

PHILOSOPHY FOR EDUCATION

Because our democratic form of government is dependent upon educated informed citizenry, the primary goal of the American Public School System is the preparation of the individual for worthwhile citizenship. Each child must have the opportunity to develop to his highest potential and to recognize his own human worth and that of his fellow men in the best possible educational climate. The skills of self-government are not inherited. For this reason our Nation's future is dependent upon our public schools.

Our society is constantly changing. All progress affects education particularly in the many areas of research. New methods and materials are continually being introduced. It is the task of the school to recognize innovations of value and to keep abreast of the times.

The cooperation and dedication of home, community, and school is required for the wholesome and complete development of our children. When children are educated with this goal in mind, we can look forward to the continuance of freedom in the United States.

A MESSAGE FROM THE PRINCIPAL

Welcome to Lund Schools.

This handbook is designed to assist you in your years at Lund. It contains a variety of information and I hope it will be beneficial for students and parents.

Remember that our teachers and staff are here to serve you. Our goal is to assist you in achieving the academic background which will enable you to pursue the career of your choice.

I encourage each of you to become involved in extra-curricular activities. Involvement in these activities will make your high school years more enjoyable and provide you with many memories.

Please don't hesitate to ask myself, teachers, or other staff for assistance.

The White Pine County School District is an equal opportunity employer and provider of educational services and does not discriminate or deny services on the basis of race, color, national origin, sex, disability or age.

LUND SCHOOL PHILOSOPHY

We believe students . . .

- at the Lund Schools come to our school as special human beings, unique in their own physical, social, intellectual, and emotional development
- have a need to care and be cared for and are equal in their human worth and dignity
- should strive to acquire a love for learning and an understanding that learning is life long
- should be encouraged to apply their acquired skills through constructive, independent exploration
- should be encouraged to develop a sense of responsibility for personal behavior and academic progress
- should be recognized for their efforts, accomplishments and achievement
- should be encouraged to pursue a variety of interests
- should be helped to achieve a sense of personal worth and exhibit a concern for others
- should be encouraged to maximize their potential to the fullest

We believe teachers . . .

- can make a positive difference in our students' lives
- are committed to showing students their caring concern
- should advise, guide, counsel, and most importantly, listen to students
- have a responsibility to develop in the child an ability to appraise values and attitudes
- should provide a flexible yet structured program that contributes to academic excellence
- should provide exploratory experiences for our students
- should modify instruction to accommodate a variety of student needs and learning styles
- should cooperate with peers to share teaching strategies and resources in a team approach
- are role models demonstrating positive attitudes and behaviors
- should be sensitive to the students' growing need for socialization and independence and provide avenues for expression
- should feel that responsible behavior results in happiness and success

We believe our school . . .

- is at the heart of the community and provides learning experiences which reflect the needs of our students and our society

- provides programs that will help accomplish goals such as:
 - the development of positive and enriching relationships between adults and students
 - the development of improved human relationships in a climate where personal skills can be learned and practiced
 - the opportunity for all students to improve their self-esteem
 - the development of provisions for the help and encouragement of individual students
 - the nurturing of the natural inquisitiveness and curiosity that each student brings with him/her to school
 - the implementation of a curriculum that stresses academic excellence

OUR RESPONSIBILITIES

The school community is made up of the student body, the teachers, the administrators, the school board, the parents and all community members of Lund and its environs. To establish and maintain a school atmosphere in which everyone's personal worth and dignity are respected, the entire community must work together. As members of the school community we assume the follow responsibilities.

Students

It is the responsibility of each student: to be honest and ethical; to put forth my best effort in the classroom; to develop and improve my learning skills; to contribute to make the school a better place to learn; to assist in protecting the health, safety, and welfare of the school community and in protecting school property; to dress and groom myself to meet health and safety standards and not cause a disruption in school; to be aware of the rules and policies of the school and follow them; to be aware of state and local laws and obey them; to exercise proper care when using school equipment; to attend school daily, report to all classes, and be on time; to make necessary arrangements to make up work when absent from school; and, to avoid indecent, obscene and abusive language.

Parents

It is the responsibility of parents: to be honest and ethical; to teach my child respect for self and others and take pride in appearance; to respect my child's interests, abilities and limitations; to instill in my child a positive attitude toward school; to be aware that my attitudes and opinions often

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become those of my child; to provide a suitable place for my child to do homework and be available for help when it's needed; to encourage my child to bring home all notices, forms or letters from school, read them, and if necessary, discuss them; to build a good working relationship with my child, the teachers and the school; to recognize that each school employee deserves consideration and respect; to insist on prompt and regular school attendance in accordance with state law; to contact the school when my child has an extended absence; to teach my child to respect the law as well as the rights and property of others; to be aware of the school's rules for behavior and encourage my child to follow them to help my child understand that rules are necessary; and, to cooperate with school personnel in resolving misbehavior.

School Personnel

It is the responsibility of secretaries, teachers' aides, para-professional, maintenance personnel, custodians, bus drivers and all who contribute to the successful operation of the school: to be honest and ethical; to promote mutual respect and dignity; to be aware of the programs offered by the school and their responsibilities for their success; to realize that while their individual responsibilities are important, they are a part of the total school program; enforce proper discipline; and, report to the principal any student who behaves in a way that endangers anyone's safety, or who seriously interferes with learning in the classroom.

Teachers

It is the responsibility of each teacher: to be honest and ethical; to expect the best from each student; to promote mutual respect and dignity; to refrain from using sarcasm and ridicule; to encourage each student to develop a positive self-image and recognize the self-worth of others; to strive to make each student enthusiastic about learning; to be aware of the programs offered by the school and encourage and assist in their success; to realize that while my class is important, students have other commitments as well; to build a good working relationship with the student and his/her parents; to provide proper classroom discipline; to report to the principal any student who behaves in a way that endangers anyone's safety and who seriously interferes with the learning in the classroom; to teach students, by example, the common courtesies that promote better relationships; to handle discipline problems individually; to show concern for students whose behavior suggests they are having problems, to talk to students about their

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problems and to suggest they talk with a counselor or the principal if necessary; and, to build good relationships with their fellow teachers.

Principal

It is the responsibility of the principal: to be honest and ethical; to promote mutual respect and dignity; to be available to students, teachers, and parents; to review the school's programs regularly and to make sure they are meaningful; to help the teachers to review and improve their own professional attitudes and procedures; to help acquaint new teachers with the school; to work with teachers to prevent problems and to solve those which do arise; to work with students and teachers to develop school rules; to work closely with parents in establishing a good relationship between home and school; to encourage parents and students to talk with other staff members and community agencies in solving problems; to make sure the school building is safe and healthy; to deal with discipline problems promptly; and, to carry out school district policies.

District Administration and School Board

It is the responsibility of the district administration and school board: to be honest and ethical; to promote mutual respect and dignity; to establish a positive setting for learning; to assist in protecting the health, safety, and welfare of the school community and in protecting school property; to be aware of the programs offered by the school and their responsibilities for the success of those programs; to work closely with parents and school personnel in establishing a good relationship between home and school; to work closely with the community and school personnel in establishing a good relationship between the community and the school; to encourage parents, students, and school personnel to talk with other staff members and even community agencies to solve problems; to be sensitive to the needs and expectations of the different people who make up the school community; to be available to parents, students, staff and community members; and, to respect the feelings judgments, and concerns of students, parents, school personnel and community members.

LUND HISTORY

Lund: The Trail to Township
by Brenda Manges Jones

Dec. 5, 1994

Lund is a small town located in White Pine County. It was founded by

the Mormons in 1898. The Mormons acquired the land due to an unconstitutional congressional bill. In 1887, the Edmund Tucker Bill was passed, allowing legal confiscation of personal properties owned by the Church of Jesus Christ of Latter-day Saints. Part of these properties were large herds of cattle, which were turned over to Ira Nichols and Elias H. Parson on the Tom Pain, Maddox, and Murry Creek ranches. In 1893, the Edmund Tucker Act was declared unconstitutional and a resolution to restore the confiscated church property was introduced. No action was taken on this until 1896, by which time the cattle herds were severely reduced from poor management, bad investments, and severe winters. The three ranches were obliged to turn over everything they owned as replacement of the cattle they had lost, giving the Mormons the remaining cattle, horses, equipment, and a large piece of land to begin colonizing.

Lund was named after Apostle Anthon H. Lund, one of the men who surveyed the ranches located there and who gave a favorable report to the church in regards to colonization. The church purchased more property to supplement the ranches and formed the Nevada Lund and Livestock Company, which was in charge of the division of land.

“With more than fifty years experience in colonization, the church was prepared to send to Nevada people of stamina as well as those who had a variety of trades and learning.”

Thomas Judd of St. George, Utah, who had been involved in the settling of the Dixie country in southern Utah and had helped engineer a number of irrigation projects was chosen by the church to be Lund’s colonizing agent. He bought the Home Ranch and helped the newly arriving settlers. Much work needed to be done and the drawing for lots would not occur until October, so the first settlers lived and worked together on the Home Ranch. They had a community garden, set up an irrigation system, laid out the town, and divided the farmland during that first year.

In the summer of 1898, a White Pine County surveyor, Aaron Campton, was sent to Lund to survey the land. Tall white pine stakes were laced with new hemp rope, forming the town lots and streets. That fall, the Nevada Land and Livestock Company held drawings for town and field lots. “Town lots ranged from \$22.50 to \$25.00 each, and farm land in ten-acre plots ranged from \$12.00 to \$19.00 per acre.” The land had sufficient water rights and a five-year contract. The contract specified a down payment of ten percent of the purchase price with ten percent due the following January and twenty percent each year thereafter with an eight percent interest rate till paid in full.

The first settlers of Lund were of many types: Saints who had to live down the scornful insults of their practice of polygamy; People who were prepared to become some of the most respected citizens of the country; Poor people who established themselves in dugouts, log huts, and homes fashioned from sod and rock, until later, seizing the opportunity, they bought homes from the mines of Ward, Taylor, and Hamilton.

The homes that were bought from these mines had to be torn down, hauled up to 100 miles on roads that would be considered impassable today, and rebuilt on new owners property. Some of these houses were infested with bedbugs, so the new owners needed to find a way to destroy these bugs. They found that by splashing a generous amount of cold water throughout the rooms and into all the cracks and crevices, their bedbug problem was eliminated.

These early settlers attacked their housing problems with the same type of ingenuity: “Lund was located over two hundred miles from any source of supply so getting material presented a major problem. It would also be a costly project and money to most pioneers was like teeth to chickens — they just didn’t have any.”

Therefore the settlers decided to use the land and resources that were available to them and build houses from sod. They built a pug mill to mix the clay soil, straw and water used in forming the adobe bricks that would be used to build many of the first homes. Some of the settlers built log homes from the tall, straight white or yellow pine trees that grew high in the mountains east of the town. This was not an easy task, the trees were cut down, the bark and branches were trimmed, then the logs were drug down a steep mountain to the town site where the ends were hewn to fit. Others built their homes of rock, with the rocks being hauled out of the surrounding hills. They then had to hand hew the rocks and fit them together, forming the walls of the house. The Indians from the encampment in the foothills about Lund were hired to do much of the heavy work and the squaws would do a large load of laundry for twenty-five cents. All was peaceful between the Indians and the settlers in the White River Valley. Then, the 1918 flu epidemic struck. The Indians became sick first and eighteen of them died. The settlers then became ill, but none of them died. The remaining Indians decided that his area was cursed, they destroyed their encampment and fled. There has never been another Indian encampment in the area.

In 1899, Mary Leicht Oxborrow arrived in Lund. “She has been set aside by church authorities as a midwife and doctor for this community.” She delivered 235 babies and doctored the towns people with her medicines,

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salves and face creams. She had a keen knowledge of herbs and would not give out the ingredients to her medicines.

In August 1898, Lund's first post office was started. "The first mail was brought into Pioche by train and then to White River twice a week by horse and buggy." John Melvin drove this route for several years. Then, in 1906 the railroad came to Ely and the mail route was changed. It now was brought from Ely and Joseph Oxborrow became the first mail carrier on this new route. "The round trip of seventy miles with horse and buggy took two days."

Effie O. Read wrote about Lund, "We were isolated, no newspapers, no radios, and not until 1915 was there a telephone." About 1914 the first telephone line reached Lund. It was built and paid for by the towns people and called the Lund and Preston Telephone Company. It ran from Lund, through Preston, and into Ely, connecting with the White Pine Telephone Company. The first office was in the home of N. W. Harrison, but it would be moved several times from home to home and land eventually into the Reid and Carter Store, which provided a messenger service for those who did not have a telephone. In May 1968, the Bell Telephone of Nevada bought out the stockholders and provided modern telephone service to the community.

In 1900, the organization of a church ward was started. A new, two story, log building was begun. This building would be used as a church, school, and a general meeting place. "Schools were of major importance in an L.D.S. Community."

Lund, being a farming and ranching community, had survived the numerous boom and bust cycles that destroyed many of Nevada's Mining towns. Many of the people living there today are descendants of the original settlers and have carried on their values of family, church, and community. They still own and use some of the original stone and sod houses that were built by early settlers, taking pride in what their ancestors accomplished in a wide isolated, Nevada valley so many years ago.

LUND SCHOOL HISTORY by Karma Reid Lewis

In 1898-99 when Lund was first colonized, the population numbered approximately thirty-five people. Even at that early date the settlers were concerned about the education of their children and realized that they needed a school in the community. A teacher, Miss Mattie Raphael was

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hired and the first school was held in the home of M. W. Harrison. The school roll for that year lists these students: Edward Burgess, Lillie Burgess, Julius Gardner, LaVeta Harrison, Ervin Hendrix, Gideon Hendrix, Jemima Horsley, Andrew Judd, Frank Judd, Joe Judd, Ellis Terry, John Terry, Marion Terry, Wilford Terry, Arthur Smith, Ethel Smith, Ross Smith, Zina Smith and James Wakeling. A room in the home of Edward Burgess Sr. was used later in a building that once stood north of Luella Whipple's home. Some of the other early teachers were Miss North, sister of Pete North, Eva Cannon and May Rutledge.

The school was soon divided into primary and upper grades with Slice Redd (sister to Delle R. Ivins) as primary teacher and Orrin Snow as teacher of the upper grades. For the month or two the primary grades occupied a room in the home of William J. Davis on the lot where Kay and Josephine Reid now live, while the upper grades had one log room on the original home ranch site near the spring. In a short time the primary grades were moved to another log building a little distance from the first among the willows near the spring with the creek flowing nearby.

As the population of the town increased and more children needed an education, one room became inadequate as a school. One of the first community projects was to make plans to construct a building in the center of the town that could be used as a church, a school, and a general meeting place.

When it was decided that the building should be constructed of logs, a committee, consisting of Joseph Judd, Moses W. Harrison and George C. Gardner, was sent into the mountain southeast of town to study the possibility of securing the logs from that area. The country was so rough that logs could not be taken out during dry weather. The men had to wait until the snow was deep enough to slide them out. The story is told that they sewed themselves into burlap bags to withstand the cold as they slid the logs down the mountainside. The process took about three months to complete and from then on the canyon was known as Schoolhouse Canyon.

When the walls were one story high they decided to add a second story using lumber and covering it with a shingled roof. A new committee consisting of Moses W. Harrison, George C. Gardner, Frank Bryner and Orrin Snow made arrangements to get the material from Cedar City, Utah. Joe Vance, Will Terry and Dan Hendrix, each with a four horse team hauled the material the three hundred miles from Cedar City to White River. The story is told that when they needed more shingles to finish the project, Bertha Smith hitched up a team, put her two small daughters, Mona and

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Isabel in the wagon, drove to Cedar City and brought back the shingles. The two story building with a stairway on the outside to the upper story became Lund's first meeting house. In 1908 a large one room addition was built of concrete blocks.

By the early 1900's the population of the county had begun to stabilize to the point that a definite school policy began to emerge. A. B. Lightfoot was one of the first county superintendents and he made frequent visits to the Lund school. He was an educator of the "old school", actively involved in actual schoolroom performance. He would walk into the schoolroom unannounced and call for an oral test in mathematics (mental arithmetic it was called then). Then he would conduct the test himself. His rapid-fire questions, hurled first at one and then another, put both student and teacher on their toes.

In contrast to the almost universal "social promotions" that came later the procedure for determining eligibility for an eighth grade diploma imposed rather rigid requirements. A comprehensive battery of tests was sent out from the office of the county superintendent. These were sealed and kept intact until the rather ceremonious breaking of the seal in front of the students when the test was administered. The tests provided the necessary motivation for both teacher and student. A certain average was necessary for graduation and the subject matter covered in anticipation of the tests resulted in a surprisingly broad academic background.

On April 22, 1911, a citizens meeting was called by Chairman Robert Reid to discuss the possibility of bonding the Lund School District for a purpose of building a schoolhouse. A committee of five men, H. C. Smith, A. R. Whitehead, Joseph Vance, M. W. Harrison, and W. A. Terry, was appointed to consider plans and cost of the building.

The committee met with citizens the following month and the plan presented by H. C. Smith was accepted. The building was to consist of "four rooms about 24 feet by 25 feet with hall and with 10 inch cement blocks." There was some controversy about the hall, as one committee member argued that it was unnecessary and it would save money if left out of the plans. A proposal to bond for \$4000 was opposed as being insufficient, and a \$5000 bond was agreed upon, to be paid in equal annual payments for fifteen years. M. W. Harrison suggested that the school be located in the northeast corner of the same block as the other building, Lot 6, Block 6. His suggestion was approved.

