

Sunday, Jan. 22nd, 2023

Incline High School Families,

We will start off our week with our last day of finals (*2 & *5). Students will be released Monday at 11:45 a.m. Tuesday will be the first day of our second semester.

Monday – Final Exam Schedule January 23rd -			
Period	Start	End	Length
2nd Period	7:50	9:40	1:50
nutrition	9:40	9:52	0:12
travel	9:52	9:55	0:03
5th Period	9:55	11:45	1:50

ACT NEWS

As you may be aware, the State of Nevada now requires all Juniors to take the ACT test. It is also a graduation requirement for WCSD. The test will be given statewide during school on March 7th, but students are also welcome to register for the test on their own and take it anytime throughout the year. Register at:

www.ACTstudent.org **You do NOT need to register for the exam we proctor on March 7th, only if you wish to take it in addition to this test date.**

For students who would like help preparing for this important exam, Incline HS is working to provide a discounted ACT weekend bootcamp. This camp will be particularly important for Juniors, but students of all ages are welcome to attend.

Schedule for the 3-day (20 hour) ACT Weekend Bootcamp

Friday, February 17th: 4:00 – 8:30 p.m.

Saturday, February 18th: 9:00 – 6:00 p.m. (lunch break from 1:00 – 2:00 p.m.)

Sunday, February 19th: 9:00 – 6:00 p.m. (lunch break from 1:00 – 2:00 p.m.)

The ACT weekend camps are averaging 3–7-point improvements per student which represents a 20-40 percentile point jump in just one weekend. That is a game-changer for your college admissions, and especially scholarships!

Regular Cost: \$399: Discounted cost \$199 for Reno HS and Incline HS students. Use coupon code GOHUSKIES at checkout.

Tutors Across America's founder, Ryan Fitzgibbons achieved a perfect score on the SAT and scored in the 99th percentile on the ACT (the highest you can get). Member of the Mensa High IQ Society completed his Bachelors degree in just two years. One of Kaplan's highest rated teachers in the nation for student score improvement. His students earned over \$25 million in scholarships last year.

How to enroll in the ACT Boot Camp:

1. Go to: <http://TutorsAcrossAmerica.com/ACTcourse>
2. Click on ACT COURSES at the top and scroll down to find your camp.
3. Enroll as directed. You may choose any camp that works for you.
4. Use coupon code GOHUSKIES at checkout to get the 50% discount.

Tahoe Tutoring is also offering SAT & ACT prep:



Winter/Spring SAT & ACT Courses

Don't let the college entrance exams stress you out! Sign up for our SAT and ACT courses today and get one step closer to your dream school.

Our SAT and ACT courses include:

- Engaging lessons with experienced teachers
- Comprehensive study materials and practice tests
- Tips and tricks to improve test-taking efficiency
- Small class sizes for personalized instruction

Course 1: ACT*	Course 2: SAT*
Mon, 1/23, 6 - 9pm	Sat, 1/28, 9:30 - 12:30pm
Wed, 2/1, 4 - 7pm	Sat, 2/4, 9:30 - 12:30pm
Mon, 2/6, 6 - 9pm	Sat, 2/11, 9:30 - 12:30pm
Mon, 2/13, 6 - 9pm	Wed, 2/15, 4 - 7pm
Mon, 2/27, 6 - 9pm	Sat, 3/4, 9:30 - 12:30pm

Course 3: ACT*

- Fri, 3/3, 3 - 530pm
- Wed, 3/8, 4 - 630pm
- Wed, 3/15, 4 - 630pm
- Wed, 3/22, 4 - 630pm
- Wed, 3/29, 4 - 630pm
- Wed, 4/5, 4 - 630pm

Nonrefundable course fee: \$775 with 10% discount for multiple registrations

Call or email today:
775-298-2960
info@tahoetutoring.com

*Course dates are subject to change prior to start date based on student requests.
Please inquire with change requests before reg and we will try to accommodate.

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IHS Study Club: Available on Tuesday & Thursday from 2:30 – 4:30 p.m. in the Career Center. This **free** academic support is paid for by a grant we received

from the federal government. We have **our** own teachers from the Math, English, Social Studies, and Science departments here. We've found having our own teachers tutor is a huge advantage for student success.

Any student with a grade below a C should be at Study Club to make up tests, quizzes or access the tutoring that's available to all.

