

MINERAL COUNTY SCHOOL DISTRICT

751 A. STREET

Hawthorne, Nevada 89415

POLICY COMMITTEE MEETING

Thursday, November 17, 2022

REC'D MINCNTY CLERK
NOV 14 '22 AM 8:25

LOCATION OF MEETING:

Arlo K. Funk District Services Center

751 A Street

Hawthorne, Nevada

I would like to acknowledge that this meeting is being held on traditional lands of the Paiute People, and pay our respect to elders both past and present.

Board and Staff will utilize an online presence as well as social distancing for this meeting.

Please Note: The Board reserves the right: (1) to take agenda items in a different order, (2) to combine two or more agenda items for consideration, and (3) to remove an item from the agenda or delay discussion relating to an item on the agenda at any time, in order to accomplish the business on the Agenda in the most efficient manner.

CALL TO ORDER: 4:00 to 6:00 PM

1. Certification of Public Notice, Roll Call, and Pledge of Allegiance
2. Flexible Agenda

ACTION ITEMS: (FOR POSSIBLE ACTION)

There will be an opportunity for public comment on each Action Item following Board discussion on the item and before the Board makes a motion on the item. You may request to speak by raising your hand during the Public Comment period or by completing a Request to Address the MCSD Board form prior to the Public Comment period. Those who submit the form will normally be called on first. Speaking time will be limited to a maximum of 3 minutes. The President may allow additional time to a given speaker as time allows and in his/her discretion.

1. Review of the following Policies:

1. JFCF – Safe and Respectful Learning ✓
2. DJ – District Purchasing ✓
3. BDDC – Agenda Policy ✓
4. KABB - Indian Children, Policies and Procedures for (as per Public Law 81-874) ✓
5. Dual Credit Policy/MCHS Course Catalog ✓
6. IIBGA – Electronic Communication System ✓

GENERAL PUBLIC COMMENT:

It is the School Board's intention to listen and be responsive to the public's concerns. Comments from the public regarding topics not on the agenda are invited at this time. You may request to speak by raising your hand during the General Public comment period or by completing a Request to Address the MCSD Board form prior to the General Public Comment period. The Board may discuss items that are introduced, however, by law, the Board cannot take any action, reach a consensus or hear personal attacks at this time. Those who submit the form will normally be called on first. Speaking time will be limited to a maximum of 3 minutes. The President may allow additional time to a given speaker as time allows and in his/her discretion.

ADJOURNMENT:

The Agenda of this meeting has been posted at the following locations: 1) Administration Office, 2) Hawthorne Post Office, 3) Mineral County Independent News Office, 4) Schurz Post Office, 5) Mina Post Office, 6) County Courthouse 7) School Offices. Mineral County School District is pleased to provide accommodations for individuals with disabilities. If you have a disability, please let us know, and we will provide assistance or accommodate you in any way that we possibly can. Copies of agenda and supporting material may be picked up at the Mineral County School District Arlo K. Funk District Services Center, 751 A. Street, Hawthorne, Nevada, or by contacting Crystal Sasser at (775) 945-2403, prior to the scheduled meeting.

JFCF

SAFE AND RESPECTFUL LEARNING ENVIRONMENT PURPOSE

Through this Board Policy, the Board of Trustees (Board) seeks to create a safe and respectful learning environment free from race discrimination, bullying, and cyber-bullying in order for students to achieve success. This Board Policy establishes the procedures necessary to create a safe and respectful learning environment, to promptly investigate accusations of bullying, to implement remedies and interventions for all who are involved, and to provide training to employees and students on the prevention and remediation of such behaviors.

DEFINITIONS

- **"Bullying"** means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:
 - a. Have the effect of physically harming a person or damaging the property of a person; or placing a person in reasonable fear of physical harm to the person or damage to the property of the person; or
 - b. Interfere with the rights of a person by: creating an intimidating or hostile educational environment for the person; or substantially interfering with the academic performance of a pupil or the ability of the person 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: actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or association of a person with another person having one or more of those actual or perceived characteristics.
 - d. The term "bullying" includes, without limitation: 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 person, sex or any other distinguishing characteristic or background of a person; Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors; Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures; Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing; Blackmail, extortion or demands for protection money or involuntary loans or donations; Blocking access to any property or facility of a school; Stalking; and Physically harmful contact with or injury to another person or his or her property.
- **"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 section, "sexual image" has the meaning^[AK1] ascribed to it in [NRS 200.737](#).
- **"Race discrimination"** means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic 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.

- a. That occurs in person, online or in any other setting including, without limitation, in a course of distance education^(AK2).
- The provisions of the discrimination based on race, bullying, or cyberbullying laws do not apply to a violation^(AK3) committed by:

A student who was determined to have previously violated the discrimination based on race, bullying, or cyberbullying law as a result of their disability, and who subsequently displays the same or similar behavior if the behavior is address in the student's individualized education program (IEP) and the school takes measures to protect the safety of the alleged victim and provide parent/guardian notification.

Time Line for Reporting

NRS 388.1351 Staff member required to report violation to administrator; required actions and investigation; notification to parent or guardian; written report of findings and conclusions of investigation; follow-up with victim; list of resources to be provided to parent or guardian; appeal of disciplinary action; reassignment of pupil who is victim; reports.

1. Except as otherwise provided in NRS 388.13535, a teacher, administrator, coach or other staff member who witnesses a violation of NRS 388.135 or receives information that a violation of NRS 388.135 has occurred shall report the violation to the administrator or his or her designee as soon as practicable, but not later than a time during the same day on which the teacher, administrator, coach or other staff member witnessed the violation or received information regarding the occurrence of a violation.
2. Except as otherwise provided in this subsection, upon receiving a report required by subsection 1, the administrator or designee shall immediately take any necessary action to stop the discrimination based on race, bullying or cyber-bullying and ensure the safety and well-being of the reported victim or victims of the discrimination based on race, bullying or cyber-bullying and shall begin an investigation into the report. If the administrator or designee does not have access to the reported victim of the alleged violation of NRS 388.135, the administrator or designee may wait until the next school day when he or she has such access to take the action required by this subsection.
3. The investigation conducted pursuant to subsection 2 must include, without limitation:
 - (a) Except as otherwise provided in subsection 4, notification provided by telephone, electronic mail or other electronic means or provided in person, of the parents or guardians of all pupils directly involved in the reported discrimination based on race, bullying or cyber-bullying, as applicable, either as a reported aggressor or a reported victim of the discrimination based on race, bullying or cyber-bullying. The notification must be provided:
 - (1) If the discrimination based on race, bullying or cyber-bullying is reported before the end of school hours on a school day, before the school's administrative office closes on the day on which the discrimination based on race, bullying or cyber-bullying is reported; or
 - (2) If the discrimination based on race, bullying or cyber-bullying was reported on a day that is not a school day, or after school hours on a school day, before the school's administrative office closes on the school day following the day on which the discrimination based on race, bullying or cyber-bullying is reported.
 - (b) Interviews with all pupils whose parents or guardians must be notified pursuant to paragraph (a) and with all such parents and guardians.
4. If the contact information for the parent or guardian of a pupil in the records of the school is not correct, a good faith effort to notify the parent or guardian shall be deemed sufficient to meet the requirement for notification pursuant to paragraph (a) of subsection 3.
5. Except as otherwise provided in this subsection, an investigation required by this section must be completed not later than 2 school days after the administrator or designee receives a report

required by subsection 1. If extenuating circumstances prevent the administrator or designee from completing the investigation required by this section within 2 school days after making a good faith effort, 1 additional school day may be used to complete the investigation. The time for completing an investigation into a report of cyber-bullying may also be extended to not more than 5 school days after the report is received with the consent of each reported victim of the cyber-bullying or, if a reported victim is under 18 years of age and is not emancipated, the parent or guardian of the reported victim.

6. An administrator or designee who conducts an investigation required by this section shall complete a written report of the findings and conclusions of the investigation. If a violation is found to have occurred:

(a) 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 the policy governing disciplinary action adopted by the governing body. Subject to the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, and any regulations adopted pursuant thereto, the report must be made available, not later than 24 hours after the completion of the written report, to all parents or guardians who must be notified pursuant to paragraph (a) of subsection 3 as part of the investigation; and

(b) Any action taken after the completion of the investigation to address the discrimination based on race, bullying or cyber-bullying 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 his or her 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.

7. If a violation is found not to have occurred, information concerning the incident must not be included in the record of the reported aggressor.

8. Not later than 10 school days after receiving a report required by subsection 1, the administrator or designee shall meet with each reported victim of the discrimination based on race, bullying or cyber-bullying to inquire about the well-being of the reported victim and to ensure that the reported discrimination based on race, bullying or cyber-bullying, as applicable, is not continuing.

9. To the extent that information is available, the administrator or his or her designee shall provide a list of any resources that may be available in the community to assist a pupil to each parent or guardian of a pupil to whom notice was provided pursuant to this section as soon as practicable. Such a list may include, without limitation, resources available at no charge or at a reduced cost and may be provided in person or by electronic or regular mail. If such a list is provided, the administrator, his or her designee, or any employee of the school or the school district is not responsible for providing such resources to the pupil or ensuring the pupil receives such resources.

10. The parent or guardian of a pupil involved in the reported violation of NRS 388.135 may appeal a disciplinary decision of the administrator or his or her designee, made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by the governing body. Not later than 30 days after receiving a response provided in accordance with such a policy, the parent or guardian may submit a complaint to the Department. The Department shall consider and respond to the complaint pursuant to procedures and standards prescribed in regulations adopted by the Department.

11. If a violation of NRS 388.135 is found to have occurred, the parent or guardian of a pupil who is a victim of discrimination based on race, bullying or cyber-bullying may request that the board of trustees of the school district in which the pupil is enrolled to assign the pupil to a different school in the school district. Upon receiving such a request, the board of trustees shall, in consultation with the parent or guardian of the pupil, assign the pupil to a different school.

12. A principal or his or her designee shall submit a monthly report to the direct supervisor of the principal that includes for the school the number of:

- (a) Reports received pursuant to subsection 1 concerning incidents of bullying or cyber-bullying;
- (b) Reports received pursuant to subsection 1 concerning incidents of discrimination based on race;

(c) Times in which a violation of NRS 388.135 is found to have occurred; and

(d) Times in which no violation of NRS 388.135 is found to have occurred.

13. A direct supervisor who receives a monthly report pursuant to subsection 12 shall, each calendar quarter, submit a report to the Office for a Safe and Respectful Learning Environment that includes, for the schools for which the direct supervisor has received a monthly report in the calendar quarter and categorized by types of incidents and the demographics identified in subsection 1 of NRS 388.1235, the:

(a) Total number of reports received pursuant to subsection 1 concerning bullying or cyber-bullying;

(b) Total number of reports received pursuant to subsection 1 concerning incidents of discrimination based on race;

(c) Number of times in which a violation of NRS 388.135 is found to have occurred; and

(d) Number of times in which no violation of NRS 388.135 is found to have occurred.