A bonding election was held June 1, 1911, with 23 votes being cast in favor of the bond and 12 votes against. By 1914 when construction on the

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schoolhouse was started, the plans had been changed to include two smaller storage rooms in addition to the four large classrooms and the cost of the bonds was raised to \$7000.

By this time the school had been divided again into primary, intermediate and upper grades. The primary room was not much more than an entry to the intermediate room on the north and the stairway that led to the second story for the upper grades. This along with large cracks in the door made it hard to heat with a small wood-burning stove, so for a year while the new building was under construction the first and second grades were moved to the old Relief Society building.

The Lund Grade School building was completed and put to use in 1915. About 20 to 25 children were in the Primary classes. Their program included: Reading, Numbers, Spelling, Phonics, Language, Writing, Drawing, Nature and Exercises. The Intermediate and Grammar grades averaged from 40 to 50 students and the subjects taught were: Reading, Language, History, Geography, Spelling, Arithmetic, Writing, Music, Drawing, Civics, Current Events and Hygiene.

In 1919 the curriculum was expanded to include some high school subjects, the plan being to offer a basic two-year course that could be completed at Ely or elsewhere. That first year, Ancient History, English, Algebra and Spanish were taught. There were nine students, seven girls and two boys, Laura Gubler (Hendrix), Carol Ivins (Collett), Mary Whitehead (Jolley), Lena Carter (Christiansen), Tirza Gardner (Hendrix), Virginia Smith (Dennis), Leonora Gardner (Perry), Antone Harrison and Wilby Whitehead. Harriet K. Beighler was the first teacher. One room of the grade school and some of the rooms in the church were used for classes. Physical Education and Music were added later. Soon after the high school program was initiated a bus was provided for the White River and Preston high school students. During this time joint monthly meetings were held between the Lund and Preston trustees and an occasional meeting with the White River board. In 1928, third and fourth year subjects were added permitting students to graduate with a good four-year basic high school background.

In 1929 the Lund School Board met for the purpose of applying for courses in Shop, Home Economics, and Vocational Agriculture. They applied for a subsidy from the governor to assist in financing the Smith-Hughes vocational programs. The results were favorable and LaRue Snow (Carter) was hired as the first teacher of Home Economics. A shop building was built on the southwest corner of the lot and Loraine Ivins taught Shop

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and Vocational Agriculture. The average school year lasted from seven to nine months depending on the money available each year for teacher salaries and other expenses. Also work on the farm affected the length of the term. This entry was taken from the School Board Minutes:

“Nov. 16/28. Lund & Preston School Boards met in Preston to discuss the proposition of dismissing the high school 3 days during the potato digging season and it was decided to dismiss for 3 days as the majority of parents desired it also to close the 7th & 8th grades of the Lund District school for the same purpose, the time to be made up on Saturdays during the winter.

Mrs. Belle F. Gardner (clerk)”

In 1929, the Lund School Board and a committee from the town met to discuss a proposal to petition the State Legislature in Carson City to enact a law that would enable the Lund High School to become a branch of the White Pine County High School. After some discussion, a petition was formulated and sent to White Pine County Assemblyman, Richard R. Swallow, after being signed by citizens of Lund and Preston. The necessary legislation followed and the Lund High School became a branch of the White Pine County High School in 1931.

The town, being in need of a place for activities such as athletics and dances, talked of building an amusement hall. The School Board met and decided that if an amusement hall was built it should contain a kitchen and dining room that could be rented for high school Home Economics. They also discussed the need for an addition to the school shop for the Vocational program. The amusement hall was never built. Instead the discussion led to a plan to construct a high school. Before this could be implemented, state and county support were needed. With Loraine Ivins as spokesman a number of meetings were held with county commissioners, county school superintendent, state Department of Education, and state legislators, to get backing for the project. It was largely due to the efforts of L. R. Ivins, the lobbying of Arthur Carter and County Extension Agent C. R. (Mud) Townsend, backed by the local school trustees, Belle F. Gardner, Will Hutchings and James Wakeling, with George Fawcett Jr. as committee member, that the necessary approval was obtained and the go-ahead given for a high school building. A site was chosen and the lot purchased in 1930. By 1931 the Lund High School building was complete and ready for use.

Both school building are still in use with only a few minor changes and

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additions, such as putting in a furnace, water system and rest rooms at the Grade school and adding more rooms for classes at the High School. The addition of trees and lawns has made them more attractive and provided places for outdoor athletics.

In 1955 the Peabody plan was put into effect in Nevada and local school boards were superseded by a seven-member county board and a county superintendent with an administrative staff. Under the new plan, all the area schools were consolidated and the White River and Preston students were bused to Lund. Since a bus was already bringing high school students this presented no great problem.

One favorable result of this change in policy was more equitable share of county school moneys and as a consequence the broadening of the school program to include art and music with band. Before this the small Lund school had been unable to pay or attract a band teacher except for a brief period 1942 to 1944 when Grant Harris who had been hired as grade school principal was also qualified to teach band. Under the Peabody Plan, the White County school board provided a part time art teacher and a part time teacher for music and band. In 1962, Sherman Hawkins began teaching music and band, dividing his time between the Ruth school and Lund.

Because of its relative small size and the expense of providing an adequate education for the students, the question of closing the Lund High School and busing the students to Ely has arisen several times. In 1948 when the matter came up, a special meeting was called by the P. T. A. to solve the problem. A committee was chosen to go to Ely to meet and discuss the matter with county and school personnel. As a result the school was retained.

Again, in 1960, because of the drop in enrollment, the question of closing Lund High School came up. A group of Lund citizens was sent to Duckwater in Nye County to talk with the parents there about sending their children to high school in Lund. The results were favorable and with the increase in enrollment the following year the school was not closed.

On April 10, 1975, after two previous meetings of the White Pine County School Board, the Lund High School was officially closed by a vote of four to three by the board members. At the first suggestion of closure, the White River citizens held a number of meetings to coordinate their efforts and plan strategy. They organized, appointed a committee, and wrote numerous letters to the superintendent, the school board and the Ely Daily Times. They appeared en masse at school board meetings. One meeting had to be moved to the Ely Grade School auditorium, and another

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was held in the White Pine High School gym to accommodate the crowd. At the hearings, their protest stressed the advantages of a small school especially as opposed to lengthy busing and stressed the importance of the schools to rural life.

When these measure had no effect, the White River Citizens decided to hire a lawyer. They secured the services of Frank Schreck of Las Vegas, young, astute and enthusiastic. At a special hearing he reviewed the case for the White River Citizens in a very professional manner covering every facet of the situation with testimony by students, teachers, parents and townspeople.

When the only response was another vote, four to three for closure, the Citizens groups called for a court hearing charging the board members with arbitrary and capricious action. The court hearing was in many ways a repeat of the special hearing with an outstanding presentation by Attorney Schreck and witnesses and little effective response. Nevertheless, when the Judge's decision came back a week later, he ruled against the small school.

The next step was an attempt to recall the four board members. This involved knocking on doors with a petition and the citizens approached it with great reluctance. Unwilling to give up, however, most of the people took their turn and secured the required twenty-five percent of voter signatures. When the validity of the petition signatures was challenged Judge Beko supported the people in their right to call for a recall vote. When, according to law, it came up for a vote two months later, the White River citizens received another defeat — by a narrow margin, but a defeat nevertheless. The school was closed. Trucks came to haul away books and equipment. The people were tired and discouraged. A few allowed their children to ride the bus to White Pine High School but most of the parents sent them to Alamo or Eureka as a form of protest.

This minority group in support of the small school had received verbal support from a number of prominent Nevadans, among them Senators Paul Laxalt and Howard Cannon and state senator Rick Blakemore. They continued to try to enlist the support of state policy makers — educational and government executives, legislators, state P. T. A. etc.

And most importantly, as it turned out, these people sent an appeal to the Nevada Supreme Court. In a decision handed down on June 7, 1976, the five judges of the Supreme Court unanimously ordered the reopening of the Lund High School. In its summation the Court declared: "The community of Lund has something very precious to American education which has been deteriorating in larger communities, and that is the close relationship of the

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home and the school."

Nowhere can this close relationship be shown more graphically than in the names of the many who served their community and school in this effort. Philip Carter, as school board member, coordinated and spearheaded the action. Michael (Mike) Gardner and Robert (Bob) Bartlett acted as committee chairman at different times and proved themselves to be competent and effective leaders. Other committee members were Margaret Gubler, Josephine Reid, Ronald Horsley, J. L. Whipple, Louise Reid, Margaret (Peggy) Gardner, Robert Oxborrow, Van Petersen, Marsha Gardner, Nancy Judd.

Some names stand out for special services: La Rue Carter for research, Louise Reid for handling the business and financial matters and acting as spokesman in confrontations when impromptu response was called for, Margaret Bugler for clear precise interpretation of the general feeling for publication and/or letters to public figures, Joan Gardner as an always available and willing typist, Ludean Carter as typist, copyist and general coordinator, quote by Philip Carter "Margaret Oxborrow for her letters, articles, etc." and many for the work on the recall and fund raising projects: Bob and Gayle Bartlett, Mike and Marilyn Gardner, Frank and Louise Reid, Max and Kaye Reid, Robert and Geraldine Oxborrow, Norris and Joy Hendrix, Dean and Wilma Whipple, Sheldon and Darlene Reid, Gardner and Colleen Scow, Milton and Joan Gardner, Jack and Mary Lou Hendrix, Ricky and Diane Hendrix, Steven and Stella Carter, Van and Peggy Gardner, J. L. and Dawn Whipple, Kay and Josephine Reid, Ronald and Faylene Ivins, Neil and Virginia Gardner, Van and Nieves Petersen, Ronald and Neva Horsley, Kenneth and Sharon McKenzie, Eddie and Arlene Mangum, Merrill and Wenona Gubler, Laine and Arlene Hendrix, Harold and Harriet Ivins, Lloyd Oxborrow, Marion Arnoldsen, Bud Hendrix, Milton and Nancy Judd, Karma Lewis.

In addition to the recognition they received from the Supreme Court, it is a matter of some significance that the White River citizens also received recognition from many sources state and nationwide, for their commitment. They received newspaper clippings, copies of editorials and messages of congratulation from many parts of the United States. Paul Harvey, syndicated columnist and television commentator, used their story on national television with a favorable comment. Two men from the University of Nevada, Reno, Michael Petkovich, Graduate Research Assistant, and C. T. K. Ching, Associate Professor, made an objective and detailed study of the case which they published in pamphlet form under the

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heading: Some Educational and Socio-economic Impacts of Closing a High School in a Small Rural Community.

In 1977 the federal government allocated a sum of money to White Pine County for Public Works projects. The White River Citizens, recognizing in this an opportunity to upgrade their schools, applied for a portion of this appropriation for a Community Center. The reasoning was that a facility adequate for sports, cultural and social events could be used by both the town and the schools and would add a much-needed dimension to the school program.

In order to qualify for the grant one requirement was that the town provide the location. When the Nevada Supreme Court ruled in favor of the White River Citizens in the return of their high school, the court also ordered the White Pine School District to reimburse them for court costs. Originally the citizens had used various projects to raise money for this fund, barbecues, rodeos, raffles, as well as voluntary contributions. When this money was returned to them the citizens elected to use this fund, together with their share of certain county tax moneys, supplemented by more private donations to purchase a two acre lot east of and adjacent to the high school for the proposed community center.

When they applied for the grant, Neil Jensen, County Recorder, and former resident of Preston, flew to Reno with his secretary and worked far into the night on the necessary forms in order to meet the deadline for the application. On the recommendation of the county commissioners, Dr. Kendall Jones, Douglas Hawkins and Tom Collis, the grant was approved and work on the building began in December, 1977 and was finished by the fall of 1978. The first use of the facility was for athletics for the 1978-79 school year.

A plaque with the names of County Commissioners, Dr. Kendall Jones, Tom Collis and Douglas Hawkins, and County Recorder, Neil Jensen, was presented at half-time at a basketball game in February 1979, by J. L. Whipple with Philip Carter adding some comments. Dr. Jones responding graciously, commended the Lund People on their public spirit and progressive attitude before hanging the plaque on the wall of the new building. Also present were Neil Jensen and District Attorney, Bob Johnson.

It might be noted again that the joint effort and multiple use in the plan for this building is not new in the history of Lund. It goes back to that first log building built by the townspeople to accommodate school, church, civic and social functions. It goes back to the use of school facilities for church,

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both the old and new buildings when extra room was needed for special programs, band, band concerts, hosting visiting schools, etc.

Lund Gym was built with money from the White Pine County School District as ordered by the Supreme Court to reimburse them for court costs incurred with the closing of the school, along with a federal grant. The building was begun in December 1977 and the gym was finished for the 1978-79 school year.

In 1982, a new addition was added to the south side of the Lund School which now housed the Lund Elementary School. This addition covered the stairs to the basement and furnace room and added another classroom for first and second grades. Louise Reid was the first teacher to have classes in this addition. There were 85 students in the elementary school that year.

In 1989, another addition was added to the Lund Elementary School. This sizable addition to the west side of the building added a multi-purpose room to be used as a lunch room, a large classroom to house Robert Oxborrow's 5th and 6th grades, a teacher's lounge and new restrooms. The original building had extensive remodeling done in which the front two classrooms became one.

In October 1994, a modular building was moved to the High School. It was put on the North-west corner of the high school lot. It added much needed classroom space with five classrooms, restrooms and two work areas.

LUND OF THE FUTURE

In response to a drive in equity funding, known as White Pine 3, the legislature voted to fund several projects in the White Pine County School District. On November 11, 1999, Governor Kenny Guinn presented a check to Mark Shellinger, Superintendent of White Pine County Schools, in the amount of \$5.8 million to fund a new facility for Lund.

LUND HISTORY TIMELINE

1898-1899 – Community of Lund settled
1898 – First school held in the home of Moses W. Harrison
with Miss Hattie Raphael as its first teacher

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June 1, 1911 – Bonding election for Lund School District
 1914-1915 – Concrete block grade school built
 1919 – Lund High School program started offering the first two years with Mrs. Bieghler as its first teacher
 1927 – Lund football team organized
 1928 – Lund High School offers its first four-year program
 1928 – Lund basketball team organized
 1929 – Lund delegate sent to FFA National Convention
 1930-1931 – Lund High School building erected
 1931 – “L” Hill created
 1948 – First Lund School Yearbook
 1948 – Clock donated to the school by the senior class
 1960 – Kennecott Shed addition to Lund High School
 1977-1979 – Lund gym constructed
 1982 – Classroom addition to Lund Elementary School
 1989 – Classroom and multi-purpose room addition to Lund Elementary School
 1994 – Modular classroom addition to Lund High School
 1999 – WP3 Project success with AB274 providing for new school facilities
 2000 – New school design approved
 April 23, 2001 – Groundbreaking for new Lund School
 August 10, 2002 – Dedication of new Lund School

LUND TRADITIONS

Lund Mascot is the Mustang.

Lund Colors are Blue and Gold.

Home means Nevada
 Home means the hills
 Home means the sage and the pine
 Out where the mountains silvery rills
 Out where the sun always shines
 There is a spot that I love the best
 Fairer than all I can see
 Right in the heart of the golden west
 Home means Nevada to me.

NEVADA MOUNTAINS
Karma R. Lewis
 So you call Nevada a desert,
 And say it is brown and bare?
 But if you're of that opinion,
 You never could have been there.

 Have you ever seen the great
 splendor
 Of our mountains rising high,
 Their majestic snow-tipped peaks

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Towering against the sky?

 Can you follow the silver ribbon
 Of an icy mountain stream;
 Where trout lurking in the shadows,
 Fulfill a sportsman's dream?

 Did you catch the furtive movement
 Of a fleeting white-tailed deer;
 Seeking to find concealment
 From an enemy so near?

Have you seen the proud old eagle?
 On soundless wings he can glide;
 His eye on some hapless rodent,
 Who scurries away to hide.

So you say that Nevada's a desert?
 Then watch for the rising sun;
 As it splashes its gold down the
 canyons,
 And another great day has begun.

Or gaze at a rosy-hued sunset,
 As the sun sinks from view in the
 West;
 If you just raise your eyes to the
 mountains,
 you'll know that Nevada's the best.

ODE TO THE PIONEERS
Author Unknown
 How dear to my heart are the
 Pioneer mem'ries,
 The yellow sunflowers that
 swayed in the breeze.
 The willow that grew by the stream
 running gaily,

Among the wild sage and the
 cottonwood tress.
 The oxen were yoked to the plow
 bright and early,
 The children assisted in planting
 the corn,
 In fancy I feel now the breeze softly
 blowing,
 And hear the birds singing today
 newly born.

How peaceful the valley, how
 purple the mountains,
 How happy the hearts of those
 brave pioneers.
 The Father had led them thro' trials
 and troubles,

Thro' wrongs and thro'
 hardships, thro' heartaches and
 tears.
 To the mountains He led them and
 gave of His wisdom,
 They planted the seed and the
 harvest they earned,
 They toiled and they trusted, His
 blessing was promised,
 And faith in their bosom
 unceasingly burned.

We'll sing of their courage, their
 faith, their endurance,
 Our voices we'll raise to the
 blue arching sky.
 Our hearts swell with gladness, we
 honor their mem'ry.
 We love them the more with
 each year passing by.
 All honor and glory, stout hearts of
 our fathers,

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Toil hardened their hands in the
battle for bread,
What words can express to them our
admiration,

Dear Pioneer Parents, both
living and dead.