You can now order **IHS Spirit Wear online** and pick it up in the school office!
<https://incline-high-school-boosters.square.site/spirit-wear>

As winter has graced our mountains early this year, please be sure to call the **Snow Phone** if you are wondering if there will be a delayed start or any other important messages. The line should be updated by 5:30 a.m. 775-337-7509 We also post on our [Incline HS Facebook](#) page, [Twitter](#) (which feeds to our school website) and on [Instagram](#). WCSD also sends out a Connect Ed message via phone and email. Remember if in person is cancelled, we will now automatically switch to TEAMS and conduct classes digitally. Our digital schedule is below, unless there's a special circumstance, such as during finals week. In such a case, be sure to check one of the online sites for immediate updates.

Amazon Smile – [Program Ending Feb. 20th](#)

You can support Incline High School by shopping on Amazon through Feb. 20th when the program ends. Amazon donates 0.5% of your eligible purchases to the non-profit of your choice. <https://smile.amazon.com/> -- search for "Incline Boosters Club"

Quotes of the Week:

“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice, and MOST of all, love of what you are doing.”

Pelé (the soccer great who died last month)

“Exposure is key. Too many students are growing up having never used a tool. They are completely removed from the world of the practical.”

Temple Grandin (see item #1)

“If you’ve ever attended a meeting where nothing gets solved, it may be because there are too many people who think alike.”

Temple Grandin (*ibid.*)

“It’s easy to understand why educators feel threatened. ChatGPT is a freakishly capable tool that landed in their midst with no warning, and it performs reasonably well across a wide variety of tasks and academic subjects.”

Kevin Roose (see item #3)

“Editing is intelligent and sympathetic reaction to the text and to what the author is trying to accomplish. When you try to change something into something that it isn’t rather than make it better at what it is, tragedy lurks. It’s not *your* book.”

Robert Gottlieb quoted in [“Robert Caro, Robert Gottlieb, and the Art of the Edit”](#)

by Pamela Paul in *The New York Times*, January 5, 2023

“Adults need to show K-12 students that it’s OK not to know something yet. School isn’t a quiz show; the first person to say the right answer doesn’t deserve the greatest reward. Rather, school should cultivate students’ curiosity and let them feel the thrill of finding something out.”

Jonathan Malesic in [“The Key to Success in College Is So Simple, It’s Almost Never Mentioned”](#) in *The New York Times*, January 3, 2023

1. Temple Grandin on the Role of Neurodivergent People (Like Her)

In this *New York Times* article, Temple Grandin (Colorado State University) says she didn’t have language until she was four years old. She was diagnosed as brain damaged, then on the autism spectrum. She gradually blossomed, in different ways – for example, at age 7 or 8 she was experimenting with parachutes made of old scarves, single-mindedly, almost obsessively, trying to figure out how to get them to open more quickly.

Over time, Grandin realized that she was a visual thinker, seeing the world in “photo-realistic pictures... with images clicking through my mind a little bit like PowerPoint slides or TikTok videos.” Reading about inventors like Edison and the Wright brothers, Grandin realized that many of them shared her powers of observation, single-mindedness, and persistence and wondered if some were also on the autism spectrum.

Most other people, Grandin saw, are “word-centric,” mostly seeing the world and communicating verbally. A term was coined for them – *neurotypical* – along with a descriptor for people like Grandin – *neurodivergent*. The popularization of this term, she says, and “society’s growing understanding about the different ways that brains work, are unquestionably positive developments for many individuals like me.”

For all the gifts visual thinkers possess, says Grandin, life is still challenging for them. That’s true in schools that “force students into a one-size-fits-all curriculum” and in jobs that rely heavily on verbal skills. “This must change,” she says, “not only because neurodivergent people, and all visual thinkers, deserve better, but also because without a major shift in how we think about how we learn, American innovation will be stifled.” To fix American infrastructure, she believes, we need people with visual skills and hyper-focused attention.

Grandin’s number one suggestion for improving K-12 schools: “Put more of an emphasis on hands-on classes such as art, music, sewing, woodworking, cooking, theater, auto mechanics, and welding... These classes also expose students – especially neurodivergent students – to skills that could become a career. Exposure is key. Too many students are growing up having never used a tool. They are completely removed from the world of the practical.” Grandin says she would have hated school if it hadn’t been for teachers who allowed her to think visually and have direct tactile experiences.