14. The Office for a Safe and Respectful Learning Environment, in consultation with the direct supervisor of a principal, shall, after reviewing a report submitted pursuant to subsection 12 or 13, as applicable, make any recommendations based on identified trends and patterns the Office determines to be appropriate regarding interventions or training to address discrimination based on race, bullying and cyber-bullying at the school.

15. School hours and school days are determined for the purposes of this section by the schedule established by the governing body for the school.

16. The provisions of this section must not be construed to place any limit on the time within which an investigation concerning any alleged act that constitutes sexual assault must be completed.

- "Retaliation" is adverse action (e.g., payback, retribution, revenge) taken against an individual for engaging in legally protected activity such as making a complaint of harassment or participating in workplace or school site investigations.

POLICY

1. The Mineral County School District (District) is committed to:

a. Mineral^[AK4] County School District is committed to providing all students and employees with a safe and respectful learning environment in which persons of differing beliefs; characteristics and backgrounds can realize their full academic and personal potential.

b. The belief that all persons are entitled to maintain their own beliefs and to respectfully disagree without resorting to or being subjected to bullying;

c. Ensuring that all students, administrators, faculty, and other District employees demonstrate appropriate behavior by treating other persons, including students, with civility and respect and by refusing to tolerate bullying;

d. By declaring the above, the Board is not advocating or requiring the acceptance of differing beliefs in a manner that would inhibit freedom of expression. The Board does require that persons with differing beliefs be free from bullying; ~~and~~

e. All District/school properties shall be maintained as safe and respectful learning environments, and no form of bullying will be tolerated.

2. For the purposes of this Board Policy:

a. The prohibition against bullying applies to any individual on District property, to include District-provided transportation, at District-sponsored activities and events, and/or while acting on behalf of the District. This includes outside entities renting/using District facilities.

3. Civil Rights Compliance Department. The District, through the Office of the General Counsel's Civil Rights Compliance Department, shall:

- a. Establish and maintain reporting mechanisms, to include an internet website, through which any person can report an allegation of bullying;
- b. Create and distribute information about anti-bullying efforts;
- c. Provide outreach and anti-bullying education and training for students, employees, and parents/guardians; and
- d. Protect the rights of gender non-conforming students.
- e. Provide training and professional learning for the Board, District employees, volunteers, students, and their families to include, but not be limited to:
 - i. Methods to promote a positive learning environment and facilitate positive relationships between students;
 - ii. Methods for recognizing bullying behaviors;
 - iii. Requirements and methods for reporting bullying allegations to include the mandatory reporting requirements for employees and volunteers;
 - iv. Requirements concerning the needs of students with disabilities and students with autism spectrum disorder;
 - v. Requirements and methods for addressing the rights and needs of persons with diverse gender identities or expressions; and
 - vi. Information on and referral to available resources regarding suicide prevention and the relationship between bullying and suicide.
- f. Provide site-school administrators further training and guidance in:
 - i. Bullying investigation requirements and procedures;
 - ii. Effective intervention and remediation strategies;
 - iii. The prevention of violence and suicide associated with bullying as well as appropriate methods to respond to such incidents;
 - iv. Employing strategies to improve the climate of schools and the overall District environment in a manner that will facilitate respectful positive human relations among students, families, and employees; and
 - v. Establishment of a site-based school safety team to develop, foster and maintain a school environment which is free from bullying.

4. Reporting a. Students, their family members, and members of the community who have knowledge or concerns of potential bullying are encouraged to report potential incidents of bullying of a student to school administration or their designee ~~and/or school police~~ immediately to ensure incidents are investigated and harmful behavior stopped.

b. Employees and volunteers are required to report bullying and shall promptly report when they know or have reasonable reason to believe that an incident of bullying may have occurred.

Except as otherwise provided in NRS 388.13535, a teacher, administrator, coach or other staff member who witnesses a violation of NRS 388.135 or receives information that a violation of NRS 388.135 has occurred shall report the violation to the administrator or his or her designee as soon as practicable, but not later than a time during the same day on which the teacher, administrator, coach or other staff member witnessed the violation or received information regarding the occurrence of a violation. [AKS]

c. The District shall maintain an online reporting website to allow for the expedient reporting of incidents to the school principal/designee.

d. Reports of student discrimination based on race, national origin, disability, sex, or religion may also be filed with the U.S. Department of Education's Office for Civil Rights.

5. Retaliation. The District prohibits retaliation against any person who reports an act of race discrimination, bullying, cyber-bullying, harassment, or discrimination, or against any person who testifies, assists, or participates in the investigation of a report. Such retaliation is itself a violation of law and may lead to disciplinary or other appropriate action against the offender.

LEGAL REQUIREMENTS AND ASSOCIATED DOCUMENTS

1. This Board Policy complies with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC) to include:

- a. Chapter 200, Crimes Against the Person;
- b. Chapter 200.900, Bullying by Use of Electronic Communication Device;
- c. Chapter 388, System of Public Instruction, and specifically: i. NRS 388.121 – 388.1459, inclusive, Provision of Safe and Respectful Learning Environment;
- d. Chapter 392, Students, and specifically: i. NRS 392.461 – 392.4675, inclusive, Behavior and Discipline; and
- ii. NRS 392.900 – 392.920, inclusive, Unlawful Acts.

3. This Board Policy complies with federal laws and regulations, to include: a. Section 504 of the Rehabilitation Act, as amended;

b. The Civil Rights Act of 1964; and

c. Title IX of the Education Amendments of 1972.

DJ

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

District Purchasing

The function of district purchasing is to serve the educational program by providing the necessary supplies, equipment and services. Items commonly used in the various schools and their subdivisions will be standardized whenever consistent with educational goals and in the interest of efficiency or economy.

The superintendent is appointed by the Board to serve as purchasing agent. S/he will be responsible for developing and administering the district's purchasing program.

No obligation may be incurred by any officer or employee of the Board in any program unless that expenditure has been authorized by the Superintendent. In all cases calling for the expenditure of district money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the Superintendent, no purchase with the exception of a petty cash purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The superintendent or designee is authorized to enter into and approve payment on contracts obligating district funds not to exceed \$25,000 for products, materials, supplies, capital outlay and services that are within current budget appropriations. The Board shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by district employees, such as custodial, food service and transportation services.

The superintendent and finance manager will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the superintendent will direct payment of the just claims against the district. The superintendent and finance manager are responsible for the accuracy of all bills and vouchers.

No Board member, officer, employee or agent of this district shall use or attempt to use his/her official position to obtain financial gain or for avoidance of financial detriment for him/herself, a relative or for any business with which the Board member or a relative is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the district by any Board member, officer or employee of the district is prohibited.

END OF POLICY

Legal Reference(s): NRS 332

BDDC

ORIGINAL

Code: BDDC
Adopted: June 24, 2006

Board Meeting Agenda

The Board President and the Superintendent will prepare an agenda for all regular meetings of the Board. Items of business may be suggested by any Board member, staff member, student or citizen of the district by notifying the superintendent at least five working days prior to the meeting.

A consent agenda may be used by the Board for non-controversial business. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. A Board member may ask that any item be removed from the consent agenda. The removed item will then be placed on the regular agenda.

The agenda will follow a general order established by the Board. Opportunities for the audience to be heard will be included. The Board will follow the order of business set up by the agenda unless the order is altered by a consensus of the Board.

The agenda, together with supporting materials, will be distributed to Board members at least three full working days prior to the meeting. The agenda will be available to the press and to interested patrons through the superintendent's office at the same time it is available to the Board members. Request for mailing must be submitted to the supt. Office in writing. Copies of the agenda for the press and public will not contain any confidential information included in the Board members' packets.

A copy of the agenda will be posted in each district facility, three public facilities, the location of the meeting, and the district web site 3 working days prior to the meeting.

The district will ensure equally effective communications are provided to qualified persons with disabilities upon request as required by the Americans with Disabilities Act.

END OF POLICY

Legal Reference(s): NRS 241

Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2000); 28 CFR Part 35 (2000).

Suggested Changes

Code: BDDC
Adopted: June 24, 2006
Revised: TBD

Board Meeting Agenda

The Board President and the Superintendent will prepare an agenda for all regular meetings of the Board. In the event the Board President is unavailable the Vice President shall stand in his/her place. Items of business may be suggested by any Board member, staff member, student or citizen of the district by filling out the appropriate agenda request form to include but not limited to all documentation supporting the item. This form will be either submitted at the district office or by way of electronic submission to the Board President, Board Secretary, and superintendent at least 7 working days prior to the board meeting.

A consent agenda may be used by the Board for non-controversial business. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. A Board member may ask that any item be removed from the consent agenda. The removed item will then be placed on the regular agenda.

The agenda will follow a general order established by the Board. Opportunities for the audience to be heard will be included. The Board will follow the order of business set up by the agenda unless the order is altered by a consensus of the Board.

The agenda, together with supporting materials, will be distributed to Board members at least five full working days prior to the meeting. The agenda will be available to the press and to interested patrons through the superintendent's office at the same time it is available to the Board members. Request for mailing must be submitted to the supt. Office in writing. Copies of the agenda for the press and public will not contain any confidential information included in the Board members' packets. A copy of the agenda will be posted in each district facility, three public facilities, the location of the meeting, and the district web site 5 working days prior to the meeting.

The district will ensure equally effective communications are provided to qualified persons with disabilities upon request as required by the Americans with Disabilities Act.

END OF POLICY

Legal Reference(s): NRS 241

Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2000); 28 CFR Part 35 (2000).

KABB

Indian Policies and Procedures

Mineral County School District

It is the intent of the Mineral County School District that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, the Mineral County School District will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

ATTESTATIONS

The Mineral County School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 2019 Impact Aid application.

The Mineral County School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY 2019 Impact Aid application.

Indian Policies and Procedures

TRIBE'S PREFERRED METHOD OF COMMUNICATION: Face-to-face meetings.

The following Indian policies and procedures become effective upon school board approval.

Policy 1: The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]

Procedure 1: (Describe how your LEA will achieve Policy 1)

- 1.1** The Mineral County School District meets annually every November to review the Indian Policies and Procedures (Mineral County Policy KABB) to review and revise as necessary in regards to maintaining compliance with the Impact Aid application. By doing so, we evaluate current policies and program plans. Members of the Walker River Paiute Tribe, parents of the students of the Schurz Elementary School, Schurz Elementary School Principal, Mineral County School District Superintendent and Infinite Campus

Coordinator make up the team that meets. At the last meeting, it was determined that information regarding the policies and procedures will be disseminated through packets related to meetings with the local school board as well as through a presentation to the Walker River Paiute Tribal Council.

All documentation describing how the application, evaluations, program plans and other information are distributed to the families of the Schurz Elementary Schools in school-to-home packets and within requested school board packets.

