

2022-2023



Williamsburg Jr./Sr. High School

Student/Parent Handbook

"ALL STUDENTS WILL BE GIVEN THE OPPORTUNITY TO
SUCCEED IN A CHANGING WORLD AND BECOME
POSITIVE CONTRIBUTORS TO SOCIETY."

- WCSD MISSION STATEMENT

515 WEST THIRD STREET
WILLIAMSBURG, PA 16693
PH: 814-832-2125
FAX: 814-832-0115
WWW.WILLIAMSBURG.K12.PA.US

...TABLE OF CONTENTS...

| | |
|---|--|
| Welcome Letter..... 3 | Employment Certificate..... 24 |
| ... OUR SCHOOL... | - Health Services..... 24-26 |
| - District Office Admin Personnel..... 4 | - Student Activities..... 26 |
| - School Board Members | |
| - High School Office Personnel | |
| - High School Office Staff | |
| - Discipline Philosophy..... 5 | |
| - Alma Mater | |
| ...CURRICULUM & ACADEMIC EXPECTATIONS... | ...ATTENDANCE POLICY... |
| - Scheduling Guidelines..... 6 | - Attendance Regulations..... 26-27 |
| - Promotion Policy (9-12) | - Attendance Procedures..... 27 |
| - Graduation Requirements..... 7-8 | - Parent Notification..... 28 |
| - Pathways to Graduation | - Attendance Consequences |
| - Portfolio Requirements | - Truancy and Habitual Truancy |
| - Course Selections (9-12)..... 9-10 | - Educational & Postsecondary Trips..... 29 |
| - Dual Enrollment Programs..... 10-11 | - Tardy Policy |
| - Rec. Course Guidelines (9-12)..... 11-12 | - Daily Schedule..... 30 |
| - Schedule Changes..... 12 | |
| - Vocational Education (GACTC)..... 13-14 | ...STUDENT CODE OF CONDUCT... |
| - Rec. Course Guidelines (7-8)..... 15 | - Discipline Code..... 31-34 |
| - Promotion Policy (7-8) | - Plagiarism & Cheating..... 34-35 |
| - Grading..... 15-16 | - Description of Discipline Measures..... 35-39 |
| - Report Cards & Progress Reports..... 16 | Title IX |
| - Honor Roll Criteria..... 16 | - Dress Code..... 39-40 |
| - WHS National Honor Society..... 17 | - Dances..... 40 |
| - Junior High Scholarship..... 18 | - Junior/Senior Prom |
| - Testing & Surveys..... 18 | - Student Parking/Driving |
| - Expected Testing Windows | - Cafeteria..... 41 |
| - Athletic/Extra Cur. Eligibility Req..... 19 | - Books & Equipment |
| - Homework Guidelines | |
| - Make-Up Work Guidelines | ...REGULATIONS AND PROCEDURES... |
| ...SERVICES/ACTIVITIES... | - New Student Requirements..... 41 |
| - Guidance Services..... 20 | - Change of Address..... 42 |
| - Student Assistance Program (SAP) | - Withdrawal from School |
| - Education for Homeless Youth | - Hall Passes |
| - Special Education Dept..... 21 | - Lockers/Locks |
| - Chapter 14/IDEA..... 21-23 | - Emergency Procedures..... 43 |
| - Chapter 15/Service Agreements..... 23 | - Weather Emergencies & Early Dismissals..... 44 |
| - Chapter 16/Gifted Program | - Flexible Instruction Day (FID) |
| - Alternative Education | |
| - ESL Program |District Calendar..... |
| - Summer School | |

WILLIAMSBURG COMMUNITY SCHOOL DISTRICT

All students will be given the opportunity to succeed in a changing world and become positive contributors to society.

Williamsburg Elementary School

607 Sage Hill Drive
Williamsburg, PA 16693
Phone: 814-832-2125
Fax: 814-832-3042



Williamsburg Jr./Sr. High School

515 West Third Street
Williamsburg, PA 16693
Phone: 814-832-2125
Fax: 814-832-0115

Lisa M. Murgas

Superintendent

Jennifer A. Metzler

Elementary Principal

Kalie R. Zabrosky

Business Manager

Jennifer L. Frederick

High School Principal

Welcome to the 2022-2023 school year at Williamsburg Jr./Sr. High School. This handbook will serve as a guide to the students, families, teachers, administration, and community on how we plan to collaboratively work together to attain daily success. Within this handbook, you will see the services we offer, as well as, our expectations for students.