Algebra was too abstract, she says, because it’s usually taught with no visual correlations. With today’s curriculum requirements, Grandin believes she would have difficulty graduating from high school. Better to

provide alternative routes with courses like statistics incorporating real-world applications, making it possible for students who are “bad at math” to graduate and move into careers that put their skills to work. Grandin did poorly on the math SAT, which prevented her from getting into veterinary school – yet today she is a professor of animal sciences and is asked to speak to academics, corporate executives, and government officials around the world. “The true measure of education,” she says, “isn’t what grades students get today but where they are 10 years later.”

She believes about 20 percent of the drafting technicians and skilled welders she’s worked with over the last 25 years designing and constructing equipment to manage livestock are on the spectrum. It’s not just the unique contributions that neurodiverse people make, says Grandin; it’s also the synergy that takes place in diverse teams: “If you’ve ever attended a meeting where nothing gets solved, it may be because there are too many people who think alike.”

In her travels, Grandin has noticed a number of high-quality products in the U.S. that are made in other countries – for example, most of the highest-tech silicon chips are made in Taiwan; much of the specialized mechanical equipment for processing meat is made in the Netherlands and Germany; the glass walls of the Steve Jobs Theater in California were made in Italy, the massive carbon fiber roof in Dubai.

The reason, says Grandin, might be that these and other countries give 14-year-olds the choice of pursuing a university or a vocational pathway. The latter “is not looked down on or regarded as a lesser form of intelligence,” she says. “And that’s how it should be everywhere, because the skill sets of visual thinkers are essential to finding real-world solutions to society’s many problems.”

[“Society Is Failing Visual Thinkers, and That Hurts Us All”](#) by Temple Grandin in *The New York Times*, January 12, 2023; Grandin’s 2022 book is *Visual Thinking: The Hidden Gifts of People Who Think in Pictures, Patterns, and Abstractions*

2. Further Insights on Growth Mindset Interventions

“Growth mindset seems simple, but it’s easy to misunderstand and misapply,” says Jill Barshay in this Hechinger Report paper. “Researchers are still figuring out how best to incorporate the philosophy in schools. Classroom adoption has gotten ahead of the research, and a healthy skepticism is warranted.” Barshay summarizes her key takeaways from recent studies and interviews with several researchers, including Carol Dweck:

- *Differential impact* – Mindset interventions are far more beneficial for low-income and lower-achieving students, says Carol Dweck. But she believes all students should receive the interventions since higher-achieving students benefit in ways that may be hidden by the ceiling effect (their grades can’t get any higher).

- *Defining intelligence* – Starkly different findings in two recent studies of online mindset interventions might be the result of how intelligence is defined, says Barshay. Is intelligence raw brain processing speed and memory, which are quite stable throughout a lifetime? Or is it a mix of knowledge and skills, which can improve over time? The latter is closer to what most people think of as intelligence; developing it could be seen as the purpose of schooling.

- *Mindset questions* – When students are asked to agree or disagree with statements like, *You can learn new things, but you can’t really change your basic intelligence*, their definition of intelligence directly affects how they respond. “So growth mindset scores, which researchers use to prove their theories, may greatly depend on semantics and be unreliable,” says Barshay.

- *Counterintuitive results* – Some studies have found that students with a fixed mindset may still believe they can make up for a lack of innate intelligence by working hard. And many experiments have found that students’ grades can improve after an intervention even if their mindsets don’t change.

- *Other factors* – Mindset interventions do more than preach mental malleability; they also include tips about working hard, setting goals, using effective strategies when facing challenges, being tenacious, and more. “Maybe it’s all the other things that are included in a mindset intervention,” says Barshay, “but not growth mindset in and of itself, that are effective. This is a tricky theoretical knot to unravel. Imagine that someone complimented your beauty and also suggested you get a haircut. Then a week later you are asked out on a date. Was it the praise or the haircut that gave you more confidence and made you more attractive?”

- *Pedagogy* – Dweck and other mindset researchers are expanding their interventions, working with educators on the mindset language they use and how they teach, assign work, and assign grades. This positions mindset interventions as part of general school reform efforts.