The LEA will disseminate, as soon as reasonably possible after such information becomes available, but not later than three days in advance of any meeting, Meeting information is sent home to parents with their children from the school. Also, other Tribal officials and any party that has requested information from the school district receive their information via email.

- ☐ Impact Aid FY 19 application;
- ☐ Evaluation of all educational program as it relates to Impact Aid; and
- ☐ Plans for education programs the District intends to initiate or eliminate as it relates to Impact Aid.

1.2 In addition, information regarding these materials will be included in the School's monthly newsletter, if appropriate.

1.3 Parents of Indian children, tribal officials and the public will be given notice of any and all meetings related to equal participation or the content of the educational program by including information about meeting times and locations on the District's website along with posted notices at the school and Tribal Council Office regarding the meeting(s). The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting.

1.4 Minutes from the Indian Education meetings will be posted on the District's website for all patrons and Tribal officials to review. This will allow for ongoing dissemination of information.

POLICY (2): The Mineral County School District will provide an opportunity for the Members of the Walker River Paiute Tribe and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34CFR222 .94(a)(2)]

- (i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and

(ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

Procedure 2:

2.1 The LEA surveys the parents of Indian children and tribal officials via email, and surveys sent home with the student, each fall to allow them the opportunity to make commentary concerning (1) the needs of their children and the ways in which they can assist them in realizing the benefits of the education programs; (2) the overall operation of the District's education program; and (3) the degree of parental participation allowed in the same. The Mineral County School Board will thereafter hold an annual Board meeting in Schurz where such commentary may be reviewed by Indian parents, Tribal officials, and the Board.

2.2 Indian parents and Tribal officials will be given notice of any and all meetings by including in the above-referred questionnaire to be disseminated in the fall semester information as to the location of legally posted Board notices. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting.

2.3 The Mineral County School District has consulted with the tribe prior to the adoption of these board policies. The Walker River Paiute Tribe prefers all communication with the tribe and the parents' of Indian children be disseminated via email and sent home with the student(s).

2.4 The LEA will, to the extent possible, take the tribe's preferred method of communication into consideration for all correspondence with the tribe and the parents' of Indian children for consultation on these Indian Policies and Procedures (IPPs) and the educational program and activities.

2.5 If participation in the survey results in a low return rate or the established meeting yield low participation by the parents of Indian children and tribal officials, the Mineral County School District will re-evaluate its plan and consult with parents of Indian children and tribal officials on ways to improve and enhance participation in the consultation process. The Mineral County School District may re-locate meetings or times to encourage participation.

POLICY (3): The Mineral County School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)]

- (i) Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children; and
- (ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

Procedure 3:

3.1 The Mineral County School District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

A. The Mineral County School District will monitor Indian student participation in all academic and co-curricular activities.

B. School district officials will review school data to assess the extent of Indian children's participation in the District's educational programs on an equal basis.

C. The Mineral County School District will share its assessment of district funding, Indian student participation, related academic achievements and other related data will be shared with the parents of Indian children and tribal officials by email, posting at tribal offices, and sending information home with students at least three days in advance of any meeting to discuss the extent to which Indian children participate with non-Indian children.

- D. Parents of Indian children, tribal officials and other interested parties may express their views on participation at any time through direct communication with the school administration, the school district, at any school board meeting or to the Indian Education Committee.
- E. Copies of all annual reports will be provided to tribal officials via email, posting at tribal offices and sending information home with students at least three days in advance of any meeting to discuss the assessment and any related modifications to the educational program or activities to improve Indian participation. Summaries of the assessments will be sent home to the parents of Indian children via email and home notices at least three days in advance of any meeting to discuss the assessment and any related modifications to the educational program or activities to improve Indian participation. Full copies of the assessment will be provided to parents upon request to the school district.

POLICY (4): The Mineral County School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CRF222.94(a)(4)]

Procedure 4:

- 4.1 There are specific meetings scheduled in Schurz and during the months of October and November every year to discuss the content of the IPPs and educational program and activities. Parent of Indian children and tribal officials are notified via mailings, email, and posting at tribal offices regarding these meetings and their ability to submit comment. In addition, the parents of Indian children and tribal officials may make recommend changes to the IPPs or the educational program at any regularly scheduled school Parent Advisory Committee meeting, school board meeting, or in direct communication with the school district.
- 4.2 The Mineral County School Board will evaluate all recommendations for changes to these IPPs.
- 4.3 The Mineral County School Board will decide on all recommended revisions to these IPPs.
- 4.4 The changes will become effective upon passage by the Mineral County School Board.
- 4.5 The Mineral County School District will notify tribal officials via email, and posting at tribal offices of any changes to these IPPs. The Mineral County School District will submit a copy of the revised IPPs within 30 days of adoption by the Mineral County School Board. The LEA will provide a summary of the changes to these IPPs to the parents of Indian children via email, publication in the local newspaper, posting at tribal offices and notices sent home with students within 30 days of adoption of the changes

by the Mineral County School Board. The Mineral County School Board will send a revised copy of the IPPs to the Impact Aid Program at the U.S. Department of Education within 30 days of adoption by the Mineral County School Board.

EXAMPLE OF LETTER: The Mineral County School Board will establish an ad hoc committee of Indian parents and Tribal officials ("the Indian/Parent Committee") to annually review the components the Indian Policies and Procedures to ensure that they meet federal regulatory and statutory requirements.

The Indian/Parent Committee shall serve as a task force to review the meaningfulness of Indian input, to review the extent of opportunity for Indian input and to review the District's response to Indian commentary. The Committee will review the effectiveness of the District's methods of gathering the input of Indian parents and Tribal members; calculate the number of Indian suggestions, which were actually implemented; permit Indian parents and Tribal officials to suggest more effective ways of communicating their views. If necessary, the Indian/Parent Committee shall make recommendations to the Board to modify its policies and procedures.

The Mineral County School District will hold a Board meeting to modify policies and procedures if the Indian/Parent committee indicates such modification is necessary.

The Mineral County School District will notify parents of Indian children, tribal officials and the general public of any changes to the Indian Policies and Procedures by email, publication in the local newspaper, posting at tribal offices and notices sent home with students within 30 days of adoption by the school board.

POLICY (5) : The Mineral County School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CRF222 .94(a)(5)]

Procedure 5:

- 5.1 The Mineral County School District will respond in writing to the comments, questions and concerns received through out the consultation process. In the event that the school district receives multiple comments on the same topic area, the Mineral County School District will summarize these comments and respond to them as a group.
- 5.2 The Mineral County School District will respond to comments, questions and concerns received through the consultation process in writing not later than December 10 each year.

5.3 The responses to the comments, concerns and recommendations through the consultation will be disseminated to the tribes via email, and posting at tribal offices. The Mineral County School District will disseminate a summary of the responses to the parents of Indian children via email, posting at tribal offices and information sent home with students within 30 days of adoption of the changes by the Mineral County School Board.

POLICY (6): The Mineral County School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34CR F222.94 (a)(6)]

Procedure 6:

6.1 The Mineral County School District will annually provide a copy of the current Indian Policies and Procedures to the Walker River Paiute tribe via email and postings at the tribal offices.

Board Approval Date November 5, 2019

Date Submitted January 7, 2020

DUAL CREDITS

MCHS Dual Credit/Enrollment

Revision/Draft 2022-23

Dual Enrollment is a way for high school students to obtain high school credit for college classes. ~~and college credit.~~ Dual credit college courses are those offered by a community college or university in the Nevada System of High Education (NSHE). College classes are more difficult than high school classes so students who complete college classes will be graded on the honors grading system, a GPA point value of ".050 added value..." (see section Grade Point Average and Added Value Grades, p.8). In most cases, high school students will attend class on the college campus, in a web-based format or as a hybrid (combination of face-to-face and web-based). In some cases, there may be opportunities for students to participate in a dual credit college course on their high school campus. Students who complete a college class will have the grade count for high school as well as college. Students who drop a college class will receive no high school credit. It is important for students to check with their intended future post-secondary institution they will be attending after graduation and, if applicable, the NCAA, to determine if that school/program will accept the courses. Nevada university bound students should ensure they meet the requirements for the Millennium Scholarship, which also meet the requirements for the MCHS Advanced Diploma.

Fees/Costs: Students are responsible for the application, tuition, books, and class fees. In some cases, there may be scholarship funding to offset these costs. This is not guaranteed. Dual Enrollment classes may be financially supported by MCSD if there is money available, but students may be financially responsible as well. This will include registration and school materials. Students and parents will be informed in writing, each semester, at the time of dual enrollment class registration. The student is responsible for the cost of dropped, failed, and repeated classes. See Appendix 3 for the college fee schedule.

Program Registration:

High School Approval: Prior to enrolling in college classes each semester, students and their parents will need to meet with the high school counselor or principal to discuss the dual enrollment program. All classes ~~need~~ must to be approved by a school official, either the high school counselor or administrator. Not all GBC college courses are approved for dual credit. A list of approved dual credit courses, updated annually, are available in Appendix 3. Students taking GBC college courses without pre-approval run the risk of not meeting certain graduation requirements. Students are required by GBC the college to have their counselor sign an "authorization" form. Students must register for college classes by the deadline set by the high school each semester to ensure students start all high school and college classes in a timely manner.

College Approval: High school students participating in dual credit courses must apply and be accepted to the college as a student. Students meet with a college advisor to assist in choosing classes each semester. Pre-requisites may be required for specific classes. Students must attend an orientation session, receive parent approval to attend college, as well as other college requirements for participation.

Parent Approval: Parent approval is required to attend college. An authorization form is needed by the college to enroll in classes. This document may be submitted on the college web-site or turn the form into the high school counselor's office.

Dual Enrollment Process:

- **Step 1:** Obtain "Authorization to Enroll" from Parent. Parent and student meet with high school administration to enter the Dual Enrollment program in individual meetings or in a group orientation. All parties discuss and enter into an agreement of expectations contract for the dual enrollment program. All fee expectations for the year will be provided during this meeting.
- **Step 2:** Enroll in college
- **Step 3:** Meet with high school counselor/administrator and college academic advisor to select approved classes. The high school counselor must approve class schedule before classes begin so college credits are approved for transfer to receive high school credit.
- **Step 4:** Register for classes on the college web-site and submit payment if needed.
- **Step 5:** Student purchases books as soon as possible to ensure receipt before classes start. Submit a reimbursement request to the high school office if funds are available for reimbursement. All fee expectations will be provided during the initial meeting in Step 1.
- **Step 5:** Student must report to high school administration as required to provide college grades every 3 weeks. A print out is to be submitted by Monday morning before 9am to the high school counselor or students will be considered on academic probation and will be unable to participate in high school activities, including athletics. The student will meet with the high school counselor by appointment to submit college grades. This meeting is an opportunity to communicate with the high school counselor about any concerns or issues the student is having in the dual enrollment program and college classes.
- **Step 6:** After college courses are completed and semester grades are posted, the student will submit unofficial transcripts to the high school counselor so grade may be posted to the high school transcript.
- **Step 7:** Repeat Steps 3-6 for the spring semester.