The student/parent handbook contains information on Our School, Curriculum and Academic Expectations, Services & Activities, Attendance Policy, Student Code of Conduct, and Regulations and Procedures.

The mission of Williamsburg Community School District is that "All students will be given the opportunity to succeed in a changing world and become positive contributors to society." This opportunity is formulated in their education. Education is something that one must obtain and which comes from personal effort. The school can and will offer the opportunity and assistance your child needs but the total education of your child cannot be completed without home cooperation.

We provide many learning opportunities, extra- and co-curricular, that contribute to developing the "whole student." We encourage students to participate in activities in order to better integrate themselves into the school community and to experience learning outside of the classroom.

If you have any questions, please do not hesitate to contact us and we will gladly assist you. Let's make this a great year **because everyday is a great day to be a Pirate!**

Mrs. Jennifer L. Frederick

WHS Secondary Principal

The Williamsburg Community School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex and handicap in its activities, programs or employment practices as required by Title VI, Title IX, and Section 504.

For more information regarding civil rights or grievance procedures, contact Lisa Murgas, Section 504 Coordinator, at Williamsburg Community School District, 515 West Third Street, Williamsburg, PA 16693 or call (814) 832-2125.

For more information regarding services, activities, and facilities that are accessible to and usable by handicapped persons contact Lisa Murgas, Support Programs Coordinator (814) 832-2125.

...PART 1 – OUR SCHOOL...

| ...District Office Administration Personnel... | ...High School Staff... |
|--|---|
| Lisa M. Murgas, Superintendent Tina L. Bowmaster, Administrative Secretary Kalie R. Zabrosky, Bus. Manager/Board Secretary Melissia Lindemann, Asst. Bus. Manager | Ms. Robyn Bechtel (Ag Science) Mr. Michael Farrell (Science/ Phys. Ed) Mr. Shane Gallagher (Science) Mrs. Michelle Parks (Science) |
| ...Williamsburg Community School Board... | Mrs. Jana Mock (Phys. Ed/ Health) |
| Dr. Barry M. England, President | Mrs. Emily Carper (HS English) |
| Benjamin C. Postles, Vice President | Mr. Logan McKee (JH English) |
| Patricia A. Kensinger, Treasurer | Mrs. Elisabeth McMullin (HS English) |
| Louis Brennemann | Mrs. Suzanna Long (JH & SH History) |
| Joseph Detwiler | Mr. S. Kelly Over (SH History) |
| Adam Hileman | Mrs. Angela Detwiler (JH Math & SH F&CS) |
| Austin McMonagle | Mr. Micah Lingenfelter (SH Math) |
| Jill Norris | Mr. Brian McCune (JH & SH Math) |
| Carlee K. Ranalli | Mrs. April Wheland (JH Math) |
| ... High School Office Personnel... | Mrs. Juliana Estrada-Nevins (Spanish) |
| Mrs. Jennifer L. Frederick, Principal | Mrs. Christine Rhoads (Music) |
| Mrs. Carrie Loose, Guidance | Ms. Chanelle Meadows (Art) |
| Mrs. Bonnie Laughlin, Social Worker | Mrs. Natalie Houtz (JH LS & Math) |
| Mrs. Julia Everhart, Principal Secretary | Mrs. Cathy Mock (SH LS) |
| Not Yet Determined, Secretary | |
| Mrs. Christine Ebersole, Nurse | |
| Mrs. Diane Strayer, Paraprofessional | |

... DISCIPLINE PHILOSOPHY...

To fulfill its primary goal, the Williamsburg Area School District sets forth discipline with levels of organization. Students are encouraged to assume responsibility for their behavior. Each student's rights and those of the entire school community must be respected. Discipline means to recognize and accept personal responsibility to function within the school community in a socially acceptable manner. Discipline is best when self-imposed. Students should recognize right from wrong and act accordingly.

