

SECTION III - ACADEMIC REGULATIONS

CLASSIFICATION OF STUDENTS

1. Grade placement of each student is determined by the number of semester hours of credit earned as follows:

Grade 7 & 8:	The administration will promote or retain students pursuant to school board policy 5201
Grade 9 (Freshman)	Promotion from Grade 8
Grade 10 (Sophomore)	At least 50 credit hours
Grade 11 (Junior)	At least 100 credit hours
Grade 12 (Senior)	At least 150 credit hours

2. Credit for each subject is determined by the number of times the class meets each week and the length of the class period. A class that meets the necessary number of minutes per week will receive 5 hours of credit per semester.
3. A student can be a Student Aide, at the request of an Educator, and at the discretion of the Counselor and Principal.

GRADUATION

Graduation from Wallace Public Schools will be made on the recommendation of the principal and Superintendent to the Board of Education, provided that the student has completed the requirements as established by state law and the Board of Education. Students differ widely in what they bring to the school and in what they expect from school. For that reason, the following are stated as minimums to allow flexibility in the planning of individual programs.

1. Attendance of eight semesters of school.
2. A minimum of 220 credits. Additional course hours may be required by post-secondary institutions. Requirements vary depending on the institution.

3. Each student's program must include at least the following number of credit points:

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|------------------------|---|
| a. ENGLISH - | 40 HOURS (English 9, English 10, English 11 & English 12 OR Two Semesters of College English) |
| b. SOCIAL SCIENCE - | 30 Hours (Geography, American History & American Government required.) |
| c. SCIENCE - | 30 Hours (9 th Grade Science and Biology required) |
| d. MATHEMATICS - | 30 Hours (recommended Algebra I, Algebra II and Geometry) (40 hours is recommended for University bound students) |
| e. BUSINESS - | 20 Hours (5 hours of Personal Finance required for seniors) |
| f. CAREER & TECHNICAL- | 10 Hours (9th grade Ag Ed 1 semester & FCS or Living Skills prior to graduation required.) |
| g. FINE ARTS | 10 Hours (Music or Art) |
| h. PHYS ED & HEALTH- | 10 Hours (HEALTH 9 & P. E.) |
| i. ELECTIVES | 40 hours (a combination of Drama, Speech, Ag., Business, Fine Arts, FCS, P.E. etc) |

All students in grades 9, 10 and 11 must enroll in a Science and Math class.

Beginning with the Class of 2022, 8th Graders that qualify to take Algebra 1 will not receive high school credit for the class. Determination of placement of an 8th grader to qualify for Algebra 1 is determined through scores in four data points (separate areas), grade in Math 7 class, raw Spring NeSA score, Algebra 1 Placement Test and Spring MAP score. Students that qualify based on the data points will have the option to take Algebra 1 or Math 8. Students that do take Algebra 1 as an 8th Grader will still be required to enroll in a Math class in grades 9, 10 and 11.

Taking Algebra 1 as an 8th grader allows a student an opportunity to take five years of Math in four years of High School.

Programs of recommended study for college prep, technical college prep or vocational training are available in the Counselor or Principal's office.

Exceptions to the above requirements may be authorized only by the Wallace Board of Education.

1. Students graduating from Wallace Public School must attend high school (Grades 9-12) for eight semesters. Mid-term graduation will not be permitted. Grade promotion or grade skipping is prohibited.
2. To be eligible for the salutatorian or valedictorian award, a student must attend Wallace Public School for a minimum of four semesters and meet all graduation requirements. The identification process for the salutatorian and valedictorian will be based upon the class rank of the cumulative grade point average on the 100% grading scale.

GRADE SKIPPING

Grade skipping is prohibited.

ACADEMIC INTEGRITY

A. Policy Statement

Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as

much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values. Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

B. Academic Integrity Definitions

The following definitions provide a guide to the standards of academic integrity:

1. "Cheating" means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others.
2. "Plagiarism" means to take and present as one's own material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works.

C. Academic Integrity Sanctions

The following sanctions may occur for academic integrity offenses:

1. Academic Sanction. The instructor may refuse to accept the student's work in which the cheating or plagiarism took place, and assign a grade of "F" or zero for the work. (Elementary students: Incidences of cheating or copying work may result in loss of credit for that assignment or test.)
2. Reports to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.