Participation Requirements: High school students participating in dual credit courses must apply and be accepted to the college as a student, meet with a college advisor to assist in choosing classes, meet required pre-requisites for specific classes, attend an orientation session, receive parent approval to attend college, as well as other college requirements for participation. Every effort will be made to help students select classes that will benefit them after they leave high school. Students must receive a grade of 'C' or better in their college classes and maintain a high school 3.0 g.p.a. to participate in the dual enrollment program. Grade checks will take place for all dual enrollment students in conjunction and as required by the athletic department. It will be the student's responsibility to make their grades available for high school administration review.

Starting in the second semester of their high school year, students may elect to take one college classes at the approved colleges that equal (1) high school credit. Juniors and Seniors will be able to select college classes two classes to take each semester that equal (2) high school credits, with high school approval. All dual credit courses must be approved by a MCHS Counselor. Not all GBC college courses are approved for dual credit. Students taking GBC college courses without pre-approval run the risk of not meeting certain graduation requirements. Students are required by GBC the college to have their

~~counselor sign an "authorization" form. Students may take other classes on their own, but only two classes will be counted for dual credit.~~

Academic deficiencies: It is the student's responsibility to be aware of their academic progress and college course drop/withdrawal deadlines to prevent failing a class. Students will not be penalized for dropping college classes before the 100% refund deadline set by the college and may resume taking high school classes in lieu of the dropped college course. Students who are taking a dual credit class and withdrawal or fail a class will be restricted from taking ~~new two~~ classes the next semester and will need to meet with the school counselor to stay in the program. ~~Re-taking classes or rectifying academic deficiencies may be required before resuming the program.~~ Every effort will be made to involve staff from the participating colleges. ~~and All students will need to continue to meet college and requirements as well as high school requirements. Students who drop a college class will receive no high school credit. Students who fail or receive an unsatisfactory grade in a course have the opportunity to re-take the course the following semester to replace the previous semester grade. These courses must be taken consecutively to post a grade change for the same class. The student is responsible for the cost of dropped, failed, and repeated classes.~~

High School Credit for College Courses: A 3, 4, or 5 credit, one-semester college course that is successfully completed by the student will be counted as ~~(0.5)~~ (1) high school credit. Under certain circumstances a 2 credit course may be taken in conjunction with a 3 credit course to be counted as (1) high school credit with counselor or administration approval. Grades received ~~earned~~ in college courses become part of the student's GPA at both institutions. College classes must be taken in lieu of a high school class during the school day to ensure the student has enough time to complete the course requirements each week. This provides opportunities for teacher assistance and tutoring during the school day as needed and requested by the student. It is the student's responsibility to submit college transcripts to the high school counseling office as soon as grades are posted for the semester completed, to put the course and grade on the high school transcript. It is also the student's responsibility to send college transcripts to the college or university of their choice as transfer credits.

Important Note:

*Not all colleges accept courses taken through dual credit programs. It is important to check with the admissions office at your ~~post high school graduation~~, intended college/university.

* Any exceptions to this policy must be approved, in advance, by the high school Principal and Superintendent or designee.

~~Students who enroll at a NSHE need to understand that the Colleges~~ does not share information with MCHS. It is possible for a student who is enrolled at an NSHE ~~college institution~~ to be dropped from class for non-attendance, or failing grades and the counselor not be notified. If this occurs, graduation status, and full-time student status could be negatively affected.

FOR MORE INFORMATION: Contact your high school counselor. A list of approved courses are listed on Appendix 3.

Drafts 11/9/22, 11/1/22

Respectfully submitted by Kristy Bekiares

MCHS Dual Enrollment College Tracks

1 College Credit = 1 High School Credit

Best #1	8th Grade Transfer Credit Option 2-57 College credits (19 classes); 31.5 High School Credits (12.5 classes)			Optional Accelerated (3 week Courses)		
	8th Grade	9th Grade	10th Grade	11th Grade	Winter	12th Grade
1	Algebra 1	Algebra 2	Math 124/126	Math 126/127/Other		College-Fine Art/ Econ 102 (Soc. Sc.)
2	Computer Lit. (.5)	Geometry				College Humanities/ College Elective
3		English 9	English 10	English 101/102		Hist 105 (W. Hist)/ College Elective
4		Biology	Chemistry			College Elective
5		PE	Health (.5)/CPD 123	Hist 101/102 (US Hist/Gov)		College Elective
6		CTE	Elective (.5)/College gap for CPD			College Elective
7		CTE	PE	College Science Group A/B		College Elective

#2	8th Grade Transfer Credit- 54 College Credits (18 classes); 31.5 High School Credits (13.5 classes)			11th Grade	Winter	12th Grade
	8th Grade	9th Grade	10th Grade	11th Grade	Summer	Fall
1	Algebra 1	Algebra 2	Geometry	Math 124/126/Elective		College-Fine Art/ Econ 102 (Soc. Sc.)
2	Computer Lit.	English 9	English 10			College Humanities/ Elective
3		Biology	Chemistry	English 101/102		College Elective
4		Health/Elective	CPD 123/Hist 105 (W.Hist)			College Elective
5		PE		Hist 101/102 (US Hist/Gov)		College Elective
6		CTE	PE			College Elective
7		CTE	Elective	College Science Group A/B		College Elective

#3	Science Emphasis-54 credits (18 classes), 30 High School Credits (12 classes)			11th Grade	Winter	12th Grade
	9th Grade	10th Grade	11th Grade	11th Grade	Summer	Fall
1	Algebra I	Algebra 2	Math 126/127			Math 128/176
2	English 9	Geometry				College Humanity/ College Elective
3	Comp. Lit/Health	English 10	English 101/102			College-Fine Art/ Econ 102 (Soc. Sc.)
4	Biology	Chemistry				College Elective
5	PE	CPD 123/Hist 105 (W.Hist)	Hist 101/102 (US Hist/Gov)			College Elective
6	CTE					College Elective
7	CTE	PE	College Science Group A/B			College Elective

#4	Art Emphasis- 54 College Credits (18 classes); 30 High School Credits (12 classes)			11th Grade	Winter	12th Grade
	9th Grade	10th Grade	11th Grade	11th Grade	Summer	Fall
1	Algebra I	Algebra 2	Math 124/126/Elective			College-Fine Art/ Econ 102 (Soc. Sc.)
2	English 9	Geometry				College Humanities/ College Elective
3	Comp. Lit/Health	English 10	English 101/102			College Elective
4	Biology	Chemistry				College Elective
5	PE	CPD 123/Hist 105 (W.Hist)	Hist 101/102 (US Hist/Gov)			College Elective
6	CTE					College Elective
7	CTE	PE	College Science Group A/B			College Elective

*Needs revision and approval of administration

*Needs verification of appropriate college to high school credit conversion by college and administration

11/9/22 (2) Draft
Gear Up Office-KB

Dual Enrollment Teacher Course Schedule

Teacher	Fall		Spring
Solitana/Partosa	Math 124 College Algebra		Math 126 Pre-Calculus I
	Math 126 Pre-Calculus I		Math 127 Pre-Calculus II
	Math 176 Intro Calculus for Business & Social Sciences		Math 181 Calculus I
Batomalaque/Hudson	Eng 101 Composition 1		Eng 102 Composition 2
Horn	Hist 105 World History		Hist 105 World History
Hamery	Hist 101- US History to 1877		Hist 102 US History since 1877
	Econ 102- Principles of Microeconomics		Econ 102- Principles of Microeconomics
Keady/Cardenas	Group A		Group B
	Group B		Group A
Gentry	Fine Art		Fine Art

Draft 11/9/22

Gear Up Center-KB

WNC

Dual Credit Courses Master List

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<u>Class</u>	<u>Course Title</u>	<u>College</u>	<u>Credits</u>	<u>MCSD Credit</u>	<u>Elective/</u> <u>Graduation</u>
ACC 135	Bookkeeping I	WNC	3	.5	E
ACC 201	Financial Accounting	WNC	3	.5	E
ACC 220	Microcomputer Accounting Systems	WNC	3	.5	E
AM 145	American Sign Lang. I	WNC	4	.5	E
AM 146	American Sign Lang. II	WNC	4	.5	E
AM 147	American Sign Language III	WNC	4	.5	E
AM 148	American Sign Language IV	WNC	4	.5	E
ANTH 101	Introduction to Cultural Anthropology	WNC	3	.5	E
ANTH 102	Introduction to Physical Anthropology	WNC	3	.5	E
ANTH 201	People & Cultures of the World	WNC	3	.5	E
ART 101	Drawing I	WNC	3	.5	G
ART 102	Drawing II	WNC	3	.5	G
ART 124	Beginning Printmaking	WNC	3	.5	G
ART 127	Watercolor I	WNC	3	.5	G
ART 135	Photography I	WNC	3	.5	G
ART 141	Introduction to Digital Photography I	WNC	3	.5	G
ART 160	Art Appreciation	WNC	3	.5	G
ART 201	Life Drawing I	WNC	3	.5	G
ART 211	Ceramics I	WNC	3	.5	G
ART 212	Ceramics II	WNC	3	.5	G

** Students must earn at least three credits in physical education at the community college level to complete .5 high school credits – OR – Students must earn a combination of 3 credits in construction at the community college level to complete .5 high school credits*

Dual Credit Courses Master List

Students who choose to apply dual course credits toward courses required for graduation are responsible for meeting all district requirements. Courses with the same or similar title and course number offered at any of the local community college campuses (WNC, and TMCC) will be considered the same, and are therefore approved for all campuses even if listed for only one. Students may enroll in the course at any of the two campuses for the same credit listed. In accordance with AR 513, Dual credit courses that are transferable to a 4-year Institution and are not remedial are eligible for a GPA bonus.