The school recognizes the following building-wide expectations for students to facilitate a proper learning environment: (1) Be Prepared; (2) Be Respectful; (3) Be an Active Learner; and (4) Be Safe.

Students are to be mindful of these four expectations in all areas of school life. Furthermore, students are responsible for learning how these four expectations are to be fulfilled in the different learning environments and classrooms within the secondary school setting.

... ALMA MATER...

The Williamsburg Community School District's alma mater was written by Martin L.F. Miller, while the music was composed by Williamsburg graduate, Dorothy Eastep.

Hail to Williamsburg School, Dear Alma Mater!
Hail to the Blue and White we proudly wear.
Hail to the glory, and verdant hillside beauty!
Williamsburg High School! Williamsburg High School!
Thy sons will evermore be true to thee!

Classmen now raise a song to our Alma Mater!
Sing of her honored sons of history!
We, now with them, pledge our loyalty and honor!
Williamsburg High School! Williamsburg High School!
Thy sons will evermore be true to thee!

May years that come bring thee joy, Alma Mater,
Joy that they sons are ever true to thee!
Time will but deepen the reverence we give thee!
Williamsburg High School! Williamsburg High School!
Thy sons will evermore be true to thee!



PART II – CURRICULUM AND ACADEMIC EXPECTATIONS

... SCHEDULING GUIDELINES AND ACADEMIC EXPECTATIONS...

In order to earn a diploma from Williamsburg Jr./Sr. High, students must complete the following requirements:

- * Demonstration of proficiency on the following Keystone exams: Algebra I, Literature, and Biology
 - > If unsuccessful, students must complete one of the pathways (see Pathways to Graduation)
- * Satisfactory completion of the Senior Portfolio.
- * Successful completion of 26 credits, with a minimum distribution in following specified content areas:

| | WHS CREDIT RE- QUIREMENTS | WHS/GACTC CREDIT RE- QUIREMENTS |
|----------------------------------|--------------------------------------|--|
| English | 4.0 | 4.0 |
| Mathematics | 4.0 | 4.0 |
| Science | 4.0 | 3.0 |
| Social Studies | 4.0 | 3.0 |
| Physical Education/Health | 2.0 | 2.0 |
| Arts & Humanities | 2.0 | 2.0 |
| Electives | 6.0 | 8.0 |
| TOTAL CREDITS REQUIRED | 26 | 26 |

**Students must accumulate the following credit requirements in order to be promoted to each grade level (Board Policy #215).

| | |
|-----------------------|------------|
| Grade 10 (Sophomores) | 6 credits |
| Grade 11 (Juniors) | 13 credits |
| Grade 12 (Seniors) | 19 credits |

... GRADUATION REQUIREMENTS...

- Graduation from Williamsburg High School shall be based upon the completion of four years of work in the high school comprising the 9th, 10th, 11th, and 12th grade levels.
- Credit requirements are listed in a following section (Course Requirements).
- Students will need 4 credits of English, 4 credits of Social Studies, 4 credits of Science, 4 credits of Math, 2 credits of Wellness and Fitness, 2 credits of Arts and Humanities, 6 credits of electives (see pg. 6 for GACTC requirements).
- Senate Bill 1095, which was signed into law by Governor Tom Wolf on October 24, 2018, shifts Pennsylvania’s reliance on high stakes testing as a graduation requirement to provide alternatives for high school students to demonstrate readiness for postsecondary success. Formerly, Pennsylvania’s graduation requirement was more restrictive, requiring most students to pass the Keystone Exams — end of course exams in Algebra I, Literature, and Biology. Senate Bill 1095 will expand the options for students to demonstrate postsecondary readiness using four additional pathways that more fully illustrate college, career, and community readiness. The statewide graduation requirement takes effect for the graduating class of 2023. Students can meet the statewide graduation requirement by completing one of the following:

... PATHWAYS TO GRADUATION...