- *College, too* – Dweck talks about mindset with her first-year students at Stanford. “They got into a lot of top schools,” she says, “but as they enter this new environment, they need a mindset booster. They’re struggling. They’re blaming themselves. They’re socially comparing themselves with others and judging themselves.”

- *The bottom line* – “There is a growing body of evidence,” Barshay concludes, “that these short, online interventions might convince low-performing teens to believe in themselves and their ability to learn. A shift in mindset isn’t going to close the achievement gap; it’s no silver bullet. We still need to improve how schools teach. But small psychological boosts like this might help some students on the margin. And that makes this field of research worth watching.”

[“Does Growth Mindset Matter? The Debate Heats Up with Dueling Meta-Analyses”](#) by Jill Barshay in *The Hechinger Report*, December 5, 2022

3. Three Reasons Not to Try Banning ChatGPT

“It’s easy to understand why educators feel threatened,” says Kevin Roose in this *New York Times* article. “ChatGPT is a freakishly capable tool that landed in their midst with no warning, and it performs reasonably well across a wide variety of tasks and academic subjects.” True, there are questions about plagiarism, accuracy, and the ethics of the writing it produces. “But after talking with dozens of educators over the past few weeks,” says Roose, “I’ve come around to the view that banning ChatGPT from the classroom is the wrong move.” Here’s why:

- *It won’t work*. A school or district can block the app (as the New York City schools have done), but students will be able to access it using their phones, laptops, VPN, and other strategies. Tools being developed to watermark and detect ChatGPT-generated material can probably be defeated, says Roose. Besides, educators don’t want to spend their evenings and weekends playing whack-a-mole with students’ clever evasions. Better to allow the app in certain situations and revise homework and essay assignments to make them AI-proof or have them done in class.

- *ChatGPT can be a teaching tool*. Roose interviewed a high-school English teacher who allowed students to use the app to generate outlines for an essay comparing two short stories, then had them put their laptops away and write and revise their essays in longhand. The teacher said the process deepened kids’ understanding of the stories and taught them how to coax a helpful response from artificial intelligence.

Material generated by ChatGPT is often wrong, which means it can be used for critical thinking and fact-checking. The app can also generate lesson plans – for teaching Newton’s laws of motion to a visual-spatial learner; to generate a “Friends” episode taking place at the Constitutional Convention; to explain the Doppler effect using language an eighth grader can understand.

- *It prepares students for the world they will inhabit.* ChatGPT is certainly disruptive to many existing K-12 practices, says Roose, especially “the basic principle that the work students turn in should reflect cogitation happening inside their brains, rather than in the latent space of a machine learning model hosted on a distant supercomputer.” Educators aren’t being irrational when they worry about students taking shortcuts and avoiding the hard work involved in becoming better writers and thinkers.

“But the barricade has fallen,” says Roose. Tools like this will be everywhere in the years to come, and will only get better. “To be good citizens,” he concludes of today’s students, “they’ll need hands-on experience to understand how this type of A.I. works, what types of bias it contains, and how it can be misused and weaponized. This adjustment won’t be easy. Sudden technological shifts rarely are. But who better to guide students into this strange new world than their teachers?”

[“A.I., Once the Future, Has Become the Present. What Do We Do Now?”](#) by Kevin Roose in *The New York Times*, January 13, 2023

<div style="background-color: #4F7942; color: white; padding: 10px; display: flex; justify-content: space-between;"> January 2023 </div>						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 WINTER BREAK	3 WINTER BREAK	4 WINTER BREAK	5 WINTER BREAK	6 WINTER BREAK	7
8	9 A (STAFF PD)	10 B (DIGITAL DAY)	11 A (2 HR DELAY)	12 B	13 A	14
15	16 MARTIN LUTHER KING JR. DAY	17 B	18 1 & 4 FINALS	19 FINALS REVIEW (DIGITAL DAY)	20 3 & 6 FINALS	21
22	23 2 & 5 FINALS	24 A (TERM 2)	25 B	26 A	27 B	28
29	30 A	31 B				

Semester 2 Finals: 6/14, 6/15, & 6/16. June 16th will be the last day for students. Teachers will have a workday on 6/20 and graduation will be on 6/20.