<u>Class</u>	<u>Course Title</u>	<u>College</u>	<u>Credits</u>	<u>MCSD Credit</u>	<u>Elective/ Graduation</u>
ART 231	Painting I	WNC	3	.5	G
ART 232	Painting II	WNC	3	.5	G
ART 235	Photography II	WNC	3	.5	G
ART 260	Survey of Art History I	WNC	3	.5	E
ART 261	Survey of Art History II	WNC	3	.5	E
AST 110	Stellar Astronomy	WNC	3	.5	E
ATMS 117	Meteorology	WNC	3	.5	E
AUTO101	Intro to General Mechanics	WNC	3	.5	E
BIOL100	General Biology I	WNC	3	.5	G
BIOL 113	Life in the Oceans	WNC	3	.5	E
BIOL190	Intro to Cell Biology	WNC	3	.5	G
BIOL190L	Intro to Cell Biology Lab	WNC	1	*	G
BIOL223	Human Anatomy & Physiology I	WNC	4	.5	G
BIOL224	Human Anatomy & Physiology II	WNC	4	.5	G
BUS 101	Introduction to Business	WNC	3	.5	E
BUS 107	Business Communications	WNC	3	.5	E
BUS 108	Business Letters and Reports	WNC	3	.5	E
BUS 109	Business Math	WNC	3	.5	E
BUS 273	Business Law I	WNC	3	.5	E
CADD100	Intro to Computer Aided Drafting	WNC	3	.5	E
CADD120	Architectural Drafting I	WNC	3	.5	E
CH 201	Ancient & Medieval Cultures	WNC	3	.5	E
CH 202	American Experience & Constitutional Change	WNC	3	.5	E
CHEM 100	Molecules & Life in the Modern World	WNC	3	.5	G
CHEM 121	General Chemistry I	WNC	4	.5	G
CHS 102	Foundations Pers Health & Wellness	WNC	3	.5	E
CIT 133	Beginning C ++	WNC	3	.5	E

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<u>Class</u>	<u>Course Title</u>	<u>College</u>	<u>Credits</u>	<u>MCSD Credit</u>	<u>Elective/ Graduation</u>
CIT 211	Microsoft Networking	WNC	4	.5	E
COM 101	Oral Communications	WNC	3	.5	E
COM 102	Intro to Interpersonal Comm	WNC	3	.5	E
CONS295B	Work Experience I	WNC	3	.5	E
COT 204	Using Windows	WNC	3	.5	E
CPD 116	Substance Abuse – Fundamental Facts and Insights	WNC	3	.5	E
CRJ 101	Intro to Criminal Justice I	WNC	3	.5	E
CRJ 102	Intro to Criminal Justice II	WNC	3	.5	E
CRJ 220	Criminal Procedures	WNC	3	.5	E
CRJ 229	Defensive Tactics	WNC	3	.5	E

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<u>Class</u>	<u>Course Title</u>	<u>College</u>	<u>Credits</u>	<u>MCSD Credit</u>	<u>Elective/ Graduation</u>
CRJ 270	Introduction to Criminology	WNC	3	.5	E
DAN 132	Jazz Dance Beginning	WNC	1	*	E
DAN 135	Beginning Ballet	WNC	1	*	E
DAN 144	Beginning Tap Dance	WNC	1	*	E
DAN 160	Hip Hop Dance	WNC	1	*	
DAN 232	Jazz Dance (Intermediate)	WNC	1	*	E
DAN 244	Tap Dance (Intermediate)	WNC	1	*	E
ECE 129	Environments for Infant and Toddler	WNC	1	*	E
ECE 155	Literacy and the Young Child	WNC	1	*	E
ECE 204	Principles of Child Guidance	WNC	3	.5	E
ECE 250	Introduction to Early Childhood Education	WNC	3	.5	E
ECE 251	Curriculum in Early Childhood Education	WNC	3	.5	E
ECON 102	Principles of Microeconomics	WNC	3	.5	G (2 nd semester Govt.)
ECON 102	Principles of Microeconomics	TMCC	3	.5	G
ECON 103	Principles of Macroeconomics	WNC	3	.5	G
ECON 103	Principles of Macroeconomics	TMCC	3	.5	G
EDU 201	Intro to Elementary Education	WNC	3	.5	E
EDU 203	Intro to Special Education	WNC	3	.5	E
EDU 214	Preparing Teachers to Use Tech	WNC	3	.5	E
EMS 108	Emergency Med Tech Training	WNC	6 – 8	1	E
ENG 098	Basic Writing III	WNC	3	.5	G
ENG 099	Basic Writing Strategies	WNC	6	.5	E
ENG 100	Composition Enhanced	WNC	5	.5	G
ENG 101	Composition I	WNC	3	.5	G
ENG 101	Composition I	TMCC	3	.5	G
ENG 102	Composition II	WNC	3	.5	G
ENG 102	Composition II	TMCC	3	.5	G

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<u>Class</u>	<u>Course Title</u>	<u>College</u>	<u>Credits</u>	<u>MCSD Credit</u>	<u>Elective/</u> <u>Graduation</u>
ENGR 100	Intro to Engineering Design	WNC	3	.5	E
ENV 101	Intro to Environmental Science	WNC	3	.5	E
EPD 276	Management Methods for Substitutes	WNC	3	.5	E
EPY 150	Strategies for Academic Success	WNC	3	.5	E
ET 131	Dc for Electronics	WNC	4	.5	E
ET 132	Electronics II	WNC	4	.5	E
ET 134	Basic Troubleshooting (DC/AC Circuits)	WNC	2	.5	E
ET 198	Special Topics in Electronics	WNC	1-6	.5	E
FREN 101B	French Conversational I	TMCC	3	.5	E
FREN 101	French, Conversational I	WNC	3	.5	E
FREN 102B	French II	TMCC	3	.5	E
FREN 102	French, Conversational II	WNC	3	.5	E
FREN 111	First Year French	TMCC	4	.5	E
FREN 111	First Year French I	WNC	4	.5	E
FREN 112	First Year French II	WNC	4	.5	E
GEOG103	Physical Geography	WNC	3	.5	E
GEOL100	Earthquakes, Volcanoes and National Disasters	WNC	3	.5	E
GEOL101	Physical Geology	WNC	3	.5	E
GER 101B	German Conversational I	TMCC	3	.5	E
GER 102B	German Conversational II	TMCC	3	.5	E
GER 111	First Year German	TMCC	3	.5	E
HDFS 201	Lifespan Human Development	WNC	3	.5	E
HDFS 202	Introduction to Families	WNC	3	.5	E
HGPS 201	Concepts in Holocaust, Genocide & Peace Studies	WNC	3	.5	E
HIST 101	U. S. History to 1865	WNC	3	.5	G
HIST 102	U.S. History 1865 to Present	WNC	3	.5	G
HIST 105	European Civilization to 1648	WNC	3	.5	G
HIST 106	European Civilization 1648 to Present	WNC	3	.5	G
HIST 111	Surv of Am Constitutional History	WNC	3	.5	G

** Students must earn at least three credits in physical education at the community college level to complete .5 high school credits – OR – Students must earn a combination of 3 credits in construction at the community college level to complete .5 high school credits*

Dual Credit Courses Master List

Students who choose to apply dual course credits toward courses required for graduation are responsible for meeting all district requirements. Courses with the same or similar title and course number offered at any of the local community college campuses (WNC, and TMCC) will be considered the same, and are therefore approved for all campuses even if listed for only one. Students may enroll in the course at any of the two campuses for the same credit listed. In accordance with AR 513, Dual credit courses that are transferable to a 4-year Institution and are not remedial are eligible for a GPA bonus.

<u>Class</u>	<u>Course Title</u>	<u>College</u>	<u>Credits</u>	<u>MCSD Credit</u>	<u>Elective/</u> <u>Graduation</u>
HIST 217	Nevada History	WNC	3	.5	E
HIST 225	Introduction to Vietnam War	WNC	3	.5	E
HIST 290	The Roaring 20s	WNC	3	.5	E
HRC 161B	Quantity Food Production	TMCC	3	.5	E
HRC 164B	Professional Culinary Arts	TMCC	4	.5	E
HRC 166B	Food Service Sanitation	TMCC	3	.5	E
HRC 168B	Basic Garde Manger	TMCC	3	.5	E
HUM 101	Intro to Humanities	WNC	3	.5	E
IS 101	Intro to Information Systems	WNC	3	.5	G
IS 201	Computer Applications	WNC	3	.5	E
ITAL 101	Intro to Italian I	TMCC	3	.5	E
JPN 101B	Conversational Japanese I	TMCC	3	.5	E
JPN 102B	Conversational Japanese II	TMCC	3	.5	E
LATIN 111	First Year Latin	UNR	3	.5	E
MATH 096	Intermediate Algebra	WNC	3	.5	G
MATH 120	Fundamentals of College Math	WNC	3	.5	G
MATH 122	Number Concepts for Elementary School Teachers	WNC	3	.5	E
MATH 123	Statistics and Geometrical Concepts for Elementary School Teachers	WNC	3	.5	E
MATH 126	Precalculus I	WNC	3	.5	G
MATH 127	Precalculus II	WNC	3	.5	G
MATH 128	Precalculus & Trigonometry	WNC	5	.5	G
MATH 176	Introductory Calculus for Business & Social Sciences	WNC	3	.5	E
MATH 181	Calculus I	WNC	4	.5	G
MATH 182	Calculus II	WNC	3	.5	G
MGT 103	Small Business Management	WNC	3	.5	E
MGT 201	Principles of Management	WNC	3	.5	E
MGT 212	Leadership and Human Relations	WNC	3	.5	E
MGT 235	Organizational Behavior	WNC	3	.5	E
MGT 283	Personnel Administration	WNC	3	.5	E
MKT 210	Marketing Principles	WNC	3	.5	E
MKT 262	Intro Advertising	WNC	3	.5	E

* Students must earn at least three credits in physical education at the community college level to complete .5 high school credits – OR – Students must earn a combination of 3 credits in construction at the community college level to complete .5 high school credits

Dual Credit Courses Master List

Students who choose to apply dual course credits toward courses required for graduation are responsible for meeting all district requirements. Courses with the same or similar title and course number offered at any of the local community college campuses (WNC, and TMCC) will be considered the same, and are therefore approved for all campuses even if listed for only one. Students may enroll in the course at any of the two campuses for the same credit listed. In accordance with AR 513, Dual credit courses that are transferable to a 4-year Institution and are not remedial are eligible for a GPA bonus.

<u>Class</u>	<u>Course Title</u>	<u>College</u>	<u>Credits</u>	<u>MCSD Credit</u>	<u>Elective/</u> <u>Graduation</u>
MTT 105	Machine Shop I	WNC	3	.5	E
MTT 106	Machine Shop Practice I	WNC	2	*	E
MTT 110	Machine Shop II	WNC	3	.5	E
MTT 111	Machine Shop Practice II	WNC	2	*	E
MUS 107	Guitar Class I	WNC	2-3	*	E
MUS 111	Piano Class I	WNC	3	.5	E
MUS 121	Music Appreciation	WNC	3	.5	E
MUS 124	Hist Amer Musical Theatre	WNC	3	.5	E
MUS 125	History of Rock Music	WNC	3	.5	E
MUS 176	Musical Theatre Practicum	WNC	3	.5	E
MUS 215	Technique of Songwriting	WNC	3	.5	E
MUS 276	Musical Theatre Practicum	WNC	3	.5	E
NURS 130	Nurse Assistant	WNC	6	1	E
NUTR 121	Human Nutrition	WNC	3	.5	E
PEX 105	Scuba			*	E
PEX 107	Swimming	WNC	1	*	E
PEX 112	Baseball	WNC	1	*	E
PEX 117	Golf	WNC	1-2	*	E
PEX 127	Tennis	WNC	1	*	E
PEX 130	Backpacking	WNC	1	*	E
PEX 139	Wilderness Skills	WNC	1	*	E
PEX 142	Judo	WNC	1	*	E
PEX 143	Karate	WNC	1	*	E
PEX 154	Dance	WNC	1	*	E
PEX 159	Horsemanship	WNC	2	*	G
PEX 169	Yoga	WNC	1	*	E
PEX 170	Aerobics	WNC	1-4	*	E
PEX 172	Body Contouring & Conditioning	WNC	1-2	*	E

** Students must earn at least three credits in physical education at the community college level to complete .5 high school credits – OR – Students must earn a combination of 3 credits in construction at the community college level to complete .5 high school credits*

Dual Credit Courses Master List

Students who choose to apply dual course credits toward courses required for graduation are responsible for meeting all district requirements. Courses with the same or similar title and course number offered at any of the local community college campuses (WNC, and TMCC) will be considered the same, and are therefore approved for all campuses even if listed for only one. Students may enroll in the course at any of the two campuses for the same credit listed. In accordance with AR 513, Dual credit courses that are transferable to a 4-year Institution and are not remedial are eligible for a GPA bonus.