| Keystone Proficiency Pathway | Keystone Composite Pathway | Alternate Assessment Pathway | Evidence Based Pathway |
|---|---|--|--|
| Score Proficient or Advanced on each Keystone Exam: Algebra 1 Literature Biology | Score Proficient or Advanced on one of the three Keystone Exams - No less than Basic on the other two exams AND - Have a composite score of 4452 between all three exams | Pass all 3 classes associated with the Keystone Exams (Algebra 1, English 10, and Biology) AND - PSAT score of 970 OR -SAT score of 1010 OR - ACT 21 OR - ASVAB-minimum score for armed services OR - Acceptance in an accredited 4-year nonprofit institution of higher learning for college-level coursework | Pass all 3 classes associated with the Keystone Exams (Algebra 1, English 10, and Biology) AND 3 pieces of evidence consistent with the student’s goal and career plans, which include... - SAT Subject test 630 OR - Acceptance in an accredited nonprofit institution of higher learning and evidence of the ability to enroll in college-level coursework OR -Attainment of an industry-recognized credential OR - Successful completion of a Dual Enrollment Course OR - Completion of a service learning project (Graduation Portfolio) OR - Proficient or Advanced on a Keystone Exam OR - Letter guaranteeing full-time employment OR - A certificate of successful completion of an internship or co-op program OR - Satisfactory compliance with the NCAA’s core course for college-bound student athletes with a minimum GPA of 2.0 |

... PORTFOLIO REQUIREMENTS...

| Activity | Grade Level |
|----------------------|---|
| Career Paper | 9 |
| Letter of Interest | 11 |
| Resume | 11 |
| Interview | 12 |
| Letters of Reference | 3 Total – no personal; Only one from WHS Faculty member |
| Applications | 2 Total |
| Community Service | 20 Hours (see note below) |

Portfolio requirements are subject to change in accordance to school policy. In the event that a requirement changes, students will be notified in advance and given sufficient time to meet new requirements. Certain parts of the portfolio that are a required part of a course must be submitted for grade promotion. The credit requirements are set at a minimum. Fulfilling these requirements does not excuse students from scheduling academic courses in his/her senior year.

Community Service Hour requirements include: no payment received; benefits someone or group in need; complete form with an adult signature; only 50% of hours can be in one place; no more than 20% of hours can be completed by a relative. It is the student's responsibility to see their academic advisors for acceptable forms of community service.

All graduation requirements must be met by students intending to participate in commencement. Senior students will be required to have their portfolios completed by the end of March. During the month of April, they will formally present their portfolios and their plan after graduation to a group that includes, but not limited to, their advisor, HS principal, and guidance counselor. Students will be given a rubric to follow and it will be a part of their English grade.

In mid- April of each year, a senior grade assessment is conducted. Any senior in danger of failing will receive a letter, warning that their participation in commencement is in jeopardy. Any detention hours must be completed prior to commencement.

Seniors must hand in their completed graduation portfolios to their academic advisor by announced date.

... COURSE SELECTIONS (GRADES 9-12)...

| ENGLISH (4 credits needed) | |
|--|------------|
| Course | Credit |
| English 9 | 1.0 |
| English 10 | 1.0 |
| English 11 | 1.0 |
| English 12 | 1.0 |
| Tech. English | 1.0 |
| College Eng. 101 ** | 1.0 |
| College Eng. 102 ** | 1.0 |
| Science (4 credits needed) | |
| Course | Credit |
| Biology | 2.0 |
| Physical Science | 1.0 |
| Chemistry w/ Lab | 1.4 |
| Chemistry w/o Lab | 1.0 |
| Physics w/ Lab | 1.4 |
| Anatomy | 1.0 |
| Horticulture | 1.0 |
| Animal Science | 1.0 |
| General Science | 1.0 |
| Natural Resources | 1.0 |
| * Biology is a double period, however it will only count for 1 Science class | |
| Wellness and Fitness (2 credits needed) | |
| Course | Credit |
| Phys Ed 9 | 1.0 |
| Phys Ed 10 (Sem) | 0.5 |
| Health 10 (Sem) | 0.5 |
| Phys Ed Elective (Sem/ FY) | 0.5 or 1.0 |
| Foreign Language (2 credits needed) | |
| Course | Credit |
| Spanish I | 1.0 |
| Spanish II | 1.0 |
| Spanish III | 1.0 |
| Spanish IV ** | 1.0 |

