that missed due to the absence but will ensure that the student can meet the academic standards.
4. Previously assigned work that was due on the day that the student was absent is NOT considered make-up work and is due the day the student returns to school.
5. The teacher must provide make-up work to the student within two days of the student's request.
6. Students who know they are going to be absent must obtain makeup work before they leave. This includes absences of a personal nature and all absences related to extra- or co-curricular activities.
7. Students may be assigned tutoring or Friday school by their teachers if makeup work is not turned in.
8. Students are expected to access their Google Classroom to obtain missing work.

Tutoring/Flowchart of Interventions

WPHS's vision is 100% of our students graduate enrolled, enlisted, or employed. In order to accomplish this vision, teachers have the prerogative to require students to attend tutoring if the students have not mastered material essential to the class. Following are the guidelines.

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



Valedictorian, Salutatorian, and Graduating with Honors Requirements

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

1. The student must be eligible for an advanced degree.
2. The student's cumulative GPA.
3. For determination of valedictorian and salutatorian, the following applies.
 - a. In case of a tie, the student whose GPA is higher in the above courses is ranked higher.
 - b. In case of a further tie, the student with the higher composite score on the ACT is ranked higher.

- c. In case of a further tie, the student with the higher composite score on the SAT is ranked higher.
4. To achieve Honors, students must also:

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

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

Withdrawing from School

At all times, students must enroll in an educational program. WPHS's policy does not allow students to "drop out" of school. Students must show proof of enrollment in another school, proof of their intent to take the HiSET (formerly the GED), or proof of enrollment in an alternative system of education before they will be allowed to sign out of school. Books must be turned in and fines must be paid before transcripts will be released.

BEHAVIOR EXPECTATIONS

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

Campus Expectations

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

Cell Phone & Electronic Device Usage in Classrooms

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. (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.)

The recording of a fight on any device is strictly prohibited. Recording of a fight on school property will result in immediate suspension and possible further disciplinary action.

Classroom Procedures:

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.

Family Responsibility

The district recognizes that it is important for families to maintain communication when apart. Office staff 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.

Desired Behaviors

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

- **Be proactive.** I'm in charge. I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my actions. I make good, responsible choices without being asked, even when no one is looking.
- **Begin with the end in mind.** I have a plan. I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.

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

Discipline System

Prior to AB168, the WPHS's discipline system consisted of a lengthy list of infractions students could commit and the consequences associated with those infractions. While there is still a list of prohibited incidents, the progressive discipline model has been replaced through the implementation of the Multi-Tiered System of Supports. This system focuses on restorative practices intended to repair the harm caused by misbehavior. You will find a list of incident definitions and responses in

[!\[\]\(230490b09f1763ff4241372da7cf5f63_img.jpg\) White Pine County School District World Class Relationships .](#)

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. Please click the Tier 1 link to refresh as to what our Tier 1 approach for all students is. 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 deescalation 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. In School Suspension, out of school 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. All consequences available as well as community service, detention, restitution.

Tier 4 Responses

Procedures

1. Immediately call administrator and/or law enforcement.
2. Ensure that deescalation 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.
3. Required referral to law enforcement.
4. Possible psychological or mental health assessment.
5. Referral to outside counseling or DCFS.

Vaping

A minor is considered to have committed a vaping violation if:

- A. The purchase or attempt to purchase any vaping product.
- B. They possess or attempt to possess any vaping product.
- C. The use or attempt to use any vaping product.

Upon the first or second offense:

The minor shall be deemed a child in need of supervision.

The minor shall be performed not more than 24 hours of Community Service

The minor must successfully complete a tobacco awareness and cessation program.

Upon the third and subsequent offenses:

The district attorney will file a petition alleging delinquency.

Upon such petition, the court may order the suspension of the minor's driver license for a minimum of 30 days and a maximum of ninety days.

Dress Expectations

The purpose of this policy is to promote a comfortable non-offensive learning environment. Besides the following guidelines, any style of dress or grooming that disturbs this environment is forbidden. The principal determines what is disturbing.

1. Shoes or sandals must be worn.
2. Tops must extend to cover the midriff area. At the shoulder area, they must be at least three inches wide. Tops must cover all undergarments and may not be sheer so as to display undergarments. Tank tops, halter tops, shirts with tears that display skin other than the arms are not permitted.
3. Shorts and skirts must be no shorter than five inches above the knee. For a standard interpretation, this measurement is conducted as the student kneels and the ruler is placed on the floor. The student may conduct the measurement himself or herself. Torn or ripped jeans are permitted so long as tears or rips do not reveal skin or are consistent with the five inch rule described above.
4. Pajamas are not allowed.
5. Clothing and jewelry must not include symbols advertising controlled substances, alcohol, or tobacco. It must not include inappropriate words or pictures or contain any type of inappropriate innuendo. Clothing and accessories that imply known gang connotations are also prohibited. This includes apparel and the manner in which it is worn, jewelry, pocket chains, wallet chains, accessories, notebooks, or any manner of personal grooming. Any clothing promoting hate speech or degrading references towards is forbidden.
6. Caps, hats, and other head coverings may not be worn in classrooms. Any confiscated clothing or other item will only be returned to a parent or legal guardian.
7. Schools, teachers, and supervisors may require specific apparel for certain courses (such as PE or career and technical education) and work environments.
8. The principal is the final authority as to interpretation and decisions with regard to acceptable dress in the school.