LATE GRADING POLICY

A district-wide late grading policy provides consistency in how late papers are graded. This policy is divided into three grade level groups: Grades K-3, Grade 4 and Grades 5-12.

In grades K-3, the classroom teacher will continue using the student's free time, such as recess, for finishing class work.

Grade 4 will provide the transition from the primary grades to the upper grades. No points will be deducted if the work is handed in by the end of the day the work is due (1st day). 10 percent will be deducted if the work is handed in the next day (2nd day), and 20 percent deducted if the work is handed in two days late (3rd day) or later. Fourth graders will have no more than 30 percent deducted from the percentage grade total if the late work is turned in within 5 days. Any assignments turned in after 5 school days will receive grades of zero. The fourth grade teacher may also assign free time to students to complete work.

Assignments are late in grades 5-12 when they are not turned in at the time the teacher requests them. Students with late papers who turn them in to the teacher by the close of the school day on the day the assignment was due will have 10 percent deducted from the percentage grade total. Students who turn in papers in to the teacher by the close of the next day (2nd day) will have 20 percent deducted from the percentage total. Assignments that are not turned into the teacher by the end of the 3rd day will receive a grade of zero. The close of the day is defined as 3:45 p.m. on day when 9th HOUR (after school program) is not held, or as 4:30 on days when 9th Hour is held. Late assignments must be turned in to

the 9th HOUR supervisor on days when 9th HOUR is held whether the student attends 9th HOUR or not.

9th HOUR (AFTER SCHOOL PROGRAM)

The purpose of 9th HOUR is to provide students in grades 5-12 an incentive to complete their work on time. Unfortunately, many students are not motivated by grades, so educators depend on outside influences to help students complete their work. In the upper grades, outside influences include parents and eligibility for extra-curricular activities. For many students, staying after school is also an effective outside influence.

9th HOUR is a voluntary program in that it is voluntary to the parents. Parents decide if they want their children to participate. If parents want their child to participate, the parents choose whether to have their children stay after school the same day the work was due or stay the next day. 9th HOUR is scheduled in this way so that parents have time to arrange transportation. 9th HOUR is not a daycare program and it is not a detention hall.

When a student is late with an assignment, the teacher looks to see if the parent signed up for 9th HOUR, and if the student should stay the same day or next day. The teacher then fills out the 9th HOUR Referral. (Students can also refer themselves to 9th HOUR). The student's responsibilities include notifying the parent if they will be attending 9th HOUR and bringing all necessary material to 9th HOUR. Instructional staff will supervise 9th HOUR and will help the attending students as needed. A copy of the 9th HOUR referral will be mailed to the parent. 9th HOUR is held on Monday through Thursday from 3:45 to 4:30. A sign up form will be provided at the start of the school year and can also be obtained from the school office at any time during the year.

CHEATING AND PLAGIARISM

Incidences of cheating or copying work may result in loss of credit for that assignment or test at the discretion of the teacher.

STUDENT RIGHTS

Any student who desires an explanation, verbally or written, of student rights to due process of law under the provisions of N.R.S. 79-254 thru 294, may contact the Principal for such explanation.

REPORT CARDS AND DEFICIENCY SLIPS

1. Report cards will be distributed during the week following the end of each nine week period. The envelope must be signed by a parent or guardian and returned to the Principal by the following Monday.
2. At the end of the first nine-week grading period and third quarter of each semester, report cards will be given to a parent or guardian at the Parent-Teacher Conference. Report cards will not be released to students until the day following Parent-Teacher Conferences. The schedule for this conference will be sent to parents at least one week prior to each conference. At the end of each semester, the report cards will be given to the students.
3. An academic deficiency slip will be sent to the parents of each student who is in a failing status, each week. Teachers may send academic warnings at any time for students in danger of failing a subject.