| MATHEMATICS (4 credits needed) | |
|---|------------|
| Course | Credit |
| Math 9 | 1.0 |
| Applied Algebra I | 1.0 |
| Algebra IB | 1.0 |
| Acc. Algebra IB | 1.0 |
| Honors Algebra I | 1.0 |
| Algebra II | 1.0 |
| Honors Algebra II | 1.0 |
| Geometry | 1.0 |
| Honors Geometry | 1.0 |
| Precalculus | 1.0 |
| Calculus ** | 1.0 |
| Statistics ** | 1.0 |
| Resource Management | 1.0 |
| Technical Math | 1.0 |
| Integrated Math | 1.0 |
| SOCIAL STUDIES (4 credits needed) | |
| Course | Credit |
| American Cultures II | 1.0 |
| World Cultures | 1.0 |
| HS Psychology | 1.0 |
| Civics | 1.0 |
| Social Problems | 1.0 |
| College Sociology ** | 1.0 |
| College Psychology ** | 1.0 |
| Philosophy | 0.5 |
| Law (Sem) | 0.5 |
| Social Problems | 0.5 |
| Art & Electives (7 credits needed) | |
| Course | Credit |
| Intro to Art | 1.0 |
| Visual Arts | 1.0 |
| Studio Art | 0.5 or 1.0 |
| Marching Band | 0.4 |
| Concert Band | 0.6 |
| Chorus | 0.4 |

** College Level—Dual Enrollment

| Art & Electives (7 credits needed) | |
|---|------------|
| Course | Credit |
| Fam & Cons Science | 0.5 |
| Intro to Ag | 1.0 |
| Ag Mechanics I | 0.5 or 1.0 |
| Ag Mechanics II | 0.5 or 1.0 |
| Supervised Ag Exp (SAE) | 1.0 |
| Ag Internship | 3.0 |

| Art & Electives (7 credits needed) | |
|---|--------|
| Course | Credit |
| Public Speaking (sem) ** | 1.0 |
| Student Aide | 1.0 |
| GACTC | 3.0 |
| Learn & Earn | 0.0 |

** College Level—Dual Enrollment

... DUAL ENROLLMENT PROGRAM (ON CAMPUS)...

Williamsburg High School students have the opportunity to accrue college credit by way of partnerships with Allegany College of Maryland, Mount Aloysius, and Penn Highlands. Costs and registration procedures differ by college/university and typically occur in the fall. Additional opportunities may become available during the course of the year.

Courses available:

| Allegany College of Maryland | Mount Aloysius College | Penn Highlands |
|-------------------------------------|-------------------------------|-----------------------|
| College Sociology | Calculus (College Algebra) | Public Speaking |
| College Psychology | Statistics | |
| College English 101 | | |
| College English 102 | | |
| Spanish IV | | |

Williamsburg Community School District is also articulated with Delaware Valley University and Rutgers University. Students completing the entire Agriculture-General Career and Technical Education (CTE) program have the potential to receive 12 credits of college course work if they choose to attend Delaware Valley. The college credits attained would be:

CASE-Agriculture, Food and Natural Resources (Intro to Ag): This course satisfies 3 credits of electives within the Agriculture Business major.

CASE-Agriculture Science-Animal (Animal Science): This course satisfies 3 credits of restricted electives in the Animal Science major.

CASE-Agriculture Science-Plant (Horticulture): This course satisfies 3 credits of restricted electives in the Plant Science major.

CASE-Agriculture Natural Resources and Ecology (Natural Resources): This course satisfies 3 credits of restricted electives in the Agriculture Business major.

Students completing the entire Agriculture-General Career and Technical Education (CTE) program are eligible to receive 13.5 credits of college course work if they choose to attend Rutgers University. The college credits attained would be:

| | |
|-------------------|---|
| Animal Science | Science of Food |
| Plants and People | Concepts and Issues in Biotechnology |
| Horticulture | Principles of Natural Resource Management |

*Admission to the Agriculture-General Career and Technical Education (CTE) program will be based on fulfilling the entry requirements pertaining to discipline and attendance along with the signed and completed vocational objective field form pertaining to the program. Continuation in the program is dependent upon successfully completing the sequence of courses set for the program. SAE required for completion of the Agriculture-General CTE program.