Driving Privileges

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

1. Drive the speed limit at all times.
2. Park in one parking space only. Do not park where there is no space indicated.
3. Do not drive during class time.
4. Parking at the vocational building is prohibited. Teacher permission must be obtained to drive to vocational building and will only be granted on a short-term basis. When permission is granted by a teacher, students must drop off vehicles prior to the start of the day and leave keys with the instructor.
5. Observe one-way street designations.
6. Be safe and do not use a vehicle to horseplay.

7. ATVs, side-by-sides, dirt bikes, or other recreational vehicles are not allowed to be driven on campus.

Food and Drinks

No open containers are allowed in the classroom. Teachers may allow students to snack, but this is left up to the teacher. Students are expected to follow teacher and classroom rules and expectations.

Hall Passes

Students are required to have a hall pass any time they are not in their scheduled class. The hall pass is issued by the classroom teacher and indicates the classroom/teacher, date, time, and destination of the student. **Students will not be able to obtain permission to be anywhere other than their assigned classroom. Students must turn in their cellphone in order to obtain a hall pass.**

Harassment and Intimidation Policy

Any behavior that interferes with another student's right to learn is unacceptable. This includes harassment and hate speech.

1. Harassment means a willful act or course of conduct that is not otherwise authorized by law and is highly offensive to a reasonable person and intended to cause and actually causes another person to suffer serious emotional distress.
2. Intimidation means a willful act or course of conduct that is not otherwise authorized by law and is highly offensive to a reasonable person and poses a threat of immediate harm or actually inflicts harm to another person or to the property of another person.
3. Harassment and/or intimidation are prohibited at WPHS. Students who feel harassed or intimidated should immediately report their situation to the counselor. Students who engage in harassment and/or intimidation will be disciplined.

Public Display of Affection

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

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

Restorative Practices

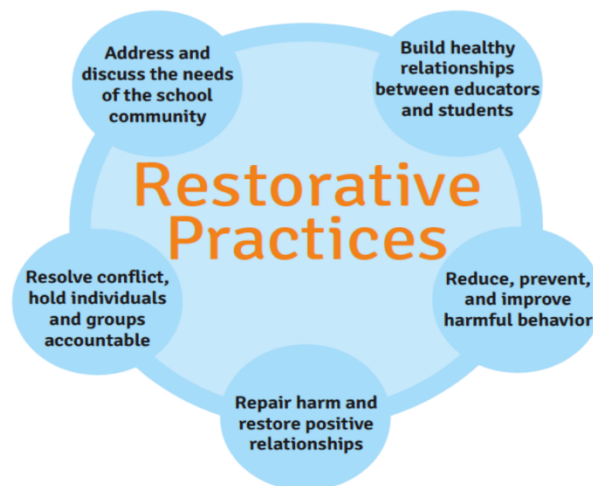
The International Institute for Restorative Practices (IIRP) states, "restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making." Further, "students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm." Restorative practices are not limited to formal processes. WPCSD uses a continuum ranging from informal processes, such as affective statements and questions, to formal processes, such as groups and conferencing. Restorative practices, especially the informal type, should be interwoven into classroom instruction

and interactions and can include using a restorative [mindset](#) and [language](#), talking circles, and affective statements. The aims of the practices are to

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

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

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



Search of Students and/or Property Procedure

1. Application of Policy: Students are entitled to the guarantees of the Fourth Amendment, and they are subject to reasonable searches and seizures. School officials are empowered to conduct reasonable searches of students and school property when there is reasonable cause to believe that students may be in possession of drugs, weapons, alcohol and other materials (“contraband”) in violation of school policy or state law. Students who bring contraband onto school grounds may be searched in order to protect other students from any potentially harmful effects stemming from the contraband. School property shall remain under the control of school officials and shall be subject to search.
2. School Property: The school owns lockers, desks and other such property. The school exercises exclusive control over the school property and students should not expect privacy regarding items placed in school property because school property is subject to search at any time by school officials. Students are responsible for whatever is contained in desks and lockers issued to them by the school.

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

Sexual Harassment Policy

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

1. Gossip, sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature.
2. Jokes, pictures, gestures, innuendo, language.
3. Students who feel sexually harassed should immediately report their situation to the counselor or a school administrator. Students who engage in sexual harassment will be subject to consequences, which may include notification of law enforcement.