GRADING SYSTEMS K-12:

JUNIOR/SENIOR HIGH

A	93 - 100
B	86 - 92
C	77 - 85
D	70 - 76
F	BELOW 70

GRADES 3-6 GRADING SYSTEM

A	93 - 100
B	86 - 92
C	77 - 85
D	70 - 76
F	BELOW 70

GRADES 1& 2

99 - 100 = E
95 - 98 = S+
83 - 94 = S
75 - 82 = S-
BELOW 70 = N

KINDERGARTEN

S = Satisfactory
U = Unsatisfactory
N = Needs Improvement

ACADEMIC HONORS

1. Special honors received in any class or activity of the school will be recognized on Honors Night in the spring of each school year.
2. To determine student academic averages, the school will use a numerical grading system. The numerical grades will be added together and the total will be divided by the number of grades taken during the grading period. The result will be the student's academic average. Each student on the Academic Honor Roll must have all A's and B's.
3. Grades in Art, Music, Physical Education and Health will be included in computing the academic averages of students.
4. An honor roll board will be maintained for student honor recognition. The students will be recognized at the end of each quarter and each semester. Students can be recognized if their grades are not lower than "C" (Honor Roll). Special recognition will be given to students receiving all "A's" (All A Honor Roll). College and dual credit classes will be excluded from Honor Roll.
4. For membership in the National Honor Society, a student must maintain an academic average as established by the NHS Advisor and Principal. Academic average alone, however, does not guarantee membership. Also considered by the faculty committee for selection of members are the qualities of leadership, character and service to the community. Any member whose grade point average falls below the established scholastic level, will be placed on probation for one semester. At the end of that time, if the average has not risen to the acceptable scholastic level,

the student will be expelled from the National Honor Society and will never again be considered for membership.

National Honor Society Potential Members

To be considered for membership, students must have a 3.2 grade point average with no semester grades lower than a C to be eligible and, if selected, maintain that average throughout High School. The High School staff that wish to participate, awards each potential member 0 to 5 points for each of the numbered National Honor Society characteristics listed below. Staff members also grade a student essay worth 25 points. After all participating staff members submit scores, the highest and lowest score for each student will be omitted. When points are totaled, students must receive an 86% average to become a member. The National Honor Society Sponsor, Guidance Counselor and High School Principal are not part of the staff members awarding points to students. The National Honor Society Sponsor will total and then average the points.

A committee of five teachers will then complete an audit to total and average points for each student. Students that do not meet the 86% qualifying score, will be given the total number of points from each characteristic to identify their areas of strength and weakness.

SERVICE: Considered to be those actions undertaken by the students, which are done with or on behalf of others without any direct financial or material compensation to the individual performing the service. The contributions this candidate has made to school, classmates, and community, as well as the student's attitude toward service can be reviewed.

1. Volunteers and provides dependable and well-organized assistance, is gladly available, and is willing to sacrifice to offer assistance.
2. Works well with others and is willing to take on difficult responsibilities.
3. Willing to represent the class or school in inter-class and inter-scholastic competitions.
4. Participates in some activity outside of school.

LEADERSHIP: May include number of offices a student has held in school or community organizations, as well as those existing outside elected positions including effective participation in other co-curricular activities and they must be verified.

5. Is a leader in the classroom, at work, and in other school or community activities.
6. Successfully holds school offices or positions of responsibility.
7. Exemplifies positive attitudes.
8. Exercises positive influence on peers in upholding school ideals.
9. Demonstrates initiative.

CHARACTER: Consider the positive and negative aspects of the candidate's character. All scores should be free of speculation and rumor.

10. Consistently exemplifies desirable qualities of behavior such as cheerfulness, friendliness, poise, stability, punctuality, and honesty.
11. Takes criticism willingly and accepts recommendations graciously.
12. Upholds principles of morality and ethics and complies with all school regulations.
13. Regularly shows concern, courtesy, and respect for others.