For more calendar information see:

[A/B Calendar](#)

Calendar & Events: This week is Snowcoming – Theme Disney – Dress-up Days

From Leadership:

- Monday is “[Sleeping Beauty](#)” Day
 - Students/staff will wear pajamas to school.
- Tuesday is “[Tweedle-dee and Tweedle-Dum](#)” Day
 - Students can wear matching outfits with pairs or groups
 - Spirit Committee is planning a 3-legged race with your twin during lunch
- Wednesday is “[Mary Poppins](#)” Day
 - Anything but a backpack day. Students will use anything besides a backpack to carry their books to school. Item must be school appropriate.
- Thursday is “[Monster’s University](#)”
 - Wear college gear
- Friday is “[Lilo and Stitch](#)” Day
 - Hawaiian shirts and leis.
 - **Snowcoming Assembly is FRIDAY, January 27th**

Ping-Pong Tournament:

- Nick Suter—Ping Pong Club President—is hosting a tournament starting on Tuesday at lunch.
- There is a sign-up sheet in the office. **There is a student bracket and a staff bracket.** Sign-ups end on Monday.
- Prize for the winner!

Snowcoming Dance:

- **Saturday, January 28th at 7pm – 9pm in small gym**
- Thank you to the staff members who volunteered to chaperone
- **Tickets are \$10 and will be sold during nutrition Tuesday through Friday next week.**

Athletics & Student Activities:

- **Due to weather/road conditions, games/events may be rescheduled.**

Tuesday, Jan 24th

- 3:00 p.m. Girls JV BB vs. NLT @ Incline HS
- 4:30 p.m. Boys JV BB vs. NLT @ Incline HS
- 6:00 p.m. Girls Varsity BB vs. NLT @Incline HS
- 7:30 p.m. Boys Varsity BB vs. NLT @Incline HS

Wednesday, Jan. 25th

- 3:30 p.m. Wrestling: Varsity Dual vs. Multiple Schools @Yerington HS
- 4:00 p.m. Boys Fr. BB vs. Excel Christian @ ECHS

Thursday, Jan. 26, 2023

- 3:00 – 4:30 p.m. Cheer
Basketball rescheduled from 1/14
- 3:00 p.m. Girls JV Basketball vs. West Wendover @ IHS
- 4:30 p.m. Boys JV Basketball vs. West Wendover @ IHS
- 6:00 p.m. Girls Varsity Basketball vs. West Wendover @IHS
- 7:30 p.m. Boys Varsity Basketball vs. West Wendover @ IHS

Friday, Jan. 27th

- TBD Wrestling Varsity Dual vs. Battle Mountain HS @BMHS
- 10:30 a.m. Nordic Skiing Varsity Meet @Sugar Bowl
- 3:00 p.m. Girls JV BB vs. Pershing Co. @Incline HS
- 4:30 p.m. Boys JV BB vs. Pershing Co. @Incline HS
- 6:00 p.m. Girls Varsity BB vs. Pershing Co. @Incline HS
- 7:30 p.m. Boys Varsity BB vs. Pershing Co. @Incline HS

Saturday, Jan. 28th

- 11:00 a.m. Girls JV BB vs. Coral Academy @ Depoali MS
- 12:30 p.m. Boys JV BB vs. Coral Academy @Depoali MS
- 2:00 p.m. Girls Varsity BB vs. Coral Academy @Depoali MS
- 3:30 p.m. Boys Varsity BB vs. Coral Academy @Depoali MS

7:00 – 9:00 p.m. Snowcoming Dance in Small Gym

Wednesday, Feb. 1st

- 10:00 a.m. Ski Alpine Varsity Invitational vs. Truckee @Alpine Meadows Ski Resort
- 4:00 p.m. Boys Fr. BB vs. Excel Christian @ ECHS

Friday, Feb. 3rd

- 11:00 a.m. Nordic Skiing Varsity Classic @ Tamarack XC Ski
- 3:00 p.m. Girls JV BB vs. West Wendover @West Wendover HS
- 3:00 p.m. Boys Fr. BB vs. West Wendover @ West Wendover MS
- 4:30 p.m. Boys JV BB vs. West Wendover @ West Wendover HS
- 6:00 p.m. Girls Varsity BB vs. West Wendover @ West Wendover HS
- 7:30 p.m. Boys Varsity BB vs. West Wendover @ West Wendover HS