... DUAL ENROLLMENT PROGRAM (OFF CAMPUS)...

Students that have maintained a 93% (“A”) average at WHS are also eligible to take dual-enrollment courses off-campus at Juniata College during their junior and/or senior years. Students must have their credits aligned to graduate at WHS and be in good standing in order to take advantage of this opportunity. Comparable college courses may be substituted for any of the major subjects. Students should begin planning for these courses early in their high school careers.

Students who take college courses through an institution of higher learning while in high school will be required to submit grades to the guidance office upon completion of courses. Students taking advantage of dual-enrollment opportunities at WHS will have these courses reported on their transcripts. Students participating in outside post-secondary opportunities (i.e., off-campus credits, online credits) must indicate **before** taking the course if grades will be added to the *Permanent Transcript* and will be included in the final GPA.

... RECOMMENDED COURSE GUIDELINES (GRADES 9-12)...

Student course selection should be based upon credit requirements at WHS, student planning for career and college readiness, and student interests. Students should consult with the school counselor about their individual schedules and communicate with their families about their choices. In order to have more opportunities for elective choices in later years, students should follow the recommended courses listed below and take a holistic approach to the scheduling process each year, noting, to the best extent possible, the options for future years.

| GRADE 9 | |
|---------------------|--------|
| <i>Recommended</i> | Credit |
| English 9 | 1.0 |
| American Cultures 2 | 1.0 |
| Mathematics | 1.0 |
| Biology 9 | 2.0 |
| Spanish 2 | 1.0 |
| Physical Education | 1.0 |
| Intro to Art | 1.0 |

| GRADE 10 | |
|--------------------|--------|
| <i>Recommended</i> | Credit |
| English 10 | 1.0 |
| World Cultures | 1.0 |
| Mathematics | 1.0 |
| Science | 1.0 |
| Health | 0.5 |
| Physical Education | 0.5 |
| Electives | 2.0 |

| GRADE 11 | |
|--------------------|--------|
| <i>Recommended</i> | Credit |
| English 11 | 1.0 |
| Civics | 1.0 |
| Mathematics | 1.0 |
| Science | 1.0 |
| Electives | 3.0 |

| GRADE 12 | |
|--------------------|--------|
| <i>Recommended</i> | Credit |
| English | 1.0 |
| Social Studies | 1.0 |
| Mathematics | 1.0 |
| Science | 1.0 |
| Electives | 2.0 |

...RECOMMENDED COURSE GUIDELINES (GRADES 9-12) CONTINUED...

Grade promotion will be based upon satisfying the required course requirements for each grade level and/or staying on track to complete all credit requirements by the end of the senior year. Students not accumulating required credits for promotion may have to participate in credit recovery opportunities and/or summer school in order to graduate with their cohort peers. Administration discretion will be used as necessary.

Blended instructional courses, and courses offered through approved online providers, will be offered as approved curriculum. If taken for credit recovery purposes, these courses will be given a grade and added to the student's transcript. If taken as an elective, students will have the option to take these courses for a grade (to be added to the transcript) or as Pass/Fail. Students must indicate **before** taking the course if grades will be added to the *Permanent Transcript* and will be included in the final GPA.

Courses are subject to change based upon enrollment and curriculum revisions. Student Aide will be assigned only when other courses are not available.

Credits will be assigned based upon instructional time, i.e., in 0.2 credit increments based upon days in class. In special circumstances, credit will be awarded with administrative discretion. Any course not already used in another category may be considered an elective.

...SCHEDULING/SCHEDULE CHANGES...

Schedule changes at the beginning of the year will only occur if there is a need to change the master schedule or if a faculty member determines that an individual change is in the best interest of the student. Students must take the time to plan their schedule for the following year when the guidance counselor and academic advisor are conducting scheduling.

Students cannot change schedules from a core subject to serve as a student aide. All credits must be in line for a student to serve as a student aide (student aide designations will only be assigned if other courses are not available).

In addition, at anytime during the year, the administration may adjust/change individual or overall schedules for extracurricular activities (assemblies, sporting events, etc.) and academic support, remediation, or enrichment.