Suicide Prevention Policy

Protecting the health and well-being of all students is of utmost importance to the school district. It is the intention of the school to protect all students through the following steps:

1. All school personnel and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend is feeling suicidal or needs help.
2. WPHS has a Hope Squad, which is a peer-to-peer suicide prevention group. These students are trained in the QPR technique. QPR stands for *Question. Persuade. Refer.* Hope Squad

members are not counselors, but rather the link between students and professionals who can help students in need.

3. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in all health classes throughout the school year, not just in response to a suicide, and the encouragement of help-seeking behavior will be promoted at all levels of the school leadership and stakeholders.
4. Contact the designated suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
5. When a student is identified as being at-risk, a risk assessment will be completed by a trained school staff member who will work with the student and help connect the student to appropriate local resources.
6. While confidentiality and privacy are essential, students should know that when there is a risk of suicide, safety comes first.
7. Students will have access to national resources that they can contact for additional support, such as:
 - **988 Suicide & Crisis Lifeline**
 - Call or text 988 or chat 988lifeline.org
 - **National Suicide Prevention Lifeline**
 - 1-800-273-TALK (8255)
 - suicidepreventionlifeline.org
 - **The Trevor Lifeline: 1-866-488-7386**
 - thetrevorproject.org/get-help-now
 - Text “TREVOR” to 678-678, Trevor Lifeline Text/Chat Services, available 24/7
 - **Crisis Text Line:**
 - Text HOME to 741-741
 - crisistextline.org

EXTRA AND CO-CURRICULAR ACTIVITIES AND EXPECTATIONS

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

Activities Available

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

Extra-curricular	Co-curricular
Football	Student Council
Volleyball	Peer Leaders
Girls' Soccer	FFA
Boys' Soccer	HOSA
Girls' Golf	SkillsUSA
Girls' Basketball	Drama Club or Drama Production
Boys' Basketball	Choir
Boys' Wrestling	Band
Girls' Wrestling	Robotics
Baseball	Yearbook
Softball	National Honor Society
Girls' Track	Culinary
Boys' Track	Hope Squad
Boys' Golf	
Cheer/Stunt	
Dance	
Cross Country	

2. In addition to the co-curricular activities mentioned, any field trip or trip that relates to the curriculum of a course is also defined as co-curricular.
3. Students may form other extra or co-curricular groups, but they must be under the direction of an advisor and are subject to approval by administration.

School Sponsored Dances

1. The appropriate form must be obtained and turned into the principal at least one month in advance of the scheduled dance.
2. Dances are to end at 11:00pm or earlier.
3. Guests are only allowed to Prom, Homecoming, and Snow Fest dances and must be approved by administration. No guests 21 years of age or older will be allowed. WPHS students are responsible for the behavior of their guests. Inappropriate behavior by a guest may result in disciplinary action against the student.
4. Admission to dances ends after one hour.
5. Students leaving dances will not be allowed to reenter.
6. No food or drink may be brought into dances.
7. The dress code is in effect.
8. Raunchy, nasty, dirty, and other forms of unacceptable dancing are not tolerated. Students engaging in this type of behavior will have their parents called, will be required to leave the dance. There are no warnings.

Eligibility Policy

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

1. The eligibility week runs from Monday through Saturday.
2. Students must maintain a 2.0 GPA and satisfactory citizenship in all courses for the current semester.

3. Students must have no grades of F.
4. All grades will be calculated cumulatively from the first day of the semester. All subjects are included.
5. Any unexcused absences will result in ineligibility through Saturday for that week.
6. At the grade check, students not meeting the above requirements will be declared ineligible for the following eligibility week.
7. If an eligibility check falls on the last day before any vacation, excluding summer vacation, the ineligibility will go into effect the following school day.
8. Eligibility requirements apply to all open tryouts for NIAA regulated activities.
9. Eligibility requirements apply to co-curricular activities when the activity causes students to be absent from school.
10. Participants must attend all of their classes on the day of the event until their team or group is excused.
11. Students owing fines to WPHS are ineligible.
12. All expectations and procedures that are in place at WPHS are also in place while students are representing the school at any extra-curricular, co-curricular or other event.
13. **All students representing WPHS in an extra- or co-curricular activity that competes out of district, MUST meet expectations of policy 7441, Random Drug and Alcohol Testing of White Pine County School District.**

OTHER POLICIES AND PROCEDURES

Committees

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

1. Principal's Advisory Committee
2. School Improvement Team
3. Band Boosters
4. Athletic Boosters
5. CTE Advisory Committee

Enrollment

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

Lockers

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

Lunch

The cafeteria makes breakfast, snacks, and hot lunch. For the 2025 - 2026 school year, students are eligible for free food services. Off campus lunch is a privilege that may be revoked.

Medication at School

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

Skate-park

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

Visitors

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

100%

EDUCATIONAL INVOLVEMENT ACCORD

Parent

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

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

Parent/Legal Guardian Signature_____ Date _____

Student

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

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

Student Signature_____ Date_____

Teacher and School Staff

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

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

Staff Designee Signature_____ Date_____