MY OWN NEVADA

Oh, my Nevada,
Dearest home on earth to me.
Heed not their laughter
Who make light of thee;
Love alone hath vision
To behold how fair thou art,
And thy children only,
Know thy charms by heart.

Nevada, my own Nevada,
We are very proud of thee;
Nevada, my own Nevada,
Thou art home to me.

Few are thy cities,
And thy towns are far between,

Scant are thy harvests
And thy fields of green,
But thy sage-brush deserts
And the hills so brown and bare,
Have their own strange beauties,
In thy luscent air.

Nevada, my own Nevada,
We are very proud of thee;
Nevada, my own Nevada,
Thou art home to me.

And so it seemeth
As if to compensate,
Thy skies are fairest,
Where thy harvest wait.
On the treeless hillsides,
How the colors dawn and die,
And where earth is dearest,
Softest shadows lie.

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Yea Gold, Yea Blue, Yea Lund High School!

LUND SCHOOL SONG

(to the tune of Notre Dame Victory March)

Here comes the mighty MUSTANG Pack
This is the team that we'll always back
With our high school loyalty
That we know brings us VICTORY

Whether the odds be great or be small
Out Fighting team will win over all
'Til our team goes fighting onward to VICTORY!

LUND SCHOOL ALMA MATER

The melodies of many lands Awhile have charmed my ear, Yet there's but one among them all Which still my heart holds dear; I heard it first from voices raised, My spirits soared with pride, Lund was this song joined one with one To build a future bright.	Its words I well remember now, Were filled with precepts old, And ev'ry line a maxim held, Of far more worth than gold; A lesson giv'n and simply taught, That cannot pass away; Lund is my shining star by night, My guiding light by day.
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LUND PEP SONG

Fair Alma Mater, you've been true; Thru thick or thin we'll stick by you. You have been our shield; We will never yield On the floor or field, And we're goin' to start to Fight, Blue and Gold! Yes! Fight! Fight! Fight! Fight, Blue and Gold, with all your might! It is up to you to protect the Gold and Blue, Fight on to Victory!	Join in our song, The Blue and Gold; Uphold our standard as of old. Show them on the floor, How we make a score. Ev'rybody ROAR, For we're goin' to start to Fight, Blue and Gold! Yes! Fight! Fight! Fight! Fight, Blue and Gold, with all your might! It is up to you to protect the Gold and Blue, Fight on to Victory!
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ABSENCES

Policy of the White Pine County School District and the State of Nevada

Nothing is more important to education than time on task in the classroom. Every effort must be made to attend classes every day. Students who are ill or who otherwise are unable to attend school will have their parent call the office on that day to ask to have the absence excused. If this is not possible, a phone call or note must reach the office on the day the student returns to school. School activities are an exception to this policy. A student who is absent from school shall be considered truant unless the student's parent(s) or legal guardians furnish an acceptable excuse. Student absences will not be excused for such reasons as "overslept", "babysitting", "personal business" or "late getting back from lunch". "Car trouble" must be excused by the administration. Students who are 18 years of age and living with their parents MAY NOT write their own excuses.

Excused Absence - A medical, dental, legal appointment, illness, family crisis, death in the immediate family, certain religious holidays or exceptional circumstances approved by the principal are excused absences. In special circumstances the principal may excuse some family emergencies. No absence will be excused unless the student brings a note from parent or the parent called to report illness. It is recommended that medical appointments be made before or after school hours and that family vacations be scheduled other than during the school year.

Students receiving an excused absence will have one day to make up work missed for each day absent. Assignments and tests that all students are aware of ahead of time will be due on the day the student returns. For example, a student missing Monday and Tuesday will be expected to turn in work due or take a test on Wednesday if they knew about it before being absent. An exception may be made in case of extreme illness or injury.

Unexcused Absence - a student receiving an unexcused absence will not be able to make up tests or work turned in during the absence. Students will receive no grade on work missed until an excused absence form is presented. This responsibility lies with the student.

Attendance Enforcement

Attendance enforcement is a shared responsibility. The parent(s), legal guardians, or other person(s) in the State of Nevada having control or charge of any student from the ages of seven to seventeen shall be required to send the student to school during all times that the public school is in session. The White Pine County School District is responsible for maintaining an accurate record for each student enrolled and for notifying the student, parent(s) or legal guardians of absences.

1. Students are in attendance when they are attending classes or school sanctioned activities.
2. Students are absent when they fail to meet classes as scheduled for any reason other than attendance at a school sanctioned activity.
3. Students may accrue, without penalty, five (5) absences in any class during a nine-week grading period. Absences will be identified as excused and unexcused. Makeup work will not be permitted for unexcused absences and students will be subject to disciplinary action.
4. Students who exceed five (5) absences during a nine-week grading period will lose half credit earned for those classes affected by absences.
5. Students who have ten (10) absences or less at the end of the 18-week grading period may petition the Attendance Review Board for Restoration of lost credit. The Attendance Review Board (ARB) will consist of one administrator, one counselor (if available), two certified staff and two parents, at each school.
6. Students who exceed ten (10) absences during the 18-week grading period shall lose half credit for those classes. Students may petition and appear before the Attendance Review Board (ARB) for consideration to restore credit.
7. Any student who is absent more than 18 days in a school year may, at the discretion of the principal, be considered for retention in the same grade for the next school year, and/or be considered for placement in alternative program(s).
8. Tardies and class latenesses will not be tolerated. Students are tardy when they enter the classroom after the bell has rung. There will be varying consequences for tardies including after-school, before-school and lunchtime detentions.
9. Attempts will be made to contact parents when an absence occurs. All phone calls will be documented and parents will be notified of the current absence status.

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Students who miss all or part of a day without a valid excuse are truant. Students who are unexcused for three days are, by state law, habitually truant and may be taken to court, fined \$100 and have their driver's license suspended for thirty days. Those not yet having a driver's license will be delayed by thirty days from getting one. On the next truancy, and for every one after that, the consequence rises to \$200, a two month suspension, and ten hours of community service.

ACADEMIC HELP

Each student's academic success is important. Any student having difficulty is urged to seek help. Teachers are available for individual help after school or before school.

ACCIDENTS

And student injured in school or at a school activity should immediately report the accident to eh teacher, coach, advisor, or the office staff.

ACTIVITY CARDS

All students are to purchase a student activity card for \$5.00. The activity card allows students to attend athletic events without charge. It also allows the administration to offset the expenses incurred by activity and athletic events.

ASSEMBLIES

Assemblies will be scheduled periodically at Lund Schools. They will be held during class time and attendance is required of all students and teachers.

ATHLETICS

Lund Schools offer a wide athletic program which may include cheerleading/dance, volleyball, football, basketball and track [varsity, junior varsity, and middle school levels].

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All students participating in extra curricular sports, including cheerleading, will have one week (7 calendar days) to return uniforms, warm-up suits and practice jerseys. A fine will be issued to all students that fail to turn in all pieces checked out to them or for faded or damaged uniforms or equipment. Uniforms that are not clean will be assessed a \$5.00 cleaning fee. Students are accountable for materials checked out to them. Do not trade or exchange uniforms without approval from the school administration or athletic director. **DO NOT WASH UNIFORMS IN HOT WATER ... DO NOT PUT UNIFORMS IN DRYER.** Uniforms are not to be worn to school except with approval by the coach and administration.

Athletic competition builds character and shapes lifetime attitudes. Lund Schools' Citizenship Through Sports Program, reinforces and promotes the principles of good sportsmanship which are integrity, fairness, and respect.

A good sport, whether a student or a parent, is a true leader in the community. Sportsmanship goals should include:

- Realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game;
- Encourage all students to perform their best, knowing that others will always turn in better or lesser performances;
- Participate in positive cheers that encourage and boost players; and discourage any cheers that would redirect that focus — including those that taunt and intimidate opponents, their fans and officials;
- Learn, understand and respect the rules of the game, the officials who administer them and their decisions;
- Respect the task our coaches face as teachers; and supporting them as they strive to educate; and,
- Respect our opponents as student athletes, acknowledging them for striving to do their best.

Be a fan ... not a fanatic!

ATHLETIC/EXTRA-CURRICULAR ACTIVITIES RULES AND REGULATIONS

Lund School maintains an Athletic/Activities Handbook. All participants must sign that they have received this handbook and will abide by the instructions contained within it.

1. Physical Examinations: Every athlete who participates in an NIAA

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sport or activity must have a NIAA physical examination completed and on file in the school office before participating in any practices or competitions. A student needs only one physical examination during his/her high school years. However, the sports participation health record must be completed and signed by a parent/guardian each year.

2. Insurance: Every student who participates in any school sport or activity must be covered by an insurance policy. School insurance is available at the school office. If a student's injury requires hospitalization, it is the parent/guardian responsibility to make arrangements for the student's transportation. Our activity buses are unable to remain for indefinite periods of time.
3. Tobacco: Any student using or in possession of tobacco will be denied the privilege of participation in all athletic/extra-curricular activities for 10 calendar days for first offense and 20 school days for the second offense. Student is also subject to disciplinary action.
4. Alcohol: Any student using or in possession of an alcoholic beverage will be denied the privilege of participation in all athletic/extracurricular activities for a period of 30 calendar days for the first offense and 60 school days for a second offense. Student is also subject to disciplinary action.
5. Controlled Substance and Narcotics: Any student using or in possession of a controlled substance and/or narcotic will be denied the privilege of participation in all athletic/extracurricular activities for a period of 120 school days. Student is also subject to disciplinary action.
6. Criminal Offenses: Any student involved in any criminal offenses will be denied the privilege of participation in all athletic/extracurricular activities for a period of 60 school days.

(Students please note: Penalty for 3-5 above will be served before you can be eligible to participate in any other sport or activity, including tryouts. Also each sport/activity may require you to sign a contract between yourself and the coach/advisor which will supersede these statutes. Contracts will be signed at the beginning of each sport/activity.)

7. Attendance: Every student must be in attendance in all classes to participate in any extra-curricular activity or practice for that school day. Professional appointments will be honored for an absence the

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day of the activity. All professional appointment excuses must be accompanied by verified documentation. The Athletic Director, activity advisor, sponsor or principal will evaluate emergency situations. Any student participating in an athletic/extra-curricular activity who has an unexcused absence will be ineligible to participate in any activity during the week in which the unexcused absence occurs.

8. Absence from Practice: There will be no excused absences from practice unless approved by the head coach/advisor. This includes all athletic/extra-curricular activities, meetings, class offices, clubs, etc.
9. Listed are the general guidelines applicable to all:
Travel: White Pine County School district activities require a great deal of travel and involve overnight trips. Students are to adhere to the school and athletic/extra-curricular codes throughout the trip. Coaches and sponsors will review their specific requirements with their individual teams or organizations.

Dress: Clothing should adhere to the White Pine County School District Policy 7400 (Administrative Guide).

Bus Conduct: All White Pine County School District rules apply on activity buses. Students who cannot follow the bus rules will be suspended from the bus, with the length of time being determined by the coach/advisor and the building principal.

Hotel/Motel: Frequently our school teams and organizations are required to stay in a hotel/motel. Remember that you are a guest and should behave accordingly. Any behavior on your part that brings discredit to yourself, your group and your school will result in appropriate disciplinary action upon your return to your school. If hotels/motels have negative experiences with our students, it has a major impact on all of us.

Law Violation: Any action by a student which brings discredit to the student or any organization of White Pine County School District may be subject to disciplinary action. This includes, but is not

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limited to, inappropriate use of language, indecent exposure, or violation of any local, state or federal law. If members of a law enforcement agency detain a student, the parent/guardian will be notified. It will be the parent/ guardian's responsibility to make arrangements with local law enforcement and, if need be, for transportation of their student. Activity buses may not wait for students who are in police custody.

10. **Training Facilities:** The head coach/ advisor will advise his/her team in relation to dressing room and training room procedures. It is the responsibility of the students and coaches/ advisor to keep the areas clean and leave them in good condition.
11. **Equipment:** The head coach/ advisor will advise and instruct athletes and participants in relation to the care and use of equipment. Players are responsible for the equipment that has been checked out to them. Any play will be billed and charged for lost or damaged equipment. If an athlete needs to replace equipment or make other adjustments, he/she should see the equipment manager.
12. **Lettering Requirements:** All coaches/ advisors will provide athletes/ participants with the lettering requirements at the beginning of each season. The head coach/advisor is the final authority on the awarding of an athletic or activity letter.
13. **Citizenship:** Students participating in athletic/extra-curricular activities are required to display respect for their fellow students and the staff at their respective schools. A student may be deemed ineligible if his/her personal conduct is unsatisfactory. Classroom teachers and the administration have the authority to declare a student ineligible based on citizenship. A student will remain ineligible for a minimum of one week and must submit a signed statement from the teacher or administrator to the athletic director before he/she will be permitted to compete.
14. **Academic Eligibility:** Student athletes must have earned two credits (passed four classes) the previous semester before they are eligible to participate in any NIAA sanctioned activities. Freshmen students must have met this requirement during their last semester in the

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eighth grade. All students participating in athletics or extra-curricular activities must be passing all their classes in order to compete. The White Pine County School District Policy 7440 will be adhered to.

15. **Detention:** Students are not excused from detention because of any athletic/ extra-curricular participation. Students need to make arrangements with their coach or sponsor if they have a detention to complete. They will be allowed one day to make arrangements. Students should take care not to allow detention to interfere with their opportunities to compete.
16. **Suspension:** Students who are serving in-school or out-of-school suspensions are also suspended from participation in all other after school activities, including participation in practices or competitions.

The following forms must be completed and on file at the student's school office before a student may participate in any athletic/ extra-curricular practice:

- A. Physical Examination Record
- B. Sports Participation Health Record
- C. Emergency Medical Information and Release with proof of insurance and parent/ guardian notarized signature.
- D. Signed Athletic and Extra-Curricular Activities Handbook Codes.

It is realized that some of the above are not required for some extra-curricular groups.

White Pine County Administrative Regulations

ATMOSPHERE

A calm atmosphere is essential for most students to learn. Such an atmosphere is usually recognized by quiet: quiet voices, gentle handling of lockers, books, and desks; silence traffic areas such as halls and lobbies. Obviously, the library is also a silence zone! It is important that students arrive promptly at all assigned areas and begin their classwork immediately.

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Courtesy will gain students respect from their teachers and fellow classmates. Teachers, aides, secretaries, maintenance, custodial personnel and bus drivers are legally responsible for student well-being and, therefore, students are expected to obey their requests quickly and cheerfully. If a student does not agree with something he/she is expected to do, then the student should talk about the problem privately with the teacher or with the school principal. Remember, students are expected to meet reasonable requests made by those persons in charge while at school. Students should not refuse to comply with reasonable demands just because they do not agree with them.

No teacher will tolerate "freshness", "swearing", or back talk. In all school activities students should use courtesy, good taste, and common sense.

Every teacher, regardless of his/her subject, or any other position has complete authority over all students.

**ATTENDANCE FOR PARTICIPATION IN SCHOOL SPONSORED
ACTIVITIES**

Prompt daily attendance is required by law and is a prime reason for success in and out of school.

A day of absence shall be considered as any situation of nonattendance of three and one-half hours of absence from school on a given day.

Students participating in a school sponsored activity must be present by 9:15 A.M. on the day of the event. If the event is scheduled on a Saturday, the student must be present the day preceding the event by 9:15 A.M. This lateness must come under the guidelines as set forth for an excused tardy. Exceptions to the Saturday event rule may only be made through the school administration. Doctors appointments and excuses will be reviewed for approval by the school administration.

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BELL SCHEDULE

Time	Activity
[7:15 - 8:05]	0 Period IAV Class Taught
7:58	Warning Bell
8:00 - 8:40	1 st Period
8:42 - 9:22	2 nd Period
9:24 - 9:39	Elementary Recess
9:24 - 10:04	3 rd Period
10:06 - 10:46	4 th Period
10:48 - 11:28	5 th Period
11:30 - 12:00	6 th Period [Interim/Lunch]
11:45 - 12:15	Elementary Lunch
12:02 - 12:32	7 th Period [Interim/Lunch]
12:34 - 1:14	8 th Period
1:16 - 1:56	9 th Period
1:58 - 2:38	10 th Period
2:45	Bus Departs

BUS BEHAVIORS

Rules

1. Follow directions of the driver.
2. Stay in your seat.
3. Keep all parts of your body in the bus.
4. Pushing or shoving is not allowed on the bus.
5. Tobacco, eating, or drinking is not allowed on the bus.

Consequences

- 1st Report - Report to teacher and school authorities.
2nd Report - A parent conference before student is allowed on bus.
3rd Report - Bus privileges denied for 10 school days. (Student is to be in attendance at school.)
4th Report - Bus privileges denied for the remainder of the school year. (Or 180 school days)

BUS SCHEDULE

Use of the school bus system is a privilege. Inappropriate behavior may result in the student being barred from further use of the school busses.

CAMPUS

The Lund School campuses includes the buildings, grounds, and parking areas. The Lund campus is open only to registered Lund students. Guests and visitors must be approved by the administrator. All others will be considered trespassers. Students are not to invite friends or relatives to come to school.

CLUBS AND ORGANIZATIONS

Groups that have been active at LHS include the following: FFA, 4-H, L-Club, Quiz Bowl, Student Council, Class Council, Rodeo Club, Yearbook, Journalism, Dramatics, Band, Handbells and Chorus.

CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

All co-curricular and extra-curricular activities must be approved by and under the direction of a coach/advisor. This coach/advisor must be present at all activities.

COMPUTER SYSTEM

1. The computer resources (systems) utilized within the White Pine County School District (hereafter referred to as WPCSD) Network are provided to WPCSD employees, registered students and specifically identified parents of registered students and school district volunteers (i.e. PAC members, etc.) approved by the Technology Directory and Superintendent.
2. The custodial parent or legal guardian must complete and sign an application in order for their child (minor) to use the system. By signing the application the guardian or parent agrees to accept responsibility for their child's (minor's) use of the system.
3. All users agree to accept full responsibility for the security, confidentiality and use of their passwords and for any and all sites accessed with their passwords.
4. WPCSD does not guarantee the safety of individual account holders' files. Users are encouraged to make back up copies of their files.
5. E-mail correspondence and system activity may be monitored if there is reasonable suspicion of a violation of the AUP [Acceptable Use Policy]. WPCSD has access to the contents of any file or e-mail in the system.
6. These computer resources (systems) are primarily for research and academic use; personal email(for staff only) and other personal Internet use is allowed so long as the use is non-profit, legal, does not interfere with the primary use of the system in any way, and the use conforms to all other use rules in this agreement.
7. WPCSD has implemented its own Virtual Locker. Users may store personal information and files in their own Locker. Users are prohibited from sending or storing any material that is licensed, proprietary, or otherwise covered under the non-disclosure agreements.

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8. Certificated staff members or other personnel will monitor students when computers are in use in a classroom to ensure that the use is age appropriate and that the rules and guidelines are followed.

The following activities are expressly PROHIBITED and are subject to disciplinary action:

1. It is prohibited to use, or attempt to use, anyone else's account.
2. It is prohibited to use swear words, vulgarities or other inappropriate language.
3. It is prohibited to circumvent system utilities (account validation, terminal idle monitoring, etc.).
4. It is prohibited to use a CHAT program unless authorized by a computer technology teacher, school administrator or the superintendent for academic purposes.
5. It is prohibited to access pornographic sites or sites primarily showcasing sexually explicit material.
6. It is prohibited to access and/or download computer games, screen savers, or other software that has not specifically been approved by the Technology Specialist or Superintendent.
7. Downloading or listening to music and radio stations over the internet is prohibited without written permission from the building administrator.
8. It is prohibited for users to order services or merchandise for personal consumption including phone charges. Only items authorized by the District may be ordered.
9. All users are prohibited from sending spam e-mail to others.
10. Using computer system CD-ROMs to play CD music is not authorized without written permission from the building administrator on an individual basis.
11. Students are authorized to access ONLY their WPCSD First Class e-mail account while using a computer owned by WPCSD. If a student accesses any other e-mail account from a computer owned by WPCSD, it will constitute a violation of this Acceptable Use Policy.
12. Staff is allowed to access only their WPCSD First Class, Nevada School Network, Educational Specific (.edu) or local Internet Service Provider e-mail accounts while using a computer by WPCSD.

This is a school network! The user's general rule is to stay within the

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appropriateness boundaries for K-12 public education. Any student or adult who has a specific question about the appropriateness of accessing a particular site or acceptable use agrees to seek clarification in advance from the appropriate school principal or from the Superintendent. A student who accidentally accesses an inappropriate site must inform a teacher or the principal at his/her school within 24 hours in order to verify that the access was a mistake and in order to avoid possible disciplinary action for accessing a prohibited site. An adult who accidentally accesses an inappropriate site must inform a building principal or the Superintendent within 24 hours in order to verify that the access was a mistake and to avoid possible revocation of the account access.

Alleged violators will be contacted and given an opportunity to present an explanation to the appropriate supervisor of principal. If a violation of this agreement has occurred, the user's account may be suspended for a period of 90 school days (a school day is defined as a day when students are scheduled to attend school or when a staff member is scheduled to work) or revoked. When an account is suspended or revoked, the user (and his/her parents, if a minor child) will be notified in writing. The users (and his/her parents, if a minor child) have five school days from the date of the written notification to request a review hearing. The hearing officers will be the Superintendent and Technology Director, whose decision will be final. If the Superintendent or Technology Director is the supervisor making the initial decision to suspend or revoke an account, that review hearing will be conducted by the Board of Trustees, whose decision will be final.

CONCESSION STAND

1. The purchase of concession materials is the responsibility of the group or organization assigned to run concession.
2. The prices for concession items are to be the same for all events regardless of which organization is selling.
3. Those running the concession are to make sure their hands and working area are kept clean.
4. Hot food is to be kept hot, not warm.
5. Each organization will be responsible to have workers running and setting up concession stand.
6. Each organization will be responsible to clean concession area and bleachers after the event is over. The school will supply adequate

- garbage cans with liners.
7. Any organization not properly cleaning up after an event will be charged and fined.
 8. Assignments and use of concession stand must be approved by the administrator through student council.

CONFERENCES

Children develop in different ways. They have their own individual personalities, and their own listening and work habits.

You are important. To help their students learn, teachers must know as much as they can about each child. No one knows more about your child than you, the parent/guardian. And no one has more influence over your child than you. This is why teachers need your help to do a first-class job. Working together, you and the teacher can help your child have a successful school year.

When you have a concern, speak calmly with the teacher about it and ask what the two of you can do together to make things better. Don't criticize a teacher in front of your child. Children learn better when they have confidence in their teacher.

The best parent-teacher conference is a sit-down, face-to-face meeting.

Before the conference

1. Time is limited. Preparing in advance helps the meeting move quickly.
2. Talk to your children. Tell them you are going to meet with their teacher. Ask them what you should look for in the classroom. See if there are any questions they want you to ask. Find out what they think is their best subject, and what subjects they like the least. Find out why.
3. Write notes to yourself:
 - a. Things about your child's life at home, personality, problems, habits, and hobbies you feel is important for the teacher to know.
 - b. Your concerns about the school's programs or policies, as they affect your child and family.
 - c. Make a list of the questions you want to ask the teacher. They

- may be general ("Is my child working to his/her best ability?") or more specific ("May I see something my child has written?") Are there aspects of your child's homework that are worrying you?
- d. How you and the school can work as partners to help your child.
 - e. Include the concerns and questions of other family members who may not be able to attend the conference.
4. The teachers will also have questions that will help them work better with your child. Some topics you should think about and be prepared to share with the teacher include:
 - a. Your child's reaction to school.
 - b. Your child's responsibilities at home.
 - c. The type of discipline that works best with your child at home.
 5. Work together. Conferences are successful when both teachers and parents work as partners to help children make progress.
 6. Decide what you want to tell the teacher about your child. If there are unusual family problems that may be affecting your child's behavior, say so without going into excessive detail. If your child seems bored or anxious about school, bring up the matter in an open and honest way. Listen to what the teacher has to say. Work on finding a solution on which you both can agree.
 7. Be there on time. Start the conference right: Be there on time, and plan not to run over the short amount of time that has been set aside. Teachers often schedule a number of conferences on the same day, and being on time will insure that you have all the time necessary to discuss the issues that are important to you. Reschedule, if necessary. Notify the teacher ahead of time if you cannot attend.
 8. Come prepared. Teachers will be prepared, perhaps, with samples of your child's work. And they will have ideas to help your child do even better in school. You should get ready for each conference, too.

During the conference

1. Begin on a positive note. Let the teacher know how much your child enjoys drawing or how pleased you are with your child's reading. If you can't think of anything else, at least thank the teacher for taking the time to see you.
2. Get right to the point. It's a good idea to ask your most important questions first, just in case time runs out before you and teacher have

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- a chance to discuss them all.
3. Ask good questions. These are good questions to ask your child's teacher at conference time:
 - a. What are the children studying this year?
 - b. What are the children doing in specific subject areas?
 - c. What do you include in social studies? What kind of mathematics will the children learn? How do you teach reading and spelling?
 - d. How do you evaluate the children's progress? What tests are used? What do your grades mean?
 - e. What are the school rules? How much homework do you give? What kind of discipline do you use?
 - f. What can I do at home to reinforce what you are teaching at school? What materials do you suggest I keep at home to enrich my child's education and recreational time?
 - g. Should we set some goals?
 4. Listen carefully to what the teacher has to say. Take notes if you like. That will help you think things over later.
 5. Don't be bashful about saying what's on your mind. A good conference is a two-way exchange. If the teacher says something you don't quite understand, don't be shy about asking for an explanation.
 6. If the teacher gives you bad news about your child (e.g., Jack doesn't get along well with others, Susan doesn't share, Mark sleeps in class.), don't get angry or apologetic. Listen carefully and try to understand. Ask questions: "Could you give me an example?" or "Does it happen often?" Find out what you can do to help. If you don't agree with the teacher, set up a separate time to discuss the issue in detail.
 7. Find out what you can do. Be sure to ask the teacher for specific suggestions on ways to help your child do well. This is an important part of the meeting. It can become your action plan.
 8. End the conference on a positive note. It's a good idea to end the conference by summing up decisions you've made together. If needed, ask to meet again. Thank the teacher for their time and emphasize the actions you will both take together.

After the conference

1. Share with your child. Discuss the conference with your child.

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- Stress the good things that were said. Be direct about any problems that came up. Be clear about the steps you, your child, and the teacher will take to make things better.
2. Act quickly on any suggestions the teacher has made. If your child's eyes should be tested, make the appointment right away. If there are books your child needs, go to the library.
 3. Make sure your child knows that you and the teacher are working together on their behalf. Your child should feel secure, knowing that the important adults in their life are agreeing on matters related to their well being.
 4. Watch your child's behavior and check your child's classwork and homework.
 5. Keep working with the teacher. Stay in regular touch with the teacher to discuss the progress your child is making.

Meeting with your child's teachers should help build strong parent-teacher partnerships — partnerships that are needed if you and your child's teachers are to reach your common goal: helping your child get the best education possible.

The Principal's Advisory Committee of 2001-2002 in conjunction with the White Pine Board of School Trustees and the Superintendent entered into a sequence of scheduling these conferences each month. An attempt will be made to meet with all parents within a marking period or semester time frame. These conferences will be scheduled on either an evening or afternoon at the end of a school week, with the afternoon conferences calling for a minimum day for student attendance.

COUNSELING

Lund Schools delivers some counseling services throughout the school year. The counselor's priority is to help each student to graduate from Lund with an education that will be a foundation for the student's career choice. The counselor will help with class schedules, credit evaluation, college entrance testing, military career information, occupational and educational planning, personal problems and conflicts, etc. Students may request an appointment with the counselor.

DANCE CODE

1. Starting times will be set according to the type of dance and circumstances.
2. Any organization failing to clean up after a dance will be assessed cost plus a fine.
3. Guest passes will be required for any person other than current LHS students. Students are responsible for the actions of their guests. Inappropriate behavior by a guest may result in disciplinary action against the student. The principal may elect to allow LHS alumni to attend dances at Homecoming and/or Prom. Guest passes are available at the office.
4. Grade school and other students not yet of junior or senior high school status will not be permitted to attend dances at LHS.
5. Once a person leaves the dance, he/she will not be readmitted.
6. Good character, citizenship, and conduct are important at any school activity. Any student whose conduct, through an adverse act, reflects discredit on the school, is considered to be in violation of the Activities code, and is subject to suspension from further attendance at school activities for the remainder of the year. A violation may also result in school suspension or law enforcement action.
7. The dress code will remain in effect for school dances.

DISCIPLINE CODE

ELEMENTARY DISCIPLINE CODE

Adopted April 23, 2002

This document contains the Lund Schools and the White Pine School District's philosophy, goals, expectations, discipline structure, rules, and regulations for the elementary school. The actual "discipline code" has been revised to address the behaviors of an elementary school child. The purposes of these guidelines, developed by staff, are as follows:

- To ensure an understanding by parents and students of what is acceptable behavior, as well as what actions will be considered infractions of the rules
- To ensure that teachers and students using these guidelines will be able to maintain an appropriate classroom environment
- To ensure a consistency and equality of treatment for all students
- To ensure protection of students from other students who abuse

the rights afforded them

- To ensure that parents and students understand the processes which lead to suspension or expulsion

This code, which reflects an on-going review, incorporates suggestions made by students, staff, administration, and parents. We thank everyone for their cooperation in this important endeavor.

Student Responsibilities

It is the responsibility of the students to conform with the following:

- Be aware of all rules and regulations for student behavior and conduct themselves in accord with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.
- Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
- Dress and groom so as to meet fair standards of safety and health, and not to cause substantial disruption to the educational process.
- Assist the school staff in operating a safe school for all students enrolled therein.
- Comply with state and local laws.
- Exercise proper care when using public facilities and equipment.
- Attend school daily and be on time at all classes and other school functions.
- Make up work when absent from school.
- Pursue and attempt to complete satisfactorily the courses of study prescribed by state and local school authorities.
- Report accurately and not use indecent or obscene language in student newspapers or publications.

Code of Discipline Procedures

Philosophy

The philosophy of the White Pine County School District is based on the fundamental belief that every child who attends school is entitled to a quality education. In order to ensure a positive learning environment, the

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rules of behavior and good manners are expected and encouraged. Inappropriate modes of behavior are not acceptable and will be addressed in accordance with the discipline structure.

Goals

The purposes of this code of discipline procedures as developed by staff are as follows:

- To ensure understanding by parents and students of acceptable and unacceptable behaviors
- To ensure that consistent responses to unacceptable behaviors will occur
- To ensure a fair and equitable treatment of all students
- To ensure the protection of students and teachers from students who abuse their rights and responsibilities
- To ensure that parents and students understand the process which leads to detention, suspension, or expulsion

Responsibilities

- **Students**
 - Every student is expected to know and exercise positive modes of behavior and good manners.
 - Every student is expected to know inappropriate modes of behavior and accept the consequences as outlined in this discipline structure.
- **Parents**
 - Every parent is expected to explain and discuss the discipline structure to his/her child.
 - Every parent is expected to assure the student's compliance with the discipline structure.
 - Every parent is expected to cooperate with school personnel whenever support services and/or disciplinary responses are indicated for the student.
 - Every parent is expected to provide physical, emotional, and academic support in the student's school life.
- **Staff**
 - The school staff is expected to maintain a positive learning environment during the school day.
 - The school staff is expected to explain and discuss acceptable and unacceptable modes of behavior.

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- The school staff is expected to incorporate a program of effective education in order to assist students in the development of positive behaviors.
- The school staff is expected to inform and enforce the discipline structure to students.
- The school staff is expected to be consistent in enforcing the discipline structure to students.
- The school staff is expected to be consistent in enforcing the discipline structure throughout the school.

The Elementary School ProSocial Skills Program

The ProSocial Skills Program is a school-wide behavior management program implemented in the elementary schools. This school-wide program:

- enables all of our students to become responsible and contributing members of our school community
- requires a common commitment endorsed by teachers, specialists, staff members, parents, and students

This is our Mission Statement:

Every child is everyone's responsibility, and appropriate social behavior needs to be taught and continually encouraged by the entire school community (faculty, staff, parents, and students).

The philosophy is supported by the following Belief Statements:

- Every child needs to feel a sense of belonging and self worth.
- It is essential to have a consistent home and school commitment.
- Children's choices are their own.

The benefits of using the ProSocial Skills Model are:

- increased academic engaged time
- increased use of critical thinking, reasoning, and problem solving skills by students
- significant reductions in discipline problems referred to the school office
- increased levels of consistency in the application of discipline strategies by teachers and staff across classrooms and the entire building

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We are teaching the children to use five problem-solving steps whenever they need to make a “good choice” or solve a problem.

1. Stop and think.
2. Decide “Am I going to make a good choice or bad choice?”
3. “What steps (from a specific skill) do I need to follow to make a good choice?”
4. Follow the steps.
5. Ask “How did I do?”

Problems which occur for children might include: dealing with annoying situations, handling teasing, and calming down. Children are asked to make good choices which support their learning throughout the day. Examples of such choices include listening, following directions, ignoring distractions, and making smooth transitions. We are teaching these specific skills in the classroom within the framework of this problem-solving model.

Disciplinary Responses and Procedures for Student Misconduct

Note that the behaviors listed in each level are only examples. There may be other behaviors of a similar nature which are not listed but are included within each level.

Level A

Description

Minor misbehavior on the part of the student which interferes with the orderly operation of the school and its activities. These misbehaviors usually can be handled by an individual staff member, but sometimes the intervention of the principal is required.

Examples

- Classroom/in-school verbal disruption
- Classroom/in-school physical disruption
- Refusal to carry out directions
- Improper dress consistent with Board policy
- Student possession or sale of audio devices, games, skateboards, inappropriate toys, or distracting objects
- Presence in unauthorized areas of building or school grounds
- Loitering in the lavatory
- Possession of matches or lighters
- Students removing food/beverage from the cafeteria without permission

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- Misconduct on a school district vehicle or bus stop, consistent with transportation policy
- Misconduct in the hallway
- Unexcused cumulative lateness
- Failure to return notes or documents to be signed by parents/guardians
- Violation of Computer Use Guidelines
- Other behaviors of a similar nature

Level A

Disciplinary Response

Such misconduct may result in one or more of the following responses:

For a first infraction, consequences may include:

1. Verbal reprimand with removal from class
2. Notifying parents by telephone or letter

Continued infractions/misbehavior(s) at this level may result in:

1. One recess detention with parent notification
2. After-school detention with parent notification
3. In-school suspension with parent conference
4. Suspension of bus privileges if continued misbehavior on the school bus

A student may be referred for counseling and/or may have school privileges withdrawn, such as class parties, assembly programs, field trips, and/or special school events.