...VOCATIONAL EDUCATION (GACTC)...

There are nearly 30 courses available to students in grades 10, 11, and 12 through the Greater Altoona Career and Technology Center and Williamsburg High School. Since all of the various courses are designed to prepare individual students for high levels of skill and competency in a particular trade or vocation, it is imperative that students enter the program selected for the entire sequence to gain full benefit.

The WCSD reserves the right to set requirements for admission to, and continued enrollment in, the GACTC. The following are requirements set up by the school board for one to be considered for admission: a student must be in good academic and behavioral standing in grades 7, 8, and 9. Consideration for admission of students who have been identified as eligible and in need of a special education program and services will be determined by the Individualized Educational Program (IEP) team as set forth in the regulations of the IDEA, 22 Pa Code Ch. 14, and ADA.

Once enrolled at the GACTC, students must continue to maintain a satisfactory academic record at both the GACTC and WHS. If students violate any of the standards for admission, do not have credits aligned for graduation, or if students fail more than one core content course at WHS in an academic year, consideration will be given for removal from the GACTC program. Students will also have to abide to the attendance policy set forth by the GACTC. Failure to do so will result in removal from the GACTC program.

Total days a student can miss before being dismissed from the CTC:

Year 1 - 20 at semester end/ 40 total

Year 2 - 20 at semester end/ 35 total

Year 3 - 15 at semester end/ 30 total

Parents and students should know that students entering the Career and Technology Center during half of the school day are subject to rules and regulations of the Greater Altoona Career and Technology Center. During their three years of attendance at the GACTC, students will receive their instruction in English, Science, Math, Social Studies, Health and Physical Education at Williamsburg High School. This joint education process offers preparation for college and career readiness. Please make note that students not fulfilling their yearly credit requirements and course expectations will have limited opportunities to schedule additional electives and credit recovery opportunities at WHS. Therefore, careful consideration should be made to student schedules throughout high school.

The following courses are available at the GACTC:

| | | |
|---|---|------------------------------------|
| Administrative Office Specialist | Culinary Arts | Interior Decorating & Finishing |
| Automotive Diesel Technology | Dental Assistant | Logistics & Materials Management |
| Automotive Technology | Digital Communications | Masonry |
| Baking & Pastry Arts | Digital Printing Technologies | Outdoor Power Equipment Technology |
| Cabinetmaking/Finished Carpentry | Drafting/Design Technology | Precision Machining |
| Carpentry/Construction | Electrical Trades | Retail Marketing/Entrepreneurship |
| Collision Repair & Refinishing Tech. | Electro Mechanical Engineering Technology | Service Occupations |
| Computer Programming/Oracle Programming | Emergency Services | Visual Arts Technologies |
| Computer & Networking Technology | Health Occupations | Welding Technology |
| Cosmetology | HVAC/Plumbing | |



... VOCATIONAL EDUCATION (GACTC) CONTINUED...

Please visit the Greater Altoona Career & Technology Center (GACTC) website, www.gactc.edu, for current policies, procedures, and up to date announcements including:

- How to apply to the GACTC
- GACTC Program Directory
- Faculty/Staff Directory
- 2022-2023 GACTC Academic Calendar
- Scholarship Information and Applications

Other important parent and student resources are also available on the website including the most recent version of the GACTC Student/Parent Handbook. Please refer to the GACTC Student/Parent Handbook for information regarding but not limited to the following:

- Student Arrival and Dismissal Times/Instructions
- Absence Excuse Procedures
- Instructions for updating your contact information
- GACTC Infinite Campus Login for access to updated information on your student's academics and attendance

For more information please call the GACTC at 814-941-TECH.



... RECOMMENDED COURSE GUIDELINES (GRADES 7-8)...