Saturday, Feb. 4th

- TBD Wrestling Varsity Regionals vs. Pershing Co. @ Pershing HS
- 11:00 a.m. Girls JV BB vs. Battle Mountain HS @ BMHS
- 12:30 p.m. Boys JV BB vs. Battle Mountain HS @ BMHS
- 2:00 p.m. Girls Varsity BB vs. Battle Mountain HS @ BMHS
- 3:30 p.m. Boys Varsity BB vs. Battle Mountain HS @BMHS
- 8:30-3:15 pm State We the People Invitational at June Whitley Student Union Building, College of Southern Nevada, Las Vegas

Wednesday, Feb. 8th

- 10:00 a.m. Ski Alpine Varsity Invitational vs. Whittell @ Sierra at Tahoe Ski

Thursday, Feb. 9th

- 3:30 p.m. Girls JV BB vs. TBD @ Incline HS
- 5:00 p.m. Boys Fr. BB vs. TBD @ Incline HS

Friday, Feb. 10th

- TBD Wrestling Varsity Semi-Finals vs. TBA @Winnemucca Event Center
- 10:30 a.m. Nordic Skiing Varsity Meet vs. NLT @ NLT
- 3:00 p.m. Girls JV BB vs. Yerington @ Incline HS
- 4:30 p.m. Boys JV BB vs. Yerington @Incline HS

- 6:00 p.m. Girls Varsity BB vs. Yerington @Incline HS
- 7:30 p.m. Boys Varsity BB vs. Yerington @Incline HS

Saturday, Feb. 11th

- TBD Wrestling Varsity State vs. TBD @Winnemucca Event Center
- 11:00 a.m. Girls JV BB vs. Silver Stage @ SSHS
- 12:30 p.m. Boys JV BB vs. Silver Stage @ SSHS
- 2:00 p.m. Girls Varsity BB vs. Silver Stage @ SSHS
- 3:30 p.m. Boys Varsity BB vs. Silver Stage @ SSHS

Wednesday, Feb. 15th

- Ski Alpine Varsity Semi-Final vs. TBA @Kirkwood
- 5:00 p.m. Volunteer meeting to coordinate Regional Basketball Event – we need: announcers, scoreboard operator, gate collection, hospitality, concessions, and live stream.

SIGN UP GENIUS for REGIONALS

Thursday, Feb. 16th

- 10:00 a.m. Ski Alpine Varsity State vs. TBA @Kirkwood
- Incline to Host 2A Basketball Regionals

Friday, Feb. 17th

- TBD Girls Varsity BB Regionals vs. TBD @ Incline HS
- TBD Boys Varsity BB Regionals vs. TBD @ Incline HS
- 12:00 p.m. Nordic Skiing Varsity Relay vs. SLT @Kirkwood
- Incline to Host 2A Basketball Regionals

Saturday, Feb 18th

- TBD Girls Varsity BB Regionals vs. TBD @Incline HS
- TBD Boys Varsity BB Regionals vs. TBD @Incline HS
- Incline to Host 2A Basketball Regionals

Friday, Feb. 24th

- TBD Girls Varsity BB STATE vs. TBD @ TBA
- TBD Boys Varsity BB STATE vs. TBD @TBA

Saturday, Feb. 25th

- TBD Girls Varsity BB STATE vs. TBD @ TBA
- TBD Boys Varsity BB STATE vs. TBD @TBA

Wednesday, March 1st

- 5:30 Winter Sports Awards in Duffield Theater

Friday, March 3rd

- 2:00 p.m. Swimming: Boys & Girls Varsity/JV/Freshmen Dual vs. Sage Ridge @ Truckee Community Pool

Saturday, March 4th

- 10:00 a.m. Nordic Skiing Varsity STATE vs. TBD @Auburn Ski Club

Tuesday, March 7th – ACT

Wednesday, March 8th

- 5:30 p.m. **Mandatory Parent Night for Spring Athletics**
(1 parent/guardian must attend from each family) in Duffield Theater

Monday, March 13th: No School for Students – Professional Dev. for Staff

Counseling Department

Incline Seniors & families

It is that time of year to focus on SCHOLARSHIPS! Please take a moment to look at our [website](#) for scholarship tips and lists of open scholarships. Many scholarships (with links) are listed along with brief descriptions and due dates. A link is also provided to search for more Nevada scholarships at the bottom of the page. Students can also visit the Career Center (room 208) for this information as well.