Level B

Description

Misbehavior which is frequent or serious in nature or which tends to disrupt the learning climate and/or orderly operation of the school or its activities

Examples

- Falsifying teacher and/or parent signatures, altering documents signed by them
- Cutting detention
- Cheating
- Walking out of class/leaving school grounds without permission
- Insubordinate, rude, defiant and/or disrespectful behavior

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Use of profanity, vulgar and/or obscene words, gestures, and/or other similar actions
Throwing of objects without a legitimate purpose (including snowballs or dangerous objects)
Use of racial/ethnic slurs, as well as derogatory terms
Violation of Computer Use Guidelines
Other behaviors of a similar nature
Continued Level A misconduct

**Level B
Responses**

Such misconduct may result in one or more of the following responses:
For a first infraction or offense, the consequence may be up to a two-day recess detention with parent notification.

Continued infractions/misbehavior(s) at this level may include:

1. After-school detention with parent notification
2. In-school suspension with parent notification
3. Out-of-school suspension and parent notification with re-entry conference

A student may be referred for counseling and/or may have school privileges withdrawn, such as class parties, assembly programs, field trips, and/or special school events.

**Level C
Description**

Acts against or affecting persons (including self) or property, the consequences of which do not seriously endanger the health or safety of others

- Fighting, intimidating, or threatening others
- Vandalism of school property or property belonging to others
- Theft
- Truancy
- Gambling
- Striking matches or igniting lighters
- Possession of, smoking, or use of tobacco products on school district property, on school buses, or while under school supervision
- Violation of Computer Use Guidelines
- Other behaviors of a similar nature

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Continued Level B misconduct

**Level C
Disciplinary Response**

Such misconduct may result in one or more of the following responses:
For a first infraction or offense, the consequences may include:

1. A three-day recess detention with parent notification
2. Revoking of school privileges, such as class parties, assembly programs, field trips, and/or special school events
3. Assignment of an after-school detention with parent notification

Continued misbehavior(s) at this level may result in:

1. In-school suspension with parent notification
2. Out-of-school suspension with parent notification and re-entry conference

A student may be referred for counseling and/or may have school privileges withdrawn, such as class parties, assembly programs, field trips, and/or special school events.

**Level D
Description**

Acts of violence, acts which result in harm or damage to another's person or property, or acts which pose a threat to the health or safety of others in the school, or criminal acts, on school property, in school vehicles, or at school functions, or affecting school property or persons such as students, school employees, or invitees.

Most of these acts are criminal in nature and are so serious that they require administrative actions which result in the immediate removal of the student from the school, the intervention of law enforcement authorities, and expulsion by the Board of School Trustees.

**Level D
Examples**

- Intentionally striking, pushing, or threatening bodily harm to another student or staff member
- Breaking or entering any school district building or vehicle
- Possession of, use of, transfer of, or selling drugs, alcohol, and/or cigarettes
- Possession of weapon or dangerous instruments on school property

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Possession, distribution, or use of inhalants and other prescription drugs. The school office or nurse may authorize a student to possess and use inhalants and other prescription drugs.

Possession, distribution, or use of over-the-counter drugs. The school office or nurse may authorize a student to possess and use over-the-counter drugs.

Attacking, fighting, striking, attempting to strike or harm, threatening (written or verbal or physical), and /or intimidating a student, while on school grounds or under the jurisdiction of the school or stemming from an event at school, even if the attack occurs off school property or after hours. Any person who is assaulted has the right to file charges with the proper authorities.

Attacking, striking, attempting to strike or harm, pushing, threatening bodily harm, or harassing (verbally or in writing or physically) a school district employee, school board member, or guest of the school district, whether on or off property. Any person who is assaulted has the right to file charges with the proper authorities.

Vandalism

Misusing 9-1-1, fire alarms, or other safety devices

Making bomb and similar threats

Serious violation of Computer Use Guidelines

Other behaviors of a similar nature

Continued Level C misconduct

Level D

Disciplinary Response

Such misconduct may result in one or more of the following responses:

For a first infraction or offense, the consequences may include:

1. Imposing an out-of-school suspension with parent notification and mandatory reentry conference
2. Revoking of school privileges

Depending on the severity, the misbehavior(s) may result in:

1. Referral to outside agency for intervention, and/or
2. Recommendation for Board expulsion

Possession of a weapon in school, on school grounds, while in transport to or from school, or at school-sponsored event will lead to a ten-day

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suspension and a formal due process hearing and may result in an expulsion from school for at least one year.

SECONDARY DISCIPLINE CODE

Adopted January 28, 2002

We are firmly committed to the belief that good discipline originates in the home. The parent is the first teacher of his/her child and should guide him/her in developing good behavior habits and proper attitudes toward school. It is essential that parents:

1. Recognize that the teacher, in accordance with Nevada school law, takes the place of the parent while the child is in school, and this can include the time required in going to and from school.
2. Teach their children respect for the law, authority, the rights of others as well as for private and public property.
3. Realize that a disruptive child not only hinders his/her own educational progress but also the educational rights of each and every student.
4. Insure prompt and regular school attendance as well as comply with state attendance laws and procedures.
5. Work with the school in carrying out recommendations, including discipline, made in the best interest of the child.
6. Talk to their son or daughter about school activities. Show an active interest in their report cards and progress as well as in his/her total school life.
7. Ask themselves the following questions:
 - a. Do we encourage our son/daughter to be enthusiastic about school?
 - b. Does our child schedule sufficient time for home study?
 - c. Is there a suitable, quiet place for our child to study during a regularly scheduled time?
 - d. Do we have family agreements that are kept regarding the use of telephone, radio, record player, or TV?

Guidelines on student discipline are essential if we are to establish an orderly procedure of punishment when infractions of school rules occur. In order to work effectively and to be utilized realistically every disciplinary system requires that all members of the staff understand and support the guidelines as well as accept the responsibility to make the system produce the desired results. Teachers must not assume that their role is only to teach

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and that student discipline is the responsibility of someone else. In retrospect, administrators must also not expect that good teachers can accept all the responsibility for student control without help.

As outlined below, the levels of misbehavior begin with infractions which require less intense corrective action and progress through steps to the offenses which are very serious. As the misbehavior increases in intensity and seriousness, the options and responses become more formal, more restrictive, and quite focused in administrative action. **The administrative staff reserves the right to either use lower level responses with higher level infractions or higher level options for lower level infractions in exceptional situations where the action is substantiated and justified by the student's pattern of infractions. The goal of progressive discipline is to deter the student from committing repeated infractions of either the same or other types.**

*Indicates the offenses in this category are reported to state officials

★Indicates the offenses in this category will be subject to possible prosecution and reported to local law enforcement officers/agencies

LEVEL A

Misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the operations of the school system.

Examples of Level A offenses include but are not limited to:

Bus disruption [Intermediary steps can include: removal from bus, suspension of bus privileges]

Cafeteria disruption/misbehavior

[Intermediary steps can include: cafeteria suspension(student will consume his/her lunch in the in-school room; after 3rd occurrence detentions will be assigned in addition to the suspension; continued misbehavior will enter the response level below at third infraction]

*Classroom disturbance/disruption/disobedience

Classroom attendance lateness

[Intermediary steps can or may include: make-up time calculated on a multiple factor to chronic lateness treated as a second level infraction; See chart and explanation below]

*Demonstrations

*Display of disrespect to faculty, staff, administration, students

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(demeaning others, obscene gestures, profanity, spitting)

Failure to dress according to shop regulations

Failure to dress for physical education class

*Improper computer ethics/etiquette

[Intermediary steps can include loss of unsupervised network privileges for a minimum of one marking period; monitoring of all activity on a one to one basis]

-Writing and/or sending abusive messages to others

-Inappropriate or vulgar language (accessed, written or printed)

-Transmission of personal address and/or phone number of self, other students, or staff

-Failure to report activities of others which may be questionable

-Disruption of the network, e.g. sending e-mail messages; annoying other users using the talk or write functions

-Use of system for commercial gain or profit

-Giving password to another user

-Use of another individual's account or access

-Use of the system not in support of education and research consistent with the educational objectives of

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Intentional failure to follow safety rules established for lab instructional areas

Intentional misuse of school equipment, supplies or materials

Panhandling/money exchange

Skipping classes

Skipping teacher-assigned detention

*★Truancy

Possession of any squirting devices

Public display of affection

Running in the hallway

*★Traffic Violation I - Parking

[Intermediary steps can include: revoking of driving privileges for up to 30 days; towing of vehicle at the owner's expense]

Violation of acceptable school dress code

Response to Level B offenses:

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First Infraction - Administrative conference and one night of administrative after-school detention along with or without parent notification.

Second Infraction - Administrative conference and three nights of administrative after-school detention along with parental notification.

Third Infraction - Administrative conference and three to five days of Type A in-school suspension along with parental notification.

LEVEL B

Misbehavior which by its frequency or seriousness disrupts the learning climate. Student acts directed against persons or property whose consequences endanger either the health or safety of others.

Examples of Level B offenses include but are not limited to:

- Acts of incorrigibility, insubordination
- Bearing false witness
- Cheating

[Intermediary /additional steps can include loss of credit for the assignment/activity/test]

***★Computer security/ethical violations**

[Intermediary/additional steps can include loss of unsupervised network privileges for a minimum of one academic year; monitoring of all activity on a one to one basis]

- Downloading documents without permission
- Misleading staff about document transmission requests
- Invasion or violation of system security
- Demonstration or exploitation of security weakness to other users
- Altering passwords or accounts of other users
- Transferring files from one user to another without authorization
- Offering access to any individual outside or the White Pine County School District
- Moving, repairing, reconfiguring, or modifying the hardware system; attaching external devices to the system; reconfiguring, modifying or altering system

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software, programs and/or operating system

*★Embezzlement of up to \$50.

Endangering others

Excessive classroom tardiness

Failure to serve assigned administrative detention

*★Fighting; physical abuse of student personnel

*★Fighting off school property to avoid disciplinary action

*★Fraud

*★Forgery - Falsifying passes/excuses/school records/report cards

*★Gang Activity

Intimidating others/verbal or physical harassment

Libel

Lying

*★Minor vandalism (criminal mischief)/graffiti of up to \$50 damage

Misconduct on bus and/or during activity event

Misrepresentation or Lying to school personnel

*Profanity (abusive/sexual references)

Scholastic dishonesty

*Sexual harassment

Slander

Student disrespect

also pulling on clothes, “wedgies”, etc.(will also be considered an act of sexual harassment)

Tampering with motor vehicles

Throwing items or receiving thrown items

Refusing to follow teacher directive

*★Traffic Violation

[Intermediary/additional steps can include: revoking of driving privileges for up to 60 days]

II - Speeding

III - Moving Violation

★Trespassing - In an unauthorized area without permission

*★Truancy

Response to Level B offenses:

First Infraction - Administrative conference and three to five days of Type A in-school suspension along with parental notification.

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Second Infraction - Administrative conference and five to ten days of Type A in-school suspension along with parental notification.

Third Infraction--Administrative conference and three to five days of Type B in-school suspension.

LEVEL C

Actions which result in violence to another person, or major damage to property; or major disruption to the school and its operation, or which pose a direct threat to the safety of others in the school, or on the way to and from school. Acts which clearly are serious enough to receive immediate administrative steps to remove the student from class and/or the school or school vehicles. These acts may lead to the direct intervention of law enforcement officials and/or action by the board of education.

Examples of Level C offenses include but are not limited to:

- *★Alteration or unauthorized access to records including electronic records
- *★Arson
- *★Bomb threats
- *★Copyright infringement
- *★Criminal trespass
- *★Embezzlement of over \$50.
- *★Ethnic intimidation
- *★Extortion
- *★False fire alarm
- *★Fighting
- *★Gambling
- *★Hazing
- *★Inflammatory and/or discriminatory abuse
- Misrepresentation or lying to school administration
- *★Major computer security/ethical violations
 - [Intermediary/additional steps can include permanent loss of privileges, prosecution, and restitution]
 - Accessing and/or transmission of material in violation of any U.S. or state regulations including but not limited to copyrighted material, illegal activities, threatening or obscene material, or material protected by trade secret
 - Entering the system as an administrator or teacher user

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-Vandalism - any attempt to harm or destroy data of another user, the NetWare system, internal system, connected agencies or any other connected networks. This includes, but is not limited to the uploading, sharing or creation of computer viruses, worms or “Trojan horses”

-Breaking in or attempting to break into another computer system

-Writing and/or running programs which would violate network security

-Destroying or altering hardware and/or software of the system

- *★Major vandalism (criminal mischief)/graffiti of over \$50 damage
- *★Malicious harassment/racial intimidation/hate crimes
- *★Physical abuse of fellow student (punching, hitting, tripping, pushing)
- *★Physical abuse of school personnel/employee
- *★Plagiarism [Intermediary/additional steps can include loss of credit for the assignment/activity/test]
- *★Pornography/obscenity
- *★Possession/use of fireworks
- *★Possession of, use of, intent to sell, or exchange of drugs, alcohol or tobacco(See section on DRUGS, ALCOHOL AND TOBACCO)
- *★Prostitution
- *★Reckless endangerment
- Refusing to follow administrative directive
- Sales or receipt of stolen property
- *★Sexual misconduct/sexual harassment
- Student disrespect
 - also pulling clothes off of a student (“de-pantsing”) (will also be considered an act of sexual harassment)
- *★Terroristic threats to school personnel
- *★Threatening harm to school personnel
- *★Theft
- *★Theft by receiving
- *★Traffic/Motor Vehicle Violation IV - Reckless driving
 - [Intermediary/additional steps can include suspension of

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driving privileges for up to 180 days]

*★Weapons/dangerous items

*★Verbal abuse of school personnel

Response to Level C offenses:

First Infraction - Administrative conference and three days out-of-school suspension with the possibility of up to seven additional days along with parental notification.

Second Infraction - Administrative conference and three days out-of-school suspension with the possibility of ten days out-of-school suspension, parent conference and action to expel. Referral to the appropriate law enforcement agency and action to expel.

Note 1: No student will be reinstated unless accompanied by a parent or guardian to the principal's office on the day they are scheduled to return.

Note 2: The issuance, completion and maintenance of records and documents is essential to the smooth and orderly operation of the school. Failure to complete requested and required documents may be disciplined by denial of services or Level I disciplinary actions not to exceed Type A In-school suspension.

Note 3: Failure to comply with health and safety requirements such as immunization or quarantine requirements can result in disciplinary action(s).

COMPUTER SUSPENSION

The use of White Pine County School District computers, the computer network and their outside networks (e.g., the Internet) is a privilege and a service, not a right. Inappropriate use can result in a cancellation of those privileges for all involved parties. Based upon the unacceptable use of the system, the administrators may suspend or terminate usage. In the case of Level I and Level II offenses, students currently enrolled in Business Education or other computer courses which involve daily use of the computers during class would retain privileges during class period only. All other use would be suspended. In serious ethical violations, all access may be suspended even if course work is jeopardized. In these cases, future enrollment in computer courses or computer-based courses would be

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questioned and restricted. Furthermore, students and their parents/guardians are liable for any expenses incurred in the school district's efforts to uncover or repair computer or software damages.

HARASSMENT

Harassment is defined in the policy as "offensive epithets or slurs, derogatory jokes, graffiti, and other offensive verbal or non-verbal conduct related to an individual's race, color, religion, national origin, real or perceived sexual orientation, or disability when:

1. Submission to such conduct is made (either explicitly or implicitly) a term or condition of an individual's employment or of an individual's participation in an academic or other school-related activity; or

2. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or school-related activity, or creating an intimidating, hostile, or offensive environment in the workplace, classroom, or other school-related forum."

