

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**POLICY No. 545
STUDENTS**

PATHWAYS TO EARLY COLLEGE CREDIT

Purpose

The Carson City School District Board of Trustees values rigorous curricula that allows students the opportunity to earn college credit, as well as develop more rigorous study habits and take on more challenging course work that parallels what students might experience in college level courses. It is the intent of the District to provide courses that challenge students and allow them to build critical thinking skills while working on their ability to collaborate in groups. To that end, all high school students in the Carson City School District shall have opportunities to access early college credit programs including Advanced Placement, Career and Technical Education, and Dual Credit classes.

Policy

1. The District will strive to ensure a strong and sustainable pathway course structure that supports the District's Strategic Plan and the Nevada School Performance Framework. Courses will prepare students for post-secondary success by challenging students with college level coursework and 21st Century expectations. Courses will include, but shall not be limited to: Advanced Placement, Career and Technical Education Pathways, and Dual Credit programs such as Jump Start College.
 - a. The Superintendent or his/her designee is authorized to negotiate and enter into cooperative agreements with such institutions of higher education consistent with this policy.
 - b. In accordance with Nevada Revised Statutes, dual credit courses must be approved by the Board of Trustees before being forwarded to the Nevada Board of Education for approval.
2. A wide range of courses in grades 9-12, which are approved by the affiliated agency, shall be offered by the District.
3. The District has implemented a system of data-driven accountability for all schools. In accordance with the District's assessment practice, and in conjunction with post-secondary institutions, high schools will continue to identify the needs of students using data from ongoing assessments to ensure timely and equitable support and access to effective programs and pathways for academic success.

POLICY No. 545 - CONTINUED

Program Characteristics

1. The courses and programs referenced in this policy shall include, but shall not be limited to, the following characteristics:
 - a. Academic achievement as its core goals, enhanced by thematic programming, teaching philosophies, and real world experiences.
 - b. Educational equity to ensure all students have access to, participate, and make progress in high-quality learning experiences in order to reach academic success regardless of race, socioeconomic status, gender, disability, national origin, religion, or other characteristics.
 - c. An atmosphere that cultivates strong family, community, business, and post-secondary partnerships through systems and processes that maximize student outcomes.
 - d. Increased student access through the District's awareness activities, communication and transfer procedures.

The District will provide ongoing professional development opportunities that will give teachers and leaders the skills and knowledge to educate, guide, and support students and parents in choosing and completing early college courses, gaining 21st Century competencies, and achieving successful post-secondary placement upon graduation.

Desired Outcomes

1. Increase the number of students who are challenging themselves through highly rigorous coursework.
2. Increase the number of students who transition to positive post-secondary placement without the need for remediation.
3. Increase the diversity of students enrolled in early college courses to reflect the demographics of the District.

References:

NRS Chapter 277, specifically: NRS 277.045

NRS Chapter 389, specifically: NRS 389.160

Adopted: February 26, 2002

Revised: October 9, 2012 - Title Change

February 14, 2017