Credit requirements are obtained through the classes listed below. Please note that 7th and 8th grade course offerings are subject to change according to student needs, classroom size, and staff availability.

| Grade 7 | |
|---------------------------|---------|
| <i>Course</i> | Credit |
| English Language Arts 7 | 1.0 |
| Math 7 or Pre-Algebra | 1.0 |
| Science 7 | 1.0 |
| Geography | 1.0 |
| Health and Wellness | 0.5 |
| Physical Education | 0.5 |
| Electives | |
| Band | 0.6 |
| Chorus | 0.4 |
| Grade 7 Enrichment | |
| Music 7 | 0.5 P/F |
| STEM 7 | 0.5 P/F |
| RWE 7 | 0.5 P/F |
| Study Skills | 0.5 P/F |

| Grade 8 | |
|---|----------|
| <i>Course</i> | Credit |
| English Language Arts 8 | 1.0 |
| Math 8, Alg 1A, Acc Alg 1A, Honors Alg 1* | 1.0 |
| Science 8 | 1.0 |
| American Cultures 1 | 1.0 |
| Spanish 1* | 1.0 |
| Physical Education | 0.2 |
| Electives | |
| Band | 0.6 |
| Chorus | 0.4 |
| Grade 8 Enrichment | |
| Home Economics 8 | 0.33 P/F |
| Industrial Arts 8 | 0.33 P/F |
| Music 8 | 0.33 P/F |

Note: Honors Algebra 1 and Spanish 1 each count as a high school credit.

... PROMOTION POLICY (GRADES 7-8)...

If a 7th or 8th grade student fails two (2) core content subjects or more, he/she will be considered for grade retention the following year (*Board Policy 215*). Students that fail two (2) or more courses may need to complete summer school courses for grade promotion.

... GRADING...

Grading is an essential element of monitoring student progress in each course and the overall curriculum at WHS, which ensure that students achieve the basic level of proficiency in required courses. Due to the variety of grade levels, content areas, and subject matter that comprises the curriculum at WHS, multiple measures of assessing student performance and progress are utilized.

Course grades will be derived from student performance on assessments which may include written work by students, teacher-developed quizzes and tests, homework, formative assessments, diagnostic assessments, experiments, works of art or performances, student portfolios, standardized school, state, or national examinations, and student participation. Assessment strategies are to be objective in nature and are to reflect student demonstration of learning and reward students for their efforts. Students must complete assessments and course expectations in order to receive credit and grades for the assessments.

... GRADING (CONTINUED)...

The following grading scale has been established by the Williamsburg Community School District:

| Percentage | Grade |
|-------------------|--------------|
| 93% - 100% | A |
| 85% - 92% | B |
| 77% - 84% | C |
| 70% - 76% | D |
| 69% or below | F |

* Marking Period grades are reported by percentages

... REPORT CARDS AND PROGRESS REPORTS...

Grades are reported to students and parents every nine weeks and the grades are placed on the report cards. Averaging the four marking period grades will derive the final course grade. Mid-term and final exams may be given and will be part of the Term 2 and Term 4 grades. Parents and students will also receive notification of progress reports. A progress report is a warning that a student is in danger of failing a course. This report occurs midway through each marking period.

A student's grade can be accessed via the online Skyward program. Student grades will be updated periodically during each marking period. Students and parents are encouraged to regularly check the grading of assignments and correspond with classroom teachers in order to accurately gauge the student's progress in the course.

... HONOR ROLL CRITERIA...

The *Honor Roll* will be determined by grade point average values. When a student receives a grade in a course, the level of the course determines the number of grade points that the student receives for the course. A higher-level course will allow students to receive more grade points than the lower-level courses. Students are also required to take at least 4 credits of course work to be placed on the honor or merit roll. Course levels will be available upon request.

| High Honors | Honor Roll | Merit Roll |
|----------------------------|----------------------------|----------------------------|
| 95% average (or above) | 93% average | 90% average |
| No grade below 93% | No grade below 85% | No grade below 82% |
| No (20) Fail – Citizenship | No (20) Fail – Citizenship | No (20) Fail – Citizenship |

Each student will receive a *citizenship grade* in each course. Citizenship grades are given on the basis of Honor, Pass, Needs Improvement, or Fail (H, P, N, F). Students receiving a failing citizenship grade in any course will be prohibited from being placed on the honor or merit roll. Parents and guardians are strongly encouraged to contact the classroom teacher if their student receives an "N" or "F".

...WHS NATIONAL HONOR SOCIETY...

- Candidates eligible for selection to the chapter shall have a minimum cumulative 93% average. This scholastic level of