Sexual Harassment

The following behaviors are considered inappropriate and fall under the category of sexual harassment:

- Making sexual comments or jokes
- Making sexual gestures
- Being touched, grabbed, or pinched in a sexual way
- Being intentionally brushed up against in a sexual way
- Being mooned or flashed
- Spreading sexual rumors
- Having clothing pulled in a sexual way by a peer
- Being shown, given, or left sexual pictures photographs, illustrations, messages, or notes
- Having passage or exit blocked in a sexual way
- Having sexual messages/graffiti written on bathroom walls, in locker rooms, etc.
- Being forced to kiss a peer
- Being forced to do something sexual other than kissing with a peer
- Being called gay or lesbian
- Student disrespect, pulling on clothes, "wedgies", "de-pantsing"

CORPORAL PUNISHMENT

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1. Corporal punishment - namely, physically punishing a student for an offense - may not be administered by teachers and school officials in the White Pine County School District. Physical restraint, however, may be used by school staff members in accordance with the policies and guidelines established by the Board of School Trustees.
2. Under the in loco parentis doctrine teachers and school officials may administer reasonable and necessary physical restraint to eliminate activities disruptive to the learning process and normal function and operation of the school and may administer reasonable and necessary force:
 - a. To quell a disturbance.
 - b. To obtain possession of weapons and/or other dangerous objects.
 - c. To provide adequate self-defense.
 - d. To protect persons or property.
3. Parental cooperation is critical in the support of reasonable behavior. To this end school authorities will make every effort to both notify parents and involve them in discipline concerns and problems.
4. If there are repeated disciplinary problems, it is recommended that the parent and the school authorities meet to confer on what additional action shall be taken. At the discretion of the administrator, a child who has been referred for disciplinary action may not be allowed to return to class until a parent or guardian has had a personal interview with the administrator at the school that the child attends. Teaching staff members and other employees of this board having authority over students shall have the authority to take such reasonable actions as may be necessary to control the disorderly conduct of the students in all situations and in all places where such students are within the jurisdiction of this Board and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

DRUG, TOBACCO AND ALCOHOL

Recognizing the debilitating effect that the abuse of controlled substances can have on human performance, the Board has prohibited the use, possession, or distribution of any drugs or controlled substances by any person under its jurisdiction. In order to meet this prohibition, the following regulations are enacted:

1. No student may possess, personally use, or furnish to others any amount of alcohol or other abusable drug substances including tobacco
 - (a) while in or upon any school owned property;

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- (b) during any school sponsored activity, whether on or off school property; and/or
 - (c) while en route to or from, or while using school provided transportation for any school sponsored activity, or when acting as a representative of the school district.
2. No student may consume, possess, and/or supply others any non-drug substance which is being mis-represented as a drug. (for example - lookalikes and medicines).
3. No student may report to school, and/or to any school function, while under the influence of drugs (including alcohol) or marijuana which has been consumed elsewhere.
4. No student may make, possess, and/or supply to others any paraphernalia which may be typically used for drug use.
5. Students who are required to use medication during school hours shall follow procedures laid forth earlier in the section under the Health Services.
6. Lockers belong to the school and may be opened for administrative reasons. Students should not keep confidential materials in their lockers.
7. Automobiles parked on school property may be searched if there is probable cause to believe this policy is being violated. Refusal to comply with such search shall result in temporary impounding of the vehicle when a search warrant is being requested and/or indefinite removal of driving and parking privileges on school property.

Situation	1. Student is suspected to be under the influence of a drug, physical symptoms present
Staff Member Action	-do not leave student alone -call for emergency -summon partner teacher, principal or district nurse or emergency services
Confidentiality	-information shared only with the Faculty not discussed in the community
Investigation	-principal to investigate -locker may be searched -automobile may be searched -student may be searched -substance discovered - turned over to law enforcement or if necessary to medical personnel

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Parent/Guardian Contact	-reported immediately to parents as a medical concern/emergency describing symptoms and school procedure
Referral	-required appointment with Faculty Team/District Counseling Officer
Disciplinary Action	-none required unless use is confirmed. If so follow procedure under situation 6
Law Enforcement Contact	-only if safety of victim or school population is at risk, if suspected substance is found, or if use/intoxication is confirmed

Situation	2. Student seeking drug-related help
Staff Member Action	-inform student of services and rights of confidentiality if knowledgeable -encourage student to seek help from Faculty Team -obtain referral information from Faculty Team and relay to student, if student is unwilling to contact Team
Confidentiality	-staff member must guard confidentiality -may consult with Faculty Team/Teacher Partner contact person, preferably with student consent but at least for information if without consent
Investigation	-none
Parent/Guardian Contact	-not without written consent of student -encourage student to request parental support for help
Referral	-with student consent to Administrator and/or appropriate agency
Disciplinary Action	-none
Law Enforcement Contact	-not warranted

Situation	3. Student contact regarding usage of another student
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Staff Member Action	-encourage concerned student to relay to the using student information about help -encourage concerned student to see Faculty Team/Team Member, counselor and/or agency worker for further information -consult with Faculty Team/Team Member, counselor and/or nurse
Confidentiality	-consult with Faculty Team/Team Member, counselor and/or district nurse -no other contact
Investigation	-none
Parent/Guardian Contact	-none
Referral	-none
Disciplinary Action	-none
Law Enforcement Contact	-none

Situation	4. Student behavior pattern suggests drug involvement - no clear evidence from physical symptoms
Staff Member Action	-contact Faculty Team/Team Member, Guidance Office, Guidance Counselor
Confidentiality	-suspicions and confidentiality must be guarded
Investigation	-conducted by Administration
Parent/Guardian Contact	-notified only by Administration and limited to concern about behavior only
Referral	-determined by Faculty Team or Administrator
Disciplinary Action	-none
Law Enforcement Contact	-not warranted

Situation	5. Student admits to or evidence confirms use during school hours/activities or as a representative of the school district as opposed to seeking voluntary help for drug use
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Staff Member Action	-urge student to accept help -inform student of help available -inform Teacher Partner, principal and Faculty Team contact person -Guidance Counselor -In emergency situations, local health authorities and law authorities may be contacted
Confidentiality	-Faculty Team and principal
Investigation	-conducted by Administration
Parent/Guardian Contact	-reported to parents by principal
Referral	-required referral Local Agencies
Disciplinary Action	-5 days out-of-school suspension 1st offense -10 days out-of-school suspension on 2nd offense -10 days out-of-school suspension with initiation of mandatory expulsion proceedings on 3rd offense and every offense thereafter
Law Enforcement Contact	-referral to be made to appropriate law enforcement agency

Situation	6. Student caught with or admits to possession
Staff Member Action	-confiscate all drugs in sight -take student to principal -isolate from student body -do not leave student alone
Confidentiality	-information limited to staff member, Faculty Team, principal, and superintendent
Investigation	-conducted by principal -may include locker and/or personal search as well as vehicle search
Parent/Guardian Contact	-shall be notified and completely informed by principal
Referral	-mandated referral Local Agencies

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Disciplinary Action	-5 days out-of-school suspension 1st offense -10 days out-of-school suspension on 2nd offense -10 days out-of-school suspension with initiation of mandatory expulsion proceedings on 3rd offense and every offense thereafter
Law Enforcement Contact	-contacted for assistance and fully informed -may help with search and investigation -controlled substance collected

Situation	7. Student or other informant reporting drug possession of another student
Staff Member Action	-contact and inform principal
Confidentiality	-information limited to staff member and principal
Investigation	-conducted by principal -may include locker search and/or personal search
Parent/Guardian Contact	-none, unless substantiated; if so, follow procedure under situation 6
Referral	-none, unless substantiated; if so, follow procedure under situation 6
Disciplinary Action	-if possession confirmed, see situation 6
Law Enforcement Contact	-none, unless substantiated; if so, follow procedure under situation 6

Situation	8. Student caught with drugs, suspected of selling or dispensing
Staff Member Action	-confiscate all drugs in sight -take student to principal -do not leave student alone
Confidentiality	-information limited to staff member, Faculty Team, principal, superintendent, Local Authorities

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Investigation	-conducted by principal and police if possible -may include locker and/or personal search as well as vehicle search
Parent/Guardian Contact	-shall be notified and completely informed by principal
Referral	-mandated referral to student assistance team
Disciplinary Action	-10 day out-of-school suspension with initiation of mandatory expulsion proceedings
Law Enforcement Contact	-contacted for assistance and fully informed with case turned over to appropriate law enforcement agency as soon as possible

Situation	9. Non-student is suspected of selling or dispensing drugs on school property or nearby
Staff Member Action	-contact and inform principal -contact and inform local law enforcement authorities
Confidentiality	-information should be controlled as required by civil law
Investigation	-conducted by law enforcement officials with the assistance of the principal
Parent/Guardian Contact	-none
Referral	-none
Disciplinary Action	-none
Law Enforcement Contact	-contacted and turned over to law enforcement agency immediately

Situation	T1. Student caught with or admits to possession and/or use on school property or property under contract such as school buses
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Staff Member Action	-confiscate visible tobacco product(s) -escort or report student to appropriate school administrator
Confidentiality	-discussion guided by reasonableness or need to know
Investigation	-conducted by administrator
Parent/Guardian Contact	-notified by administrator
Referral	-mandated referral to Faculty Team -mandated contact to obtain information about smoking cessation program -mandated involvement in smoking cessation program
Disciplinary Action	-3 days out-of-school suspension on 1st offense -5 days out-of-school suspension on 2nd offense -10 days out-of-school suspension on 3rd offense -10 days out-of-school suspension with initiation of mandatory expulsion proceedings on 4th offense and every offense thereafter (NOTE: Tobacco use and/or possession on school buses may result in temporary or permanent removal of a student's transportation privilege in addition to the above.)
Law Enforcement Contact	-none, on 1st offense -notification of police department if under age 18 on 2nd offense & every offense thereafter, charges filed, Monetary Fine

Situation	T2. Student distributing/dispensing tobacco products on school property or property under contract such as school buses
Staff Member Action	-same as situation T1
Confidentiality	-same as situation T1
Investigation	-same as situation T1
Parent/Guardian Contact	-same as situation T1
Referral	-same as situation T1
Disciplinary Action	-same as situation T1 except the process begins at the 2nd offense level

Law Enforcement Contact	-same as situation T1
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EXCLUSIONS FROM SCHOOL AND DETENTION

DETENTION

The detention room is used as a first level of punishment. If a student is assigned to detention, it shall be his/her responsibility to make transportation arrangements. All students shall be given 24 hours notice.

A Detention A is from the end of school until 4 PM. A Detention B is until 5:30 PM. Students must complete detention assignments/projects. Homework assignments may not be completed until all specified detention projects have been satisfactorily completed. There will be no gum, candy, etc. allowed during the time a student is serving detention. Sleeping, refusal to follow directions or other disruptive activities during the detention time will result in dismissal and the imposition of the next escalating level of disciplinary response. Detention shall supersede all other school activities.

Detention shall supersede all other school activities. While in detention, students will be under the strictest discipline. Students will be assigned detention at the discretion of the administration.

IN-SCHOOL SUSPENSION

Established as a disciplinary procedure, in-school suspension is designed to exclude a student from his/her regular scheduled class through the use of a supervised intervention program.

In-school suspension allows school officials to maintain greater control over students whose disruptive behavior forces their temporary removal from regular classes. It is the school district's hope that careful consideration and judgment will be exercised by all students so as not to become involved in any situation which will result in in-school suspension. There are two types of in-school suspension (Type A and Type B).

In-school suspension will be used for, but not limited to, the following offenses:

1. repeated offenses of inappropriate behavior
2. fighting
3. truancy as per attendance regulations

4. failure to serve detentions
5. any other violation of school rules deemed serious enough to warrant in-school suspension

Type A in-school suspension includes the following times:

1. Before school (7:30 A.M.)
2. Class Period where infraction occurred
3. Lunch
4. Non-academic classes
5. Breaks and Free Time
6. After school (2:45 P.M. - 5:15 P.M.)

Type B in-school suspension is held from 7:30 A.M. to 5:15 P.M. during which time students shall be removed from all classes.

Operational Procedures:

1. Students will report directly to the assigned suspension area.
2. At all times, silence will be maintained.
3. No inappropriate activity of any type (such as gum chewing, eating of candy, whistling, or sleeping) will be allowed.
4. Use of the lavatory will be a supervised procedure established by the administration.
5. **A student who is on Type B suspension shall not participate in or attend any extra-curricular activity during the period of suspension.**
6. In the event of an absence or an interrupted suspension, the in-school suspension will continue until the mandated number of days or periods of suspension has been fulfilled.
7. Violations/deviations from any of the rules will result in additional detention/suspension.

OUT-OF-SCHOOL SUSPENSION

Out-of-school suspension shall mean exclusion from school for an offense for a period of not more than ten (10) days. A student who is on out-of-school suspension shall not participate in or attend any extra-curricular activity during the period of the suspension.

EXPULSION

Expelling a student shall mean that he/she is excluded from school for an offense for a period exceeding ten (10) school days. It is possible that a student may be permanently expelled from the school roster. Expulsion

may be effected only by the board of education.

OTHER DISCIPLINARY MEASURES

The board of education and/or administration may invoke other disciplinary action as shall be warranted under the particular circumstances. Such action may include expulsion from extra-curricular activities, graduation ceremonies, and school sponsored events and activities.

COMMUNITY SERVICE COMPONENT

Students may, on either regular school days or on weekends, be assigned work to do either on or off school grounds to help deter or serve violations incurred by their behavior.

FIGHTING

Fighting is an extremely dangerous mode of behavior and will not be permitted when students travel to or from school property or on the school premises at any time. "Any time" shall be defined as the time a student leaves home in the morning and shall continue until he/she arrives home at the end of the school day. The school district's strong opposition to the practice of fighting is reflected in the following discipline policy. **Any student determined to be the aggressor or equal participant in a fight shall receive a MINIMUM of THREE (3) DAYS TYPE A IN-SCHOOL SUSPENSION.** It is the intention of the school district to have an environment that is violence free and in that light there will be a maxim of zero tolerance. Acts of violence will be subject to intervention by law enforcement agencies and officials as well as prosecution.

CHEATING

Any student who gives or receives information during a test, examination, or assignment as prescribed by a teacher will be guilty of cheating. As punishment for this offense the student will receive no credit for the test or work. Suspension as outlined under Level II Offenses (see Discipline), will be assigned.

FIREWORKS

Firecrackers, fireworks, or explosives of any type are illegal and very dangerous. Possession, use, or sale will be cause for suspension, expulsion, and/or referral to the appropriate legal authorities. The determination of the severity of the offense and the corresponding punishment shall rest with the administration.

LAW ENFORCEMENT OFFICIALS

It shall be the policy of the White Pine County School District District to maintain a reasonable, cooperative atmosphere between the school system and law enforcement agencies. Officers of the law may be summoned in order to conduct an investigation of alleged criminal conduct on **or near** the school premises, during a school sponsored activity, **or at other times as needed** to maintain the educational environment. They may also be summoned for the purposes of maintaining or restoring order when the presence of such officers is necessary to prevent **actual or threatened** injury to persons or property. Administrators have the responsibility and authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. At all times, the school district's administrators shall be responsible to protect and guarantee the rights of students.

FALSE ALARMS

The fire alarms in all schools are automatically connected to the police and fire stations. Any student found guilty of pulling the fire alarm may be subject to a minimum \$500. fine.

PROHIBITED ARTICLES

From time to time, problems arise because some students bring articles to school which either create hazards to the safety of others or interfere in the normal operation of the school. Items such as toy guns, water pistols, bean shooters, sling shots, knives, hand balls, BB's, marbles, belt chains, wallet chains, bandannas, gang-related paraphernalia, lighters, radios, cellular phones, wrist games, wrist communicators, walkie-talkies, beepers, and other electronic devices will be confiscated. Skateboards and Roller skates/blades are not to be used in the building. They may be secured in the student's locker. Lighters will be treated as smoking paraphernalia and fall under that disciplinary jurisdiction. Knives will be treated as a weapons offense and could lead to expulsion.

If so requested, these items will be returned directly to the student's parents upon a visit to the school.

PUBLIC DISPLAY OF AFFECTION

Boy-girl friendships are natural and expected during adolescence. However,

public demonstrations of affection are certainly out of place in school corridors, classrooms, and assemblies as well as on buses or in any other area within the confines of the school district. An inordinate show of affection is not permitted.

SCHOOL PROPERTY

Damage to school property caused by improper use and abuse is costly and unnecessary. School property including lockers, furniture, walls, ceilings, floors, or equipment is not to be marked with pen, pencil, or any other instrument. Students are not to tamper with the fire alarms, fire extinguishers, or any electrical systems. Any student, who willfully destroys school property or creates a hazard to the safety of our students, will be referred to the proper law enforcement agency. He/she must make restitution (pay for the damage) and will be subject to suspension and/or expulsion from school.

TRESPASSING

Anyone in school buildings without permission is considered to be trespassing. This includes high school students in any of the elementary schools and vice versa. Anyone caught trespassing on school property will be prosecuted to the full extent of the law.

HABITUAL OFFENSES

In accordance with Nevada Revised Statutes:

1. Any student suspended five times in one school year will be declared a habitual disciplinary problem and must be expelled for a period equal to at least one semester of school.
2. Any student who has been suspended for initiating at least two fights on school property will be declared a habitual disciplinary problem and must be suspended or expelled for a period equal to at least one semester of school.
3. Any student who has threatened or extorted, or attempted to threaten or extort another pupil, or teacher or other personnel employed by the school will be declared a habitual disciplinary problem and must be suspended or expelled for a period equal to at least one semester of school.
4. Any student who is found in the possession of a firearm while on the premises of any public school, at any activity sponsored by a public school or on any school bus, must for the first occurrence,

- be expelled from school for a period of not less than one year. For the second occurrence they must be permanently expelled.
5. Any student who commits a battery which results in the bodily injury of an employee, must for the first occurrence, be suspended or expelled from that school; although he may be placed in another kind of school, for at least a period equal to one semester for that school. For the second occurrence, the student must:
 - a. Be permanently expelled from that school; and,
 - b. Secure equivalent instruction authorized by the state board pursuant to NRS.

TEACHER REMOVAL OF A STUDENT

In accordance with NRS 392.4642 and NRS 392.4648 a student may be removed from a classroom for being disruptive up to three days without interference or return privileges granted by the administration. This removal is subject to the conditions of the above statutes and calls for the intervention of a faculty team.

DESCRIPTION OF OFFENSES

Alcohol: Any manufactured substance containing alcohol in any form which possess the necessary properties to alter one's behavior and which is prohibited by law to be in one's possession.

Arson: The intentional setting of a fire.

Assault: Physical or verbal threats against a person with the intent to carry through with same. Inflicting or threatening or attempting to inflict physical injury upon another person.

Battery: An unconsented to touching or application of force to another person.

Blackmail: Obtaining money or goods by violence or threat of violence, or forcing someone to do something against their will by threat of violence or release of information.