<u>Class</u>	<u>Course Title</u>	<u>College</u>	<u>Credits</u>	<u>MCSD Credit</u>	<u>Elective/</u> <u>Graduation</u>
PHIL 101	Intro to Philosophy	WNC	3	.5	E
PHIL 200	The Judeo-Christian Tradition	WNC	3	.5	E
PHIL 210	World Religions	WNC	3	.5	E
PHYS 100	Intro to Physics I	WNC	3	.5	E
PHYS 151	General Physics I	WNC	3	.5	E
PHYS 180	Engineering Physics I	WNC	3	.5	E
Physics 100	Physics for Future President	UNR	3	.5	E
PSC 103	Principles of Amer. Constitutional Govt.	WNC	3	.5	G
PSY 101	General Psychology	WNC	3	.5	E
PSY 210	Introduction to Statistical Methods	WNC	4	.5	E
PSY 241	Intro to Abnormal Psychology	WNC	3	.5	E
PSY 261	Intro to Social Psychology	WNC	3	.5	E
SOC 101	Principles of Sociology	WNC	3	.5	E
SPAN 101	Conversational Spanish I	WNC	3	.5	E
SPAN 101B	Spanish Conversational I	TMCC	3	.5	E
SPAN 102	Conversational Spanish II	WNC	3	.5	E
SPAN 102B	Spanish Conversational II	TMCC	3	.5	E
SPAN 103	Conversational Spanish III	WNC	3	.5	E
SPAN 111	First Year Spanish I	TMCC	4	.5	E
SPAN 111	First Year Spanish I	WNC	4	.5	E
SPAN 112	First Year Spanish II	WNC	4	.5	E
SPAN 211	Second Year Spanish I	WNC	3	.5	E
SPAN 212	Second Year Spanish II	WNC	3	.5	E
STAT 152	Intro to Statistics	WNC	3	.5	E
SW 230	Crisis Intervention	WNC	3	.5	E
THTR 180	Cinema as Art & Communication	WNC	3	.5	E

** Students must earn at least three credits in physical education at the community college level to complete .5 high school credits – OR – Students must earn a combination of 3 credits in construction at the community college level to complete .5 high school credits*

Douglas County HS

DUAL CREDIT COURSES MASTER LIST

Students who choose to apply dual course credits toward courses required for graduation are responsible for meeting all district requirements. Courses with the same or similar title and course number offered at any of the local community college campuses (WNC, and TMCC) will be considered the same, and are therefore approved for all campuses even if listed for only one. Students may enroll in the course at any of the two campuses for the same credit listed. If not indicated, course must be 3 credits or greater for 1 DCSD credit or 3 one- credit courses must be taken for 1 credit. No credit will be issued for less than three University credits. Dual credit courses eligible to be transferred to a 4-year institution will be awarded a .05 grade point average bump. See AR 513 for clarification.* Students must earn at least three credits in physical education at the community college level to complete 1 high school credits – OR – Students must earn a combination of 3 credits in construction at the community college level to complete 1 high school credit.

CLASS	COURSE TITLE	COLLEGE	COLLEGE CREDITS	DCSD CREDITS	DCSD Credit Type
ACC 135	Bookkeeping I	WNC	3	1	Elective
ACC 201	Financial Accounting	WNC	3	1	Elective
ACC 220	Microcomputer Accounting Systems	WNC	3	1	Elective
AM 145	American Sign Lang. I	WNC	4	1	Elective
AM 146	American Sign Lang. II	WNC	4	1	Elective
AM 147	American Sign Language III	WNC	4	1	Elective
AM 148	American Sign Language IV	WNC	4	1	Elective
ANTH 101	Introduction to Cultural Anthropology	WNC	3	1	Elective
ANTH 102	Introduction to Physical Anthropology	WNC	3	1	Elective
ANTH 201	People & Cultures of the World	WNC	3	1	Elective
ART 101	Drawing I	WNC	3	1	Art/Humanities
ART 102	Drawing II	WNC	3	1	Art/Humanities
ART 124	Beginning Printmaking	WNC	3	1	Art/Humanities
ART 127	Watercolor I	WNC	3	1	Art/Humanities
ART 135	Photography I	WNC	3	1	Art/Humanities
ART 141	Introduction to Digital Photography I	WNC	3	1	Art/Humanities
ART 160	Art Appreciation	WNC	3	1	Art/Humanities
ART 201	Life Drawing I	WNC	3	1	Art/Humanities

ART 211	Ceramics I	WNC	3	1	Art/Humanities
ART 212	Ceramics II	WNC	3	1	Art/Humanities
ART 231	Painting I	WNC	3	1	Art/Humanities
ART 232	Painting II	WNC	3	1	Art/Humanities
ART 235	Photography II	WNC	3	1	Art/Humanities
ART 260	Survey of Art History I	WNC	3	1	Elective
ART 261	Survey of Art History II	WNC	3	1	Elective
AST 110	Stellar Astronomy	WNC	3	1	Elective
ATMS 117	Meteorology	WNC	3	1	Elective
AUTO 101	Intro to General Mechanics	WNC	3	1	Elective
BIOL 100	General Biology I	WNC	3	1	Science
BIOL 113	Life in the Oceans	WNC	3	1	Science
BIOL 190	Intro to Cell Biology	WNC	3	1	Science
BIOL 190L	Intro to Cell Biology Lab	WNC	1	*	Science
BIOL 191	Introduction to Organismal Biology	WNC	4	1	Science
BIOL 223	Human Anatomy & Physiology I	WNC	4	1	Science
BIOL224	Human Anatomy & Physiology II	WNC	4	1	Science
BUS 101	Introduction to Business	WNC	3	1	Elective
BUS 107	Business Communications	WNC	3	1	Elective
BUS 108	Business Letters and Reports	WNC	3	1	Elective
BUS 109	Business Math	WNC	3	1	Elective
BUS 273	Business Law I	WNC	3	1	Elective
CADD 100	Intro to Computer Aided Drafting	WNC	3	1	Elective
CADD 120	Architectural Drafting I	WNC	3	1	Elective
CH 201	Ancient & Medieval Cultures	WNC	3	1	Elective
CH 202	American Experience & Constitutional Change	WNC	3	1	Elective
CHEM 100	Molecules & Life in the Modern World	WNC	3	1	Science
CHEM 121	General Chemistry I	WNC	4	1	Science
CHS 101	Intro to Community Health Sciences	WNC	3	1	Elective
CHS 102	Foundations Pers Health & Wellness	WNC	3	1	Elective

CIT 133	Beginning C ++	WNC	3	1	Elective
CIT 211	Microsoft Networking	WNC	4	1	Elective
COM 101	Oral Communications	WNC	3	1	Elective
COM 102	Intro to Interpersonal Comm	WNC	3	1	Elective
COM 113	Fundamentals of Speech Communication	WNC	3	1	Elective
CONS 295B	Work Experience I	WNC	3	1	Elective
COT 204	Using Windows	WNC	3	1	Elective
CPD 116	Substance Abuse – Fundamental Facts and Insights	WNC	3	1	Elective
CRJ 101	Intro to Criminal Justice I	WNC	3	1	Elective
CRJ 102	Intro to Criminal Justice II	WNC	3	1	Elective
CRJ 103	Communication Within the Criminal Justice Field	WNC	3	1	Elective
CRJ 104	Introduction to the Administration of Justice	WNC	3	1	Elective
CRJ 106	Introduction to Corrections	WNC	3	1	Elective
CRJ 164	Principles of Investigation	WNC	3	1	Elective
CRJ 220	Criminal Procedures	WNC	3	1	Elective
CRJ 222	Criminal Law and Procedure	WNC	3	1	Elective
CRJ 229	Defensive Tactics	WNC	3	1	Elective
CRJ 234	Introduction to the Courts and American Legal System	WNC	3	1	Elective
CRJ 270	Introduction to Criminology	WNC	3	1	Elective
DAN 132	Jazz Dance Beginning	WNC	1	*	Elective
DAN 135	Beginning Ballet	WNC	1	*	Elective
DAN 144	Beginning Tap Dance	WNC	1	*	Elective
DAN 160	Hip Hop Dance	WNC	1	*	Elective
DAN 232	Jazz Dance (Intermediate)	WNC	1	*	Elective
DAN 244	Tap Dance (Intermediate)	WNC	1	*	Elective
ECE 129	Environments for Infant and Toddler	WNC	1	*	Elective
ECE 155	Literacy and the Young Child	WNC	1	*	Elective
ECE 204	Principles of Child Guidance	WNC	3	1	Elective
ECE 250	Introduction to Early Childhood Education	WNC	3	1	Elective
ECE 251	Curriculum in Early Childhood Education	WNC	3	1	Elective