Seniors should also prepare for our upcoming information session on how to apply for Incline High School Scholarships on January 31st at 2:00pm in the Duffield Theatre. Seniors will get information on how to apply, what documents are required, and timelines. A link to the Incline Scholarships will also be available February 1st through the deadline of March 3rd.

Seniors who have applied to UNR should also plan to complete the UNR Scholarship tasks by February 15th. Information for that application can be found in their UNR correspondence, or on the UNR website, or in the Career Center.

Athletics Schedules

Please check out the [athletics calendar](#).

You can also download the Activity Scheduler App to see sport schedules:

Apple: <https://apps.apple.com/us/app/activity-scheduler/id877988259>

Android: https://play.google.com/store/apps/details?id=com.rschooldtoday.activityscheduler&hl=en_US&gl=US

Employment Opportunities – Love being at the school and volunteering? Join the Highlander Staff!

Email: tcahill@washoeschools.net if interested 😊

- **Counseling Asst./Library Asst** 35 hrs. (benefited): Most time will be assisting with College/Career & Counseling dept. [Incline High School - Library Assistant I/ Library Associate I \(35 hrs/wk, 185 days\) \(powerschool.com\)](#)
- **Teacher Aide II SpEd:** (Resource=27 hrs., 1:1 =32.5 hrs. benefited position, & CLS=27hrs) [Incline High School - Teacher Aide II SpEd 1:1 Resources \(27 hrs/wk, 180 days\) \(powerschool.com\)](#) email: tcahill@washoeschools.net
- **Clerical Aide:** (23.5 hrs.)
- **Night Custodian:** [Incline High School - Night Custodian \(40 hrs/wk, 260 days\) \(powerschool.com\)](#)
- **Family Graduation Advocate** (Spanish Speaking/Writing) This is a very important position. We are looking for someone to advocate for all families and support all students to graduation. – Email Ms. Cahill tcahill@washoeschools.net

Meet Your Grade Parent Representatives

Do you have a question that you need answered? Ask your grade parent rep! Send them an email to be added to their communication list.

- Freshman – Tara Cannon tara.cannon347@gmail.com
- Sophomores – Heather Shook heathershook528@gmail.com
- Juniors – Kristi Santina santinamom5@yahoo.com
- Seniors – Vicki Cruz vicki@vickicruzphotography.com

How To Keep Informed

- Be sure the school has your email address and phone number for weekly communications from the school
- Check the [school website](#) and [events calendar](#)
- Follow the [school Facebook page](#)
- [Join the Boosters](#) and come to meetings

- Sign up to receive updates from your Parent Grade Representatives (see above)

COVID

Please continue to use the District's COVID self-screener ([the screening tool](#)) every day before leaving for school and be vigilant about handwashing and other measures to keep yourself safe throughout the day. This past week we had several positive COVID cases. Although we are no longer excluding students and adults who may have been in close contact with an individual having COVID, in a school setting exposure is always a possibility. If you or your child is experiencing any symptoms outlined on the self-screener, please follow those directions closely. Additional guidance regarding what to do if you are ill or if you have been in close contact can be found here ([this webpage](#)).

Por favor, continúe usando la autoevaluación de detección de COVID del distrito ([la herramienta de detección](#)) diariamente antes de salir a la escuela y esté atento al lavado de manos y otras medidas para mantenerse seguro durante el día. Esta semana pasada tuvimos 2 caso positivos de COVID. A pesar de que ya no excluimos a los estudiantes y adultos que puedan haber estado en contacto cercano con una persona con COVID, en un entorno escolar la exposición es siempre una posibilidad. Si usted o su estudiante están experimentando alguno de los síntomas que se indican en la autoevaluación, por favor, siga las instrucciones de cerca. Orientación adicional sobre lo que debe de hacer si usted está enfermo o si ha estado en contacto cercano, está aquí ([esta página web](#)).

Other Resources (live links below)

- [Incline High School Website](#)
- [Block Schedule – Check for new updates!](#)
- [School Year Calendar – Updates happen frequently](#)
- [School Policies](#)

If you have any questions or feedback, you'd like to give us, please email: tcahill@washoeschools.net

It takes a village to build a Highlander and we love, appreciate, and are forever grateful for our Village.

Go Highlanders!!!