Burglary: Breaking and entry of school property with the intent to steal or commit a crime.

Bomb threat: Willfully conveying by mail, written notes, telephone, telegraph, radio, electronic or any other means of communication, any threat of bombs or other explosives or explosive devices, knowing it be false.

Coercion: See blackmail above.

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Collusion: An agreement or action between two or more persons for deceitful purpose(s).

Defiance: Intentionally provocative behavior or attitude in resisting persons in authority.

Destruction of property: Willfully and maliciously destroying or injuring real or personal property of another.

Disobedience: Refusal to follow or obey an order, rule or policy.

Disturbing the peace: Maliciously and willfully disturbing the peace of another person, student, or teacher. Maliciously and willfully interfering with or disturbing persons in the school.

Drugs: Any controlled substance prohibited by law to be in the possession of an individual without an accompanying valid medical prescription.

Explosives: Possession of explosives or any other explosive or incendiary devices on school property including buses or at school sponsored activities.

Extortion: See blackmail above.

Fighting: Assertive, aggressive behavior in a physical altercation or conflict with another individual(s) for the purposes of inflicting injury, gaining victory, or making one's point.

Fire alarms: False reporting of or the transmission of a fire alarm or

signal while knowing it to be false.

Firearms: Any weapon capable of propelling a projectile of any type with the use of any type of charge sufficient enough to cause bodily injury or loss of sight, life or limb. *Includes without limitation, any pistol revolver, shotgun, explosive substance or device, and any other item included within the definition of a firearm in 18 U.S.C. sec 921, as that section existed on July 1, 1995.*

Fireworks: Any type of explosive device intended to create a disturbance, cause bodily injury or property damage.

Forgery: The production of a counterfeit document, the appending of a bogus signature, or the transmission of fictitious information on an official matter such as school records.

Gambling: The wagering of funds in any amount on the outcome of any event, series of events, or speculation on events for the purpose of monetary gain.

Harassment: Unwanted, persistent irritation through verbal means, physical contact gestures, or body language.

Immoral Conduct: Conduct which the Board of Trustees determines is not in conformance with accepted principles of right and wrong behavior, and which is

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contrary to the moral standards of the community.

Indecent Exposure: Any open incident or obscene exposure of the person or the person to another.

Insubordination: Failure to submit to authority, rebellious, act in opposition to directions provided by person(s) in authority.

Intimidation: Interference with administrators, teachers, students, or other district personnel with the threat of force or violence.

Larceny: Stealing, taking, or carrying away property of another.

Libel: A malicious defamation of another person's character expressed to impeach a person's honesty, integrity, virtue, or reputation.

Lying: Transmission of false information for deceitful purposes.

Malicious Mischief: Intentional property damage.

Misconduct: Any action, which creates a safety hazard, distracts the attention of a driver, or disrupts the learning environment of a classroom.

Narcotics: See drugs above.

Narcotics Paraphernalia: Any object or objects used to enhance or carry out the acts required in

substance abuse.

Plagiarism: Appropriation of writings or ideas of another and using them as one own.

Profanity: Use of vile, indecent language in the presence of another or directed at an individual.

Resisting an officer or school official: Willfully resisting, delaying, or obstructing an officer or school official in the performance of their duties.

Robbery: Unlawful taking of personal property belonging to another through the use of force or threat.

Trespass: Being present in an unauthorized place or refusing to leave when directed to do so by a person in authority.

Stolen Property: Property belonging to one individual, but in the possession of another individual, without the owner's permission.

Weapon: Any dirk, dirk knife, sword, sword cane, dagger, switch blade, blackjack, billy, sling shot, sand club, sandbag, metal knuckles, nunchakus, pistol, gun, or other device possessed, used or brandished in a rude, threatening, or angry manner with the intent to intimidate or do bodily harm.

DRESS CODE

White Pine County District Policy 7400

Shoes or sandals and appropriately buttoned shirts/blouses, pants/dresses must be worn at all times. Clothing must be modest; low cut tops, see-through outfits, tank tops, halter tops and midriff-revealing tops are not appropriate for school wear. Shoulders must be covered and tops must extend below the belt level; no bare skin is to be visible at the waist area.

At a minimum, shorts, dresses and skirts must extend to the longest fingertip length; undergarments, including boxer shorts, must not be visible. All clothing must be hemmed and must not be frayed. Clothing and jewelry must not include symbols advertising controlled substances, include inappropriate words or pictures, or degrade any group.

Prohibited are all items of clothing and accessories which imply known gang, sexual or alcohol/tobacco connotations. This includes apparel, the manner in which an item is worn, jewelry, pocket chains, wallet chains, accessories, notebooks or any manner of personal grooming, trademarks, etc.

Caps, hats and other head coverings are not allowed in any classroom or office area. Vocational instructors may allow appropriate headwear in shop areas only. Schools may require specific dress, including uniforms, for PE classes.

The administration shall retain the authority to grant exceptions for special occasions.

Students who violate dress restrictions will be given the choice of wearing school provided shirts/sweats for the day, send home, or serve detention. Absences from regular classes will be considered unexcused.

The school district reserves the right to insist that the dress and grooming of students is within the limits of generally accepted community standards and that students shall be required to show proper attention to personal cleanliness.

Fashions or fads which become a health or safety hazard to one's self or others will not be allowed.

Each student's dress, personal appearance and conduct is to be of such character that it does not disrupt or detract from the educational environment of the school. Any style which tends to diminish instructional effectiveness or discipline control by teachers is not acceptable.

The school administration shall have the right to designate which type of dress or appearance may disrupt or detract from the educational process.

DUAL CREDIT COURSES

Through various institutions, the White Pine County Board of Trustees has entered into a Dual Credit agreement. These courses award high school credit as well as college credit. Students enrolled in these courses are responsible for their own textbooks and support materials. The Lund Schools will assume the responsibility of tuition as long as funds are available. Attendance for these classes are in accordance with the post-secondary institution. Most of these do not recognize any absences from school. Assignments are posted from these schools.

Lund will assume the responsibility of monitoring the attendance of the student as well as keeping the student on task with his/her assignments.

Communication with the school and the professor is a primary responsibility of the student enrolled.

Grades from these classes will be included in the student's GPA.

ELECTIONS

The voting constituency for student office elections and "royalty" selection shall include the enrolled student body of the individual building, the faculty and staff.

ELIGIBILITY

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To participate in activities and athletics at LHS, students must meet the standards set forth by the NIAA , LHS, and the White Pine County School Trustees.

1. Two credits must have been earned the previous semester before participation.
2. The student must be enrolled in a minimum of four graded classes.
3. The student must keep all his/her classes and citizenship at passing level during the season. Eligibility is checked every Tuesday afternoon with a report sent to the principal and athletic director by 3 pm.
4. The following documents must be on record before the student can practice or compete:
 - a. Proof of insurance - The school offers an insurance plan for those who wish to purchase it.
 - b. Physical examination - One exam is required during the four years of high school. Students with an exam on file from a previous year must complete a health questionnaire.
 - c. Emergency Medical Release - This form must be notarized.
 - d. Lund High School Policy Manual - The student and parent must sign this as evidence that they have read the manual and agree to follow the rules or to accept the consequences of failure to comply.

Eligibility will be from Tuesday through Saturday each week.

A student who is ineligible three (3) times during an athletic season will be dropped from the team for the remainder of the season.

Students receiving a failing grade on their report card will be ineligible for 9 days after the end of the grading period.

Teachers are to give students a warning (verbal or written) once during a grading period before a student will become ineligible. It will be the teacher's responsibility to explain to the student why he/she is ineligible. It is the students responsibility to make arrangements to make up all missed

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assignments, tests (if absence is excused) and to be aware of his/her grades in each class.

EMERGENCY EVACUATION AND FIRE DRILLS

Fire drills are held for the protection of all the school's population. They are required by the regulatory statute. The drills should be learned thoroughly and all directions carried out promptly when the alarm sounds. Neglect to carry out directions may result in injury or death to yourself or others. It cannot be emphasized too strongly that running and pushing are extremely dangerous and prohibited. Students must not stop at fountains, lockers, restrooms, or other rooms on the way out of the building. Signs pointing to the nearest exit are posted in each room and throughout the building. In the event the exit through which you are to pass is unusable when you reach it, proceed to the next closest exit. ALWAYS keep moving but do not push!

FACILITY REQUESTS

All activities, events and fund raising endeavors are to be requested by filing a Facility/Activity Request Form. These forms are available through faculty advisors, community offices, or the administrative office. These must be completed at least four school days before the onset of the activity/event.

FEES

All fees assessed to a student must be presented to the White Pine County Schools Board of Trustees for approval.

FIELD TRIPS

The Board of Trustees recognizes the importance of educational field trips which are designed to enrich the learning experience of students. The Board encourages staff members to develop field trip opportunities in accordance with administrative regulations.

School sponsored trips offer our students an opportunity to become involved in a variety of social and educational experiences that are not readily

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available in our community.

To ensure the continuation of and school support for trips, specific rules are established as guidelines for students.

1. At all times, chaperons are in the position of authority. They will exercise the same legal authority in reference to conduct and behavior over pupils as their parents or guardians. A school trip is an extension of the educational program of the school and as such, all rules and policies in effect at the school are in effect on the trip. Trip conditions into any large city necessitate that a decision or a directive made by a chaperon(s) has to be the decision for all and is to be followed without question.
2. Students in school or on school functions represent not only themselves but their parents, their school, and their community. Consequently, they will be expected to behave and dress appropriately. If there is any doubt as to whether an outfit is satisfactory, it is the responsibility of the student and his/her parents to check its suitability before the trip. Failure to conform will result in the student remaining at the school, being placed in a restrictive environment and/or being returned home at the student's family's expense.
3. At no time is a student to possess or consume alcoholic beverages or any other substance which will allow or cause his/her behavior to deviate from the normal.

A student who violates the previously stated rules will be subject to suspension from future school trips and from school. A suspended student will not be reinstated until he/she appears before the principal or designee with his/her parent(s).

Eligibility for participation on trips is subject to review with consideration regarding a student's ability, behavioral history and maturity evaluation during any one school year.

FOOD

Students may consume or purchase food ONLY in the cafeteria/commons area and the outside patio. No food will be permitted in classrooms, media center, specialty classrooms or gymnasium. Water in closed capped containers may be taken to classrooms or gym.

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GRADE STATUS

You are considered the following status if you have completed:

Senior - 17 or more credits and 6 semesters

Junior - 11.5-16.5 credits and 4 semesters

Sophomore - 5.5-11 credits and 2 semesters

Freshmen - 5 or less credits

You must be attending and enrolled in a minimum of 330 instructional minutes a day to be a student in good standing and eligible to participate in school activities.

GRADING - REPORT CARD DEFINITIONS

Mark	Definition	Credit	Mark Cutoff	GPA Value
A+	Excellent	Yes	97	4
A	Excellent	Yes	93	4
A-	Excellent	Yes	90	4
B+	Good	Yes	87	3
B	Good	Yes	83	3
B-	Good	Yes	80	3
C+	Fair	Yes	77	2
C	Fair	Yes	73	2
C-	Fair	Yes	70	2
D+	Poor	Yes	67	1
D	Poor	Yes	63	1
D-	Poor	Yes	60	1
F+	Failing	No	57	0
F	Failing	No	50	0

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Mark	Definition	Credit	Mark Cutoff	GPA Value
F-	Failing	No	0	0
P	Pass	Yes	80	3
CR	Credit	Yes	75	2
NC	No Credit	No	0	0
W	Withdrawn	No	-	-
I	Incomplete	No	-	-
O	Outstanding	Yes	90	4
S	Satisfactory	Yes	80	3
N	Needs Improvement	Yes	70	2
E	Excellent	Yes	95	4
NG	No Grade	No	-	-
AD	Audit	No	-	-
U	Unsatisfactory	No	0	0
WS WT	Work Study Work Training	Varies	-	-

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GRADUATION REQUIREMENTS

Students must earn the following to graduate from the Lund Schools:

Credits	Subject
4	English
3	Science
3	Math
3	Social Studies
	1 World History/Geography
	1 U.S. History
	1 American Government
2	Physical Education *One credit may be substituted by playing in a school sponsored sport
½	Health
1	Computer Literacy
1	Humanities Occupational
7 ½	Electives
25 total credits	

In addition to the above listed 25 credits, the State of Nevada has mandated that every student must pass all sections of the Nevada Proficiency Examination in order to receive a standard high school diploma. Graduation exercises are open only to students who have earned all required credits.

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The credits for graduation may be earned through regular classes or, with administrative approval, through several alternative sources.

GUM

There is no chewing gum permitted at school.

HOMEWORK - ELEMENTARY GUIDELINES

1. Children need some free time to play after school before sitting down to homework. However, don't let the children run around for hours. They will fall asleep in the middle of the homework assignment. Help schedule a time to do homework, showing that it is an important priority and you value its worth.
2. If possible, provide a quiet corner for your child to work; yet not isolated. For example, the kitchen table is an excellent place.
3. Help set up this area so there is good lighting and materials to work with such as pencils, erasers, etc.
4. Let your child work on his or her own. Let him or her know you are available for help.
5. Be aware that there is a difference between being a resource consultant and hovering over a child with constant advice.
6. Be available to check work if needed and to check if the assignment is completed.
7. If possible, help your child see how the particular assignment or skill relates to everyday life and life skills.
8. Homework is due the next morning, not any later.
9. All homework pages must have the student's name, date, and include the page number of the assignments as well as the numbers of each problem.
10. It is the responsibility of the student to ask for the make-up homework. It is district policy that a student is allowed the number of days absent plus one day to make up work and return to school.

HOMEWORK - SECONDARY GUIDELINES

Philosophy: We believe the following:

1. Assigning homework is an essential part of the total education of

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the student. It provides the opportunity to:

- A. Practice, apply, integrate, or extend school learning.
 - B. Reinforce independent work-study skills.
 - C. Use school and community resources.
 - D. Develop self-discipline.
2. Homework should be based on student needs, capabilities, or interests.
 3. Each teacher, student, and parent has a responsibility for insuring the success of homework assignments:
 - A. The teacher for following district and departmental guidelines assigning homework.
 - B. The student for completing the assignments according to the criteria established by or with the teacher.
 - C. The parent for providing the work area, time and conditions necessary for the student to complete the assignments.

Definition: Homework is properly defined as any work planned or approved by the teacher to be completed by the student outside of the regular classroom without the immediate and direct supervision of the teacher.

Purpose:

- A. To promote good study habits.
- B. To develop self-direction and responsibility for working independently.
- C. To aid in mastery of a skill.
- D. To provide creativity.
- E. To act as a stimulant toward new learning.
- F. To reinforce knowledge.
- G. To inform the parents/guardian of the work going on in the classroom and provide a bond of cooperation between home and school.

Guidelines: Homework is important and is to be regularly assigned.

The amount and frequency of homework shall be determined at the discretion of the teacher in consideration of the type and level of the materials presented in class.

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However, the following time requirements are encouraged for each student as a guide to the quantity of homework each student should have on the average each night:

Total Average Homework Assignments

Grades Seven, Eight	Approximately 60-90 Minutes (Total of all subjects)
Grades Nine thru Twelve	Approximately 90-150 Minutes (Total of all subjects)

Guidelines for Homework Assignments:

1. The amount of homework given will depend on the needs and abilities of the group or individuals.
2. Homework assignments should be given during the class period of which they are a part.
3. Homework assignments should be given as carefully as any other work in the classroom.
4. Homework assignments should become a part of class work (such as for review, discussion, or further study) and should be counted as part of the final grade.
5. Homework assignments should not depend upon references and/or materials pupils do not have available, either at home or in the school/community.
6. An assignment should have a definite purpose related to the course or lesson objectives and should not be used as "busy work" or for punishment purposes.
7. Homework assignments should be corrected and returned promptly enough to be meaningful.

HONOR ROLL

Students will be listed on the honor roll when receiving a GPA of 3.5 or better. Honorable mention will be students with a GPA of 3.2 to 3.49.

Elementary students have three classes of honor roll with students obtaining a GPA of 4.0 designated as Principal's Honor Roll. Elementary Honor Rolls are only calculated in grades 3 through 6.

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LIBRARY PROCEDURES

Lund maintains a libraries to assist students and the community in their educational goals and objectives. It contains a collection of nonfiction and fiction books, reference materials, periodicals, newspapers, pamphlets, audio-books and videos. Students and citizens are encouraged to utilize these resources for class assignments, for personal enrichment and for recreational reading.

All materials taken from the libraries must be checked out. Reference materials must be used in the library. Upon request, the librarians may permit overnight use of these materials. Students and citizens will be charged for unreturned materials and fines will be assessed.

Lund also maintains and has contracts with a large collection of electronic resources which can be downloaded for students when requested.

LOCKERS

Each student will be assigned a locker. Lockers are school property and as such may be searched at any time by the administration with probable cause and accordance with the policies set forth in the White Pine County School District Policy Manual.

It is suggested you keep your locker locked at all times. Do not leave valuables in your locker. Unfortunately theft may occur and recovery of stolen items is difficult or impossible. The school will not accept responsibility for items stolen at school. The school will supply all students with a district lock. A copy of the lock combination will be kept on file in the main office. Locks on unassigned lockers will be removed. Locks will also be placed on unassigned lockers.

Locks will also be issued for gym lockers. Students will take home all gym clothes and towels on a regular basis for cleaning.

Students should not share lockers.