ECON 100	Introduction to Economics	WNC	3	1	2nd Semester Government
ECON 102	Principles of Microeconomics	TMCC	3	1	2nd Semester Government
ECON 103	Principles of Macroeconomics	WNC	3	1	2nd Semester Government
ECON 103	Principles of Macroeconomics	TMCC	3	1	2nd Semester Government
EDU 201	Intro to Elementary Education	WNC	3	1	Elective
EDU 202	Intro to Secondary Education	WNC	3	1	Elective
EDU 203	Intro to Special Education	WNC	3	1	Elective
EDU 214	Preparing Teachers to Use Tech	WNC	3	1	Elective
EMS 108	Emergency Med Tech Training	WNC	6 – 8	2	Elective
ENG 100	Composition Enhanced	WNC	5	1	English III
ENG 101	Composition I	WNC	3	1	English III
ENG 101	Composition I	TMCC	3	1	English III
ENG 102	Composition II	WNC	3	1	English IV
ENG 102	Composition II	TMCC	3	1	English IV
ENGR 100	Intro to Engineering Design	WNC	3	1	Elective
ENV 101	Intro to Environmental Science	WNC	3	1	Science
EPD 276	Management Methods for Substitutes	WNC	3	1	Elective
EPY 150	Strategies for Academic Success	WNC	3	1	Elective
ET 131	Dc for Electronics	WNC	4	1	Elective
ET 132	Electronics II	WNC	4	1	Elective
ET 134	Basic Troubleshooting (DC/AC Circuits)	WNC	2	1	Elective
ET 198	Special Topics in Electronics	WNC	6-Jan	1	Elective
FREN 101B	French Conversational I	TMCC	3	1	Art/Humanities
FREN 101	French, Conversational I	WNC	3	1	Art/Humanities
FREN 102B	French II	TMCC	3	1	Art/Humanities
FREN 102	French, Conversational II	WNC	3	1	Art/Humanities
FREN 111	First Year French	TMCC	4	1	Art/Humanities
FREN 111	First Year French I	WNC	4	1	Art/Humanities
FREN 112	First Year French II	WNC	4	1	Art/Humanities
GEOG 103	Physical Geography	WNC	3	1	Elective

GEOG 106	Introduction to Cultural Geography	WNC	3	1	Elective
GEOG 121	Climate Change and Its Environmental Impacts	WNC	3	1	Elective
GEO 100	Earthquakes, Volcanoes and National Disasters	WNC	3	1	Elective
GEO 101	Physical Geology	WNC	3	1	Elective
GER 101B	German Conversational I	TMCC	3	1	Art/Humanities
GER 102B	German Conversational II	TMCC	3	1	Art/Humanities
GER 111	First Year German	TMCC	3	1	Art/Humanities
HDFS 201	Lifespan Human Development	WNC	3	1	Elective
HDFS 202	Introduction to Families	WNC	3	1	elective
HGPS 201	Concepts in Holocaust, Genocide & Peace Studies	WNC	3	1	Elective
HIST 101	U. S. History to 1865	WNC	3	1	US History/Government
HIST 102	U.S. History 1865 to Present	WNC	3	1	US History/Government
HIST 105	European Civilization to 1648	WNC	3	1	World History
HIST 106	European Civilization 1648 to Present	WNC	3	1	World History
HIST 111	Surv of Am Constitutional History	WNC	3	1	US History/Government
HIST 217	Nevada History	WNC	3	1	Elective
HIST 225	Introduction to Vietnam War	WNC	3	1	Elective
HIST 290	The Roaring 20s	WNC	3	1	Elective
HUM 101	Intro to Humanities	WNC	3	1	Art/Humanities
IS 101	Intro to Information Systems	WNC	3	1	Elective
IS 201	Computer Applications	WNC	3	1	Elective
ITAL 101	Intro to Italian I	TMCC	3	1	Elective
JPN 101B	Conversational Japanese I	TMCC	3	1	Art/Humanities
JPN 102B	Conversational Japanese II	TMCC	3	1	Art/Humanities
LATIN 111	First Year Latin	UNR	3	1	Art/Humanities
MATH 096	Intermediate Algebra	WNC	3	1	Algebra II
MATH 120	Fundamentals of College Math	WNC	3	1	Math
MATH 122	Number Concepts for Elementary School Teachers	WNC	3	1	Elective
MATH 123	Statistics and Geometrical Concepts for Elementary School Teachers	WNC	3	1	Elective
MATH 124	College Algebra	WNC	3	1	Math

MATH 126	Precalculus I	WNC	3	1	Math
MATH 127	Precalculus II	WNC	3	1	Math
MATH 128	Precalculus & Trigonometry	WNC	5	1	Math
MATH 176	Introductory Calculus for Business & Social Sciences	WNC	3	1	Math
MATH 181	Calculus I	WNC	4	1	Math
MATH 182	Calculus II	WNC	3	1	Math
MGT 103	Small Business Management	WNC	3	1	Elective
MGT 201	Principles of Management	WNC	3	1	Elective
MGT 212	Leadership and Human Relations	WNC	3	1	Elective
MGT 235	Organizational Behavior	WNC	3	1	Elective
MGT 283	Personnel Administration	WNC	3	1	Elective
MKT 210	Marketing Principles	WNC	3	1	Elective
MKT 262	Intro Advertising	WNC	3	1	Elective
MTT 105	Machine Shop I	WNC	3	1	Elective
MTT 106	Machine Shop Practice I	WNC	2	*	Elective
MTT 110	Machine Shop II	WNC	3	1	Elective
MTT 111	Machine Shop Practice II	WNC	2	*	Elective
MUS 107	Guitar Class I	WNC	3	1	Art/Humanities
MUS 111	Piano Class I	WNC	3	1	Art/Humanities
MUS 121	Music Appreciation	WNC	3	1	Art/Humanities
MUS 124	Hist Amer Musical Theatre	WNC	3	1	Art/Humanities
MUS 125	History of Rock Music	WNC	3	1	Art/Humanities
MUS 176	Musical Theatre Practicum	WNC	3	1	Art/Humanities
MUS 215	Technique of Songwriting	WNC	3	1	Art/Humanities
MUS 276	Musical Theatre Practicum	WNC	3	1	Art/Humanities
NURS 130	Nurse Assistant	WNC	6	2	Elective
NUTR 121	Human Nutrition	WNC	3	1	Science
PEX 105	Scuba			*	PE
PEX 107	Swimming	WNC	1	*	PE
PEX 112	Baseball	WNC	1	*	PE

PEX 117	Golf	WNC	1	*	PE
PEX 127	Tennis	WNC	1	*	PE
PEX 130	Backpacking	WNC	1	*	PE
PEX 139	Wilderness Skills	WNC	1	*	PE
PEX 142	Judo	WNC	1	*	PE
PEX 143	Karate	WNC	1	*	PE
PEX 154	Dance	WNC	1	*	PE
PEX 159	Horsemanship	WNC	2	*	PE
PEX 169	Yoga	WNC	1	*	PE
PEX 170	Aerobics	WNC	1	*	PE
PEX 172	Body Contouring & Conditioning	WNC	1	*	PE
PHIL 101	Intro to Philosophy	WNC	3	1	Elective
PHIL 200	The Judeo-Christian Tradition	WNC	3	1	Elective
PHIL 207	Introduction to Political Philosophy	WNC	3	2	Elective
PHIL 210	World Religions	WNC	3	1	Elective
PHYS 100	Intro to Physics 1	WNC	3	1	Elective
PHYS 151	General Physics I	WNC	3	1	Elective
PHYS 180	Engineering Physics I	WNC	3	1	Elective
Physics 100	Physics for Future President	UNR	3	1	Elective
PSC 101	Intro to American Politics	WNC	3	1	Government
PSC 103	Principles of Amer. Constitutional Govt.	WNC	3	1	Government
PSC 231	Introduction to International Relations	WNC	3	1	Elective
PSY 101	General Psychology	WNC	3	1	Elective
PSY 210	Introduction to Statistical Methods	WNC	4	1	Elective
PSY 234	Psychology of Adolescence	WNC	3	1	Elective
PSY 241	Intro to Abnormal Psychology	WNC	3	1	Elective
PSY 261	Intro to Social Psychology	WNC	3	1	Elective
SOC 101	Principles of Sociology	WNC	3	1	Elective
SPAN 101	Conversational Spanish I	WNC	3	1	Art/Humanities
SPAN 101B	Spanish Conversational I	TMCC	3	1	Art/Humanities

SPAN 102	Conversational Spanish II	WNC	3	1	Art/Humanities
SPAN 102B	Spanish Conversational II	TMCC	3	1	Art/Humanities
SPAN 103	Conversational Spanish III	WNC	3	1	Art/Humanities
SPAN 111	First Year Spanish I	TMCC	4	1	Art/Humanities
SPAN 111	First Year Spanish I	WNC	4	1	Art/Humanities
SPAN 112	First Year Spanish II	WNC	4	1	Art/Humanities
SPAN 211	Second Year Spanish I	WNC	3	1	Art/Humanities
SPAN 212	Second Year Spanish II	WNC	3	1	Art/Humanities
STAT 152	Intro to Statistics	WNC	3	1	Math
SW 230	Crisis Intervention	WNC	3	1	Elective
THTR 180	Cinema as Art & Communication	WNC	3	1	Art/Humanities

MCHS Credit Audit Report

Student Name

8th Grade ①

Student Number

Graduation Year

Number of Semesters	1	2	3	4	5	6	7	8	Number of Credits Needed
English	9 X	9 X	10 X	10 X	11 Eng 101	11	12 Eng 102	12	4
Math	Alg 1 (1) X	Alg 1 (2) X	Alg 2 (1) X	Alg 2 (2) X	Geom (1) X	Geom (2) X	Math 124		4 ADV 3 STD
Science	Biol (1) X	Biol (2) X	Chem (1) X	Chem (2) X	College Science Group A				3 ADV 2 STD
P.E. (2-4 PE/2 Sports)	PE X	PE X	X	X					2
World History/ Geography	Hist 105								1
U.S. History	Hist 101								1
Gov./Econ.	Gov Hist 102	Econ 102							2
Comp Ed & Tech	X								0.5
Art/Humanities, JROTC, CTE	CTE	CTE							1
Health	X								0.5
Electives (1 can be Enrichment Credit)	College Elective	Math/Sci Elective	CPD 123	Elective HS	Math Elective				6 ADV 7 STD
Additional Electives Taken	CTE II/III LTE	CTE II/III LTE	CTE II/III	CTE II/III	College Elective	Math 127/ Elective			
								Total	24 ADV 23 STD
Classes fulfilled from above:								Credits Towards Diploma	
College & Career Ready Flex Credit	CTE	CTE	Math 124						Total Credits 31.5

Classes fulfilled from above:

College & Career
Ready Flex Credit

LTE	LTE	W 24
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Credits Towards Diploma

Total Credits

31.5

*College & Career Ready Flex Credit - Level II or III CTE courses, 4th yr mathematics (Algebra II or higher), 3rd yr Social Studies, 3rd yr Science (Effective graduating class 2022 and beyond)

Student Signature

Date _____

Parent Signature _____

Date _____

Counseling Office 9/26/22

MCHS Credit Audit Report

Student Name

Student Number

Graduation Year

8th Grade (2)

Number of Semesters	1	2	3	4	5	6	7	8	Number of Credits Needed	
English	9 X	9 X	10 X	10 X	11 Eng 101	11	12 Eng 102	12	4	
Math	Alg 1 (1) X	Alg 1 (2) X	Alg 2 (1) X	Alg 2 (2) X	Geom (1) X	Geom (2) X	Math 124		4 ADV 3 STD	
Science	Biol (1) X	Biol (2) X	Chem (1) X	Chem (2) X	College Science Group A				3 ADV 2 STD	
P.E. (2-4 PE/2 Sports)	PE X	PE X	X	X						2
World History/ Geography	Hist 105									1
U.S. History	Hist 101									1
Gov./Econ.	Gov Hist 102	Econ ELON 102								2
Comp Ed & Tech	X									0.5
Art/Humanities, JROTC, CTE	LTE	LTE								1
Health	X									0.5
Electives (1 can be Enrichment Credit)	HS Elective	CPD 123	HS Elective	Math 126 Elective	College Science Group B		6 ADV 7 STD			
Additional Electives Taken	College Fine Art	College Humanity	College Elective	College Elective	College Elective		12.5			
	CTE II/III LTE	CTE II/III LTE	CTE II/III	CTE II/III	College Elective	College Elective				
	HS Elective	College Elective	Total							24 ADV 23 STD
Classes fulfilled from above:									Credits Towards Diploma	
College & Career Ready Flex Credit	LTE	CTE	Math 124		Total Credits					31.5

Classes fulfilled from above:

College & Career Ready Flex Credit

*College & Career Ready Flex Credit - Level II or III CTE courses, 4th yr mathematics (Algebra II or higher), 3rd yr Social Studies, 3rd yr Science (Effective graduating class 2022 and beyond)

Student Signature

Date

Parent Signature

Date

Counseling Office 9/26/22

MCHS Credit Audit Report

Student Name

Student Number

Graduation Year

Science Emphasis - No 8th grade (3) Graduation Year

Number of Semesters	1	2	3	4	5	6	7	8	Number of Credits Needed	
English	9 X	9 X	10 X	10 X	11 Eng 101	11	12 Eng 102	12	4	
Math	Alg 1 (1) X	Alg 1 (2) X	Alg 2 (1) X	Alg 2 (2) X	Geom (1) X	Geom (2) X	Math 126		4 ADV 3 STD	
Science	Biol (1) X	Biol (2) X	Chem (1) X	Chem (2) X	College Science Group A				3 ADV 2 STD	
P.E. (2-4 PE/2 Sports)	PE X	PE X	X	X					2	
World History/ Geography	Hist 105								1	
U.S. History	Hist 101								1	
Gov./Econ.	Gov 102	Econ 102							2	
Comp Ed & Tech	X								0.5	
Art/Humanities, JROTC, CTE	LTE	LTE							1	
Health	X								0.5	
Electives (1 can be Enrichment Credit)	CPD 123		Math 127		College Science Group B		Math 128		6 ADV 7 STD	
Additional Electives Taken	CTE II/III LTE	CTE II/III LTE	CTE II/III	CTE II/III	College Electives		Math 126			
								Total	24 ADV 23 STD	
Classes fulfilled from above:								Credits Towards Diploma		
College & Career Ready Flex Credit	LTE	LTE	Math 126						Total Credits	30

Classes fulfilled from above:

*College & Career Ready Flex Credit - Level II or III CTE courses, 4th yr mathematics (Algebra II or higher), 3rd yr Social Studies, 3rd yr Science (Effective graduating class 2022 and beyond)

Student Signature

Date _____

Parent Signature

Date _____

Counseling Office 9/26/22

MCHS Credit Audit Report

Student Name

Student Number

Graduation Year

Art Emphasis-No 8th Grade (4) Graduation Year

Number of Semesters	1	2	3	4	5	6	7	8	Number of Credits Needed
English	9 X	9 X	10 X	10 X	11 Eng 101	11	12 Eng 102	12	4
Math	Alg 1 (1) X	Alg 1 (2) X	Alg 2 (1) X	Alg 2 (2) X	Geom (1) X	Geom (2) X	Math 124		4 ADV 3 STD
Science	Biol (1) X	Biol (2) X	Chem (1) X	Chem (2) X	College Science Group A				3 ADV 2 STD
P.E. (2-4 PE/2 Sports)	PE X	PE X	X	X					2
World History/ Geography	Hist 105								1
U.S. History	Hist 101								1
Gov./Econ.	Gov Hist 102	Econ Elm 102							12
Comp Ed & Tech	X								0.5
Art/Humanities, JROTC, CTE	LTE	CTE							1
Health	X								0.5
Electives (1 can be Enrichment Credit)	CPD 123		Math 126/ Elective		College Science Group B		College Fine Art		6 ADV 7 STD
Additional Electives Taken	CTE II/III LTE	CTE II/III LTE	CTE II/III	CTE II/III	College Elective		College Elective		
								Total	24 ADV 23 STD
Classes fulfilled from above:								Credits Towards Diploma	
College & Career Ready Flex Credit								Total Credits	30

Classes fulfilled from above:

**College & Career
Ready Flex Credit**

CTE	CTE
-----	-----

College
Science A

Credits Towards Diploma

Total Credits

30

*College & Career Ready Flex Credit - Level II or III CTE courses, 4th yr mathematics (Algebra II or higher), 3rd yr Social Studies, 3rd yr Science (Effective graduating class 2022 and beyond)

Student Signature

Date _____

Parent Signature

Date _____

Counseling Office 9/26/22

High School Dual Enrollment Fees (Effective fall 22/spring 23 & fall 23/spring 24 only)

For the purpose of this section, the term: "Concurrent enrollment" means a postsecondary course taught at a high school by a high school instructor mutually agreed upon by the NSHE institution and high school. "Dual enrollment" means a postsecondary course taught by an NSHE instructor on the high school campus or NSHE campus through a formally established dual enrollment program.

High School Dual Enrollment Fees

TYPE OF COURSE	RATE	OTHER FEES
Concurrent enrollment courses	\$75 per course	no additional student or course fees
Dual enrollment courses	\$85 per credit	add tech fee and special course fees (lab fees)
Dual enrollment courses where student qualifies for reduced or free lunch (confirmed by school counselor)	\$58 per credit	add tech fee and special course fees (lab fees)
Application fee of \$10 is waived for all students meeting one of these criteria for fall 22/spring 23 & fall 23/spring 24 only.		

Fall 2022 and Spring 2023 Fees

	Lower-Division
Registration Fees	\$112.75 per unit
Technology Fees	\$8.50 per unit
Academic Success Fee	\$25 Flat Fee

Additional Fees May be assessed as follows:

	LOWER-DIVISION
Non-Resident, part-time	\$124 per unit
Non-Resident, full-time	\$3950.50 flat fee for lower or upper
Non-Resident, WUE	\$56.38 per unit
Non-Resident, Distance Ed Only	\$56.38 per unit
High School Enrollment	\$85 per unit
High School Enrollment (free/reduced lunch)	\$58 per unit

PLEASE NOTE: Fees, tuition and other charges are subject to change without notice.

Notwithstanding currently posted tuition and fees, all fees, tuition or other charges which students are required to pay each semester are subject to increase by action of the Board of Regents at any time before the commencement of classes (primarily due to budgetary shortfalls). The amount a student is charged at the time of registration is not a final bill and may be increased.

Students are responsible for all costs associated with registration, regardless of any communication that may or may not have been received, and regardless of attendance or class participation, unless classes are dropped within the 100 percent refund period.

Explanation of Fees:

Registration and Technology fees

Registration and technology fees are applied to all credit classes. The fees to audit are the same as the fee to register for credit. The technology fee is used to fund technology needs in computing, information delivery systems and enables WNC to stay abreast of the latest technological developments.

Academic Success Initiative Fee

Promotes initiatives to enhance student academic success. This flat fee is charged to all students who enroll in one unit or more.

Non-Resident Fees

Students who are classified as non-resident for tuition purposes will pay an additional per unit fee if enrolled for 6 units or less, or an additional flat fee if enrolled in over 6 units during the fall and spring semesters. Non-resident fees are not assessed during summer semesters.

Non-Resident Western Undergraduate Exchange (WUE)

Through the Western Undergraduate Exchange program, students who are bona fide residents of WUE approved states may enroll at a non-resident reduced tuition level of 150 percent of the college's regular resident tuition. Students must apply for WUE status prior to the start of their first semester (matriculation) at WNC and be approved for the reduced non-resident rate. Students attending Lake Tahoe Community College may apply for this status at any time for the spring 2022 semester.

Non-Resident: Distance Education Only

Students classified as out of state residents and enroll exclusively in distance education classes (internet) and reside outside of Nevada during the same semester are charged an additional per unit distance education fee.

Fast-Track/High School Enrollment

For spring 2022, Fast Track classes are open only to Nevada high school students enrolled in selected distance education classes during the fall and spring semesters (internet and interactive video). Beginning with fall 2022, a discounted rate will apply to Nevada high school students enrolled in selected distance education or in person classes. See a high school or WNC counselor for details.

Application Fee

All new students who apply for admission are charged a one-time \$15 fee when they register for classes. This fee is not deferrable or refundable even if classes are full, dropped, or cancelled.

Late Payment Fee

Students who register for a full-term class after the second week of the semester must submit late Registration form with instructor permission through the fourth week of the semester. If enrollment is approved a late payment fee of \$25 will be assessed. Late enrollment in short-term classes is also subject to a late payment fee.

Late Payment Plan Fee

WNC offers payment plan options for any student who have a minimum balance over \$50 during the fall and spring semesters. The first payment must be made in full by the deadline. Subsequent late payments are assessed a fee of \$10 or 10% of the balance, whichever is greater. Students are responsible for the unpaid plan balance.

Lab Fee

A lab fee is charged for most laboratory classes and many other classes that require art supplies or other items.

Computer Use Fee

A \$10 per unit fee is charged for classes meeting in a computer lab to cover additional technology costs.

Web Lab and Web-Enhanced Fee

A \$5 web fee is charged for all Web-enhanced classes and a \$5 per unit online class fee is charged for all web-based and lecture capture classes to cover additional technology costs.

Interactive Video Lab Fee

A lab fee of \$20 per unit is charged for receiving sites for interactive video distance education classes to cover technology costs. A flat fee of \$15 is charged for receiving sites for fast track classes.

Nursing Differential Fee

Students in the nursing program will be charged a differential fee of \$90 per unit for all nursing courses (excluding NURS 130).

Application for Graduation Fee

A \$25 fee is charged to apply for graduation. This fee is non-refundable even if a student does not fulfill graduation requirements.

IIBGA

Electronic Communications System

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

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

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

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

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

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

END OF POLICY

Reference(s):

Children's Internet Protection Act, 47 U.S.C. Sections 254 (h) and (l); 47 CFR Section 54.520 (2001).
Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2000).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. Sections 7101-7117.
Drug-Free Workplace Act of 1988, 41 U.S.C. Sections 701-707; 34 CFR Part 85, Subpart F.
Controlled Substances Act, 21 U.S.C. Section 812, schedules I through V, 21 CFR 1308.11-1308.15 (2000).
Drug-Free Schools and Communities Act Amendments of 1989, P.L. 101-226, 103 Stat. 1928.
Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2000); 28 CFR Part 35 (2000).
Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).

No Child Left Behind Act of 2001, P.L. 107-110, Title II, Section 2441.