14. Has powers of concentration, self-discipline, and sustained attention.

ACCELERATED READER CELEBRATION FOR GRADES 1 THROUGH 8

Students must meet their AR goal for each quarter in which they are enrolled to be eligible to attend the quarterly and end of year celebrations. 1st graders begin participating in AR at different times depending on their mastery of reading skills. Once 1st graders begin participating in AR, they will need to meet their AR goals for the remainder of the school year to be eligible for the end of the year celebration. Student and teacher will set the AR goals at the beginning of each quarter. Once the AR goal is set, the goal will not change for that quarter. AR points are earned only through AR testing protocol. Goals will be due by dismissal time on the following dates:

October 12, 2018
December 18, 2018
March 7, 2019
May 8, 2019

TEXTBOOKS

The school will furnish each student with the necessary textbooks. They are expected to last for five years, so they must receive good care. The teacher will inspect each book thoroughly at the beginning and end of each semester and will require the student to erase marks and soiled spots. Students will be required to pay for any books lost or damaged through negligence and will make repairs as directed by the teacher. Replacement cost: New-2 years old: 100%, 3-4 years old: 75%, 5 years old/beyond: 50%. This is based upon the original cost of the book.

DROPPING OR CHANGING COURSES

Courses may be dropped or changed only after consultation between the Principal, Counselor and the student, and with the parent's approval. Courses may be dropped or changed only during the first two days of both semesters unless there are special needs as determined by the Counselor and Principal. No changes will be permitted which will give a student more than one study hall or being a teacher's aide.

ON-LINE COURSE OPTIONS

On-line course options for purposes other than fulfillment of an IEP.

On-line courses are an option for students who need a course for credit recovery, or for a variety of reasons are unable or unwilling to register for a class that is currently being offered. On-line courses do not provide the same level of academic instruction as is received in a classroom, so they should not be viewed as being an equal replacement to an offered course. The following are required as part of an on-line course option:

1. Applies only to current on-line course vendors with which the school has a subscription
2. For grades 9 through 12 only
3. Treated as pass/fail for credit and GPA purposes with a grade of a C is given when the course is passed when the on-line course is completed outside of the school building and school day. Rationale: the school has no control over the degree to which the student taking the course has outside assistance in completing the course. When the on-line course is completed in the school building and during the school day, the student can earn up to the grade of a B upon

- completion of the course.
4. May be used for credit recovery, taken as a class not available in a student's schedule, or taken for other individual reasons
 5. Requires that a Wallace high school teacher serve as a proctor who performs various required functions throughout the course.
 - The teacher needs to agree to serve as the proctor
 - The teacher needs to be endorsed in the on-line course area
 - The teacher will not remind the student to complete the work, nor will the teacher create due dates for lessons, chapters, or units. The teacher may determine the window in which the course is to be completed so that the course is completed in a reasonable amount of time.
 - A fee of \$400.00 is required per course and is due before the start of the course, whether during the school year or over the summer. The fee will be paid to the school who will pass the fee on to the teacher to pay for his/her time away from school to proctor the course. The fee is required because the student will not be using the courses available as part of their free public education and the teacher will be performing work outside of their assigned duties.
 6. Students may check out a computer from the school if the course is to be taken over the summer
 7. The student and parent will sign a contract to indicate in writing that they understand these expectations for taking an on-line course.

GUIDANCE AND COUNSELING

1. The Guidance Counselor will provide assistance and information to students in the following areas:
 - a. Personal problems
 - b. Academic problems
 - c. Aptitude and achievement testing
 - d. Career information and advice
 - e. College selection and planning

IDENTIFICATION OF LEARNERS WITH HIGH ABILITY (Board Policy 5414)

The Board of Education recognizes that the student population includes students with exceptional academic abilities. Efforts to refer and identify learners with high ability will be made at each grade level. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary.

Learners with high ability shall be identified in the academic areas of mathematics, science, social studies, and language arts. Identification of learners in grades 3-11 with high ability in the specified academic areas shall be based on the criteria listed below. Students shall meet two of the following criteria to be identified as a learner with high ability.

- 1) Composite total test score of the 95th percentile or above on a norm referenced test **OR**, 95th percentile or above in math, reading, language arts, science, or social studies; **PLUS** a composite total of 80% or above on the same test.

- 2) A score of above average or higher on a cognitive screening test.
- 3) Teacher nomination.

A listing of students who meet the district criteria for learners of high ability and the areas of high capability of each of those students will be made available to classroom teachers, by the school district administration, within the first thirty (30) days of each school year.

Within the first thirty (30) days of each school year, the school district administration shall make available to parents or guardians of identified learners with high ability information about how their child has been identified.

The administration shall implement the district wide plan for learners with high ability, as such plan is modified from time to time, in accordance with applicable laws and regulations.