Students are not to change lockers without permission from the office. Lockers are not to be defaced or decorated with messages or pictures

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advocating the use of alcohol, tobacco products, or other drugs. Pictures portraying any type of nudity or sexually suggestive messages or pictures are not permitted. Lockers will be inspected by teachers before student checkout and students will be held responsible for cleanup and/or repair of any damage. Students are to notify the office if a locker needs repair. There will be periodic locker checks by administration.

LUNCH

Currently there is an arrangement with local businesses to provide lunch at school. Under their direction, students may arrange to purchase this lunch through a meal plan or meal ticket. Students must have written parental permission or a meal ticket to charge a lunch. The Lund School will not supply loans or vouchers for students.

MACHINES/CANDY CLOSET

Candy and pop may only be purchased between classes. Items purchased during class time will be confiscated. **No food or drink is allowed in the classrooms.**

MAKEUP WORK POLICY

Students who have an excused absence will be given the number of days missed plus one day to make up the missed classwork, to a maximum of three days (class periods). It is the student's responsibility to make contact with his/her teachers to obtain assignments.

MEDICATIONS

Medication in the School Setting - Parents should make every effort to avoid the necessity of medicating students during the school hours. Any student who is expected to take medication during school hours must have on file in the school a signed Consent and Request Form. The school district has the responsibility to see that a child receives his medication if appropriately requested and ordered by parent and physician. With the permission of a parent/guardian, students in grades 6-12 may self medicate. Such students may possess medication on district property. Prescription medication must be properly labeled with the name of the student to receive the medication,

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name and dosage of medication, name of prescribing practitioner and the instructions for administration. School offices and teachers will not distribute any over the counter medications.

Short Term Medication (10 School days) - Any student who is on medication for 10 school days or less must have either a Consent and Request Form completed and signed by the parent and physician, or the request may be written on physician's prescription pad and must be accompanied by a written request from the parent or guardian.

Long Term Medication (continuing over 10 days) - A student who is on medication for a period of time longer than 10 days must have the Consent and Request Form signed by the parent/guardian and the physician. A physician's signature is also required for medications administered at the school for emergencies. Inhalers used by asthmatics can be carried by the student, but a Consent and Request Form signed by the parent and physician must also be on file.

1. It is preferred that parents bring the medication to school. In the event this is not possible, the child should be directed to present the medication to the teacher (elementary), the school principal or secretary.
2. The school nurse and principal should always be informed of students on medication.
3. All medication must be in a container labeled with the student's name, name of physician, name of medication, dosage and time to be given. The amount of medication kept at school will be determined in cooperation with the school nurse, principal and parent, as necessary.
4. Any change in type, frequency, or amounts of medication will require a new Consent and Request Form.
5. Medication stored on school premises is to be kept in a secured location. At no time should medication be left on a desk or computer station.
6. Students must be observed by a designated adult such as school nurse, clinical aide, secretary or principal when taking medication.
7. All medication must be recorded on Individual Medication Record.

MUSTANG AWARD

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The Mustang Award is the most prestigious recognition given to a student at Lund Schools. It is earned by demonstrating outstanding performance in the arenas of academic excellence, leadership capacity and athletic accomplishment.

PLAYGROUND - ELEMENTARY PROCEDURES

1. Follow directions of any staff member at all times. Any act which is physically or mentally harmful or offensive to self or others is not tolerated.
2. Play in designated areas only.
 - a. Don't play in parking lot, or areas outside the fenced boundaries, bicycle stands, grass by the building.
 - b. Don't leave the playground without permission.
 - c. No yelling, playing or fooling around in the restrooms.
 - d. Only use the balls in the designated areas.
3. Play games that are not dangerous. Games not allowed:
 - a. Tackle football
 - b. Twisting or jumping from swings (one person per swing)
 - c. Underdogs
 - d. Bicycles on school grounds
 - e. Crack-the-whip
 - f. Piggy backs, camel backs
 - g. Cherry drops
 - h. Kung Fu
 - i. Wrestling
 - j. Chicken fighting
 - k. Red Rover (unless supervised by playground teacher)
4. Play only with authorized playground equipment; bring only authorized equipment to school. Prohibited objects:
 - a. Guns (water pistols, cap or dart games)
 - b. Knives
 - c. Hardballs
 - d. Rocks
 - e. Sticks
 - f. Steeles
 - g. Skateboards, roller skates, roller blades
 - h. Snowballs

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- i. Frisbees
 - j. Caps
 - k. Chinese Stars
 - l. Explosives
5. No profanity, fighting, teasing, rock throwing or intimidation. No gum, candy, or food on playground.
6. Do not climb on top of backstops, swings, trees, fences, slides, and walls.
7. Bicycles are not to be ridden on the playground.
8. When inside the building, students will talk quietly, walk in an appropriate manner and carry appropriate pass when applicable.

Consequences

- 1st Citation - Verbal Warning - Student placed at the wall of building for the remainder of the recess.
- 2nd Citation - Student Calls Parent - Student is assigned one day of after school detention. Kindergarten determines punishment for the kindergarten.
- 3rd Citation - Considered a Severe Problem - Sent to Principal. Principal contacts parents for a conference. Three days of playground privileges lost with an assigned job. In addition, other consequences may be considered necessary by the Principal.

POLICIES AND PROCEDURES

Policies are rules and regulations set forth by the governing body of the school district, the board of school trustees. Failure to follow policies may result in suspension, expulsion or dismissal.

Procedures are sequences relevant to Lund Schools. Failure to follow procedures may result in disciplinary actions within the local governing area.

POSTERS

All posters, signs, wall hangings, etc., must be approved by an administrator or the Student Council. Puncturing walls with tacks is prohibited. Tacky material that does not damage the paint is the only permissible adhesive.

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“Magic Tape” or “Scotch Tape” is allowable when hanging notices from windows. Avoid the use of masking tape for this type of posting.

PORTFOLIOS AND PLANNERS

Each student will develop in accordance with district guidelines and policies, a career planner and a portfolio of accomplished work. Each grade will also do public presentations of these documents. Students will also be engaged in a series of activities and projects that will be shown publicly.

PROGRESS REPORTS

Progress reports will be sent home once, half way through each quarter reporting each students grades in all classes.

RECORDS

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, the Lund Schools maintains specific individual pupil records for each student. The following classification formula is used to aid in the differentiation of data:

1. Category "A" Data - This information pertains to the use of forms and official administration materials that are used to record the minimum personal data necessary for the operation of the educational system. Examples include identifying data (names and address of parents or guardians), birth date, academic work completed, level of achievement (grades, standardized achievement test scores), and attendance data. Category "A" material, which constitutes the official administrative record of the student, will be maintained for a period of at least 100 years.
2. Category "B" Data - This constitutes verified information which is used by school personnel to help the student during his period of enrollment and to protect others. Examples include individual psychological evaluations (ability and verified clinical findings), family background information, psychological referrals, systematically gathered teacher or counselor ratings and

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observations, verified reports of serious and recurrent behavioral patterns, and various educational information data forms used by counselors and administrators. These records are kept for a maximum of seven years.

3. Category "C" Data - This information is of a very personal nature and potentially useful, but not clearly needed beyond the immediate present. This includes correspondence, reports of Parent/Teacher, Parent/Counselor conferences, teacher comments on student report forms, work cooperative information, clinical reports, legal findings, disciplinary records, confidential health information and personal and social history. These records can be transferred to Category "B" if there is demonstrated usefulness and verified validity.

Parents may request to review the records of their children by contacting the Principal's Office.

The Lund Schools may release, without consent of the parents/guardians, a student's permanent record file (Category "A" and "B" information) to members of the school's staff who have legitimate educational need for the data or to state officials upon their request.

SCHEDULE CHANGES

Changes are initiated through the administration by the student. The student will take the appropriate form to all instructors affected by the change for an initial approval and then will return to the teachers for final approval and addition or deletion to the teacher's roll. Changes are not to be made lightly and a parent/guardian signature is required.

SEARCH OF PROPERTY AND STUDENTS

Students are entitled to the guarantees of the Fourth Amendment, and they are subject to reasonable searches and seizures. School officials are empowered to conduct reasonable searches of students and school property when there is reasonable cause to believe that students may be in possession of drugs, weapons, alcohol and other materials (“Contraband”) in violation of school policy or state law. Students who bring Contraband on to school grounds may be searched in order to protect other students from any

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potentially harmful effects stemming from the Contraband. School property shall remain under the control of school officials and shall be subject to search.

1. School Property - The school owns school lockers, desks and other such property. The school exercises exclusive control over the school property and students should not expect privacy regarding items placed in school property. School property is subject to search at any time by school officials. Students are responsible for whatever is contained in desks and lockers issued to them by the school.
2. Automobiles - Automobiles on school property are subject to search by school officials if a school official has reasonable cause to believe that Contraband is in or on the automobile.
3. Person - Students and their effects are subject to being searched by school officials if a school official has reasonable cause to believe that the student is in possession of Contraband.

Policy 10103

SEARCH PROCEDURES

If a school official has reasonable cause to believe that Contraband is present, he or she may institute a search. Although the following procedures for a search are suggested, they are not mandated, because the circumstance attendant to the need for each search may vary. If practical, the student should be required to be present and asked to consent to the search. If after being informed of the basis for the school official's reason to search, the student does not consent and circumstances permit, the student's parent or guardian should be called and informed of the circumstances. If the parent or guardian will not consent to the search, the school official may proceed with the search, contact security, or if necessary, call law enforcement authorities. Ordinarily, and if circumstances permit, the search of a person or his or her effects should be conducted out of the presence of other students. The Administration is authorized to utilize canines whose reliability and accuracy for sniffing out Contraband has been established to aid in the search for Contraband in school owned property and automobiles parked on school property. Canines should not be used to search students unless school officials have established independently that there is reasonable cause to believe the student possesses Contraband on his or her

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person. A qualified and authorized trainer who will be responsible for the dog's actions must accompany the canines. An indication by the dog that Contraband is present on school property or an automobiles shall be reasonable cause for a further search by school officials.

Policy 10103

SELECTIVE SERVICE REGISTRATION

All male students are required by law, to register for the selective service within thirty days of their eighteenth birthday. The registration process begins by obtaining a Selective Service System Registration Form from any United States Post Office. In order to obtain the form, an individual will need some personal identification (driver's license or birth certificate) to show to the postmaster. Upon completion, the registration form is to be returned to the postal official.

If you have any questions, contact:

Selective Service System
National Headquarters
Registrative Information Bureau
Washington, DC 20435

STUDENT COMPLAINT PROCESS

A student complaint shall be any complaint that arises out of a policy violation or actions that directly affect the student's participation in an approved educational program or activity.

The student should first make the complaint known to the staff member conducting, supervising, or monitoring the program or activity or, if this is not appropriate, another staff member or the building administrator.

The complaint may then be submitted, in turn, the superintendent and the board and with a suitable period of time allowed at each level for the hearing of the complaint and the preparation of a response. Concerns about timelines should be addressed to the superintendent.

Every attempt shall be made to expeditiously address the complaint and

resolve issues/concerns directly.

The right to confidentiality shall be respected consistent with the school district's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

STUDENT GOVERNMENT

Functions of the Student Council include approving all fund raising activities and school dances, advocating student needs to the school administration, community service, and overall advancement of student life at Lund Schools. Student Council elections are held in the spring of each year. Student body officers include the President, Vice-president, Secretary, Treasurer, and School Board Representative. Also, presidents of all recognized school organizations are invited to participate in the Student Council.

All activities, fund-raising for all organizations **MUST** be presented and approved by the student council and then the administrator.

In order to encourage attendance and participation in Student Council, the following attendance policy will be followed:

Attendance Policy for Student Council Meetings & Activities:

1. Excused - bring copy of admit slip to next meeting or the absence will be unexcused.
2. Prearranged - bring copy of prearranged absence to next meeting or absence is unexcused.
3. Unexcused - each quarter, two unexcused absences will be allowed. With the third unexcused absence the office will be considered vacant and the subordinate officer shall move up to the vacated position, i.e., Vice-president to President, etc.
4. The student council advisor will inform the impeached and newly positioned officers at the direction of the secretary of the student council.
5. An election will be held at the direction of the student council, should no replacements for vacated offices exist.

All student elected officers who receive failing grades at the end of a quarter will be removed from office and be replaced either by special election or appointment.

TARDINESS TO SCHOOL

Elementary School

1. The principal of the school shall determine on a per incident basis whether or not a given tardy to school is excused. Excused tardies will be of such nature that the conditions causing the tardy are out of the student's, parent/guardian's control. Oversleeping, broken alarm clocks, etc. are not considered to be valid reasons to excuse a tardy.
2. Three unexcused elementary level tardies will equal one unexcused absence.
3. Three unexcused absences will, in accordance with NRS 392-142, allow the principal of a school to refer an attendance/tardy problem to the White Pine County Sheriff's Department as well as the Division of Child and Family Services offices.

Secondary School - Tardies will not be tolerated. They are a distraction and inhibit learning in the classroom. They also infringe on the rights of other students to learn. Three unexcused tardies per 9-week grading period will be deemed equivalent to an unexcused absence. Each subsequent tardy will be counted as an absence. Students who are tardy by more than 15 minutes will be given an unexcused absence. The exact disciplinary sequence regarding classroom lateness and school tardies are explained in the discipline code.

TESTING

Juniors are encouraged to take the ACT test in April and Seniors in October. Registration packets may be picked up from the principal. The Lund High School Code is 290-110.

The Nevada Proficiency Examination is administered at various times through the year.

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The IOWA Test is administered in October to all students in the White Pine School District, Grades 3-10.

TRAVEL GUIDELINES

You are representing your school, your community, and most importantly, yourself — act accordingly. Be polite, be proud, and be professional.

1. Make sure the chaperones know where you are at all times. Check with them to make sure you are aware of any dangers or hazards in the area in which you will be.
2. Don't trust strangers. Don't engage in activities that may endanger yourself or any other member of your group.
3. Students are not to travel in groups of less than three.
4. Students are not to use any transportation other than that provided by the school. With special permission, a student may travel home from an event with their parent.
5. Remain reasonably quiet at all times in the hotel. This includes the volume of TV and radios.
6. Keep your room doors and curtains closed at all times.
7. Male and females are not allowed in each other's rooms unless accompanied by a chaperon.
8. Students must observe lights out and are not allowed to open their doors, leave their rooms, or use the phone after lights out except in an emergency situation.
9. Students are to notify chaperones immediately of any problems or potential problems.
10. Students must attend all group seminars and workshops.
11. Students are to wear a watch, know their schedule and be on time to all events and scheduled departure times.
12. Coaches, advisors, and chaperones are to be respected and obeyed as they are at school. All rules established by coaches and advisors, the NIAA, and LHS Handbook will be followed by students representing the school. The dress code remains in effect. These rules include, but are not limited to:
 - a. No possession or use of alcohol or tobacco products.
 - b. No possession or use of any type of weapon or ammunition.
 - c. No participation in any type of sexually implicative or

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explicit behavior that could be interpreted as sexual harassment or that might bring discredit to Lund High School.

- d. No participation in any illegal activity.
13. A coach or advisor with reason to believe that a student has violated these rules may conduct a search of the student and his belongings. There will be a witness present for any such search.
14. Male and female students are not to share seats while traveling on the bus.
15. Any violation of the above rules could result in, but are not limited to, the following disciplinary actions:
 - a. Confinement to room or bus.
 - b. Confinement to the company of a chaperone, coach or advisor.
 - c. Forfeiture of any awards earned.
 - d. In-School suspension or detention.
 - e. Restriction from further travel
 - f. Students may be sent home.
 - g. Students may be detained or confined by local authorities.
 - h. Students may be suspended from further activity participation for the remainder of the season.

VALEDICTORIAN AND SALUTATORIAN

In order for a student to be eligible for Valedictorian or Salutatorian Honors a student must be in attendance the entire senior year and must fulfill all requirements for graduation. This honor is also determined by the student's GPA with a minimum of 3.50 in regular education classes all 4 years of high school. The school reserves the right to leave this honor vacant or to grant more than one in either or both categories.

VEHICLE USE

Students are to park in the parking lot. A parking permit will be issued to each student for each vehicle registered. Students and staff are to display these registrations clearly on the dashboard or other visible space in their vehicle. Unlicensed drivers are not permitted on school grounds driving a vehicle. Unregistered vehicles on school property will result in disciplinary action.

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Students failing to use due caution and common sense while operating vehicles on school grounds will be subject to disciplinary action. Improper operation of vehicles may result in suspension of driving and parking privileges on school property.

Student bicycles are to be parked in the areas and racks provided. Students are to wear appropriate safety apparel. Do not park bikes near any door or walk area.

Student motorcycles should also be parked in the lot also.

Students reported speeding in the school zone in any motorized vehicle are subject to school discipline and potential legal pursuit. Privileges may be restricted or removed .

WITHDRAWAL PROCEDURE

A student withdrawing from Lund Schools must complete the following steps:

1. The student's parent or guardian must contact the school office.
2. Following this contact, the student will confer with the administrator and then pick up a withdrawal form from the office.
3. The student will take the withdrawal form to each of his/her teachers, must turn in all textbooks and school materials to those teachers, and will receive a grade up to the time of leaving for each class registered.
4. The student must obtain the signatures of the athletic director, participating coaches and librarian.
5. The student then reports to the office to pay any fines or to receive reimbursement of monies.
6. The form is complete when the student obtains an administrator's signature and the student will be given a copy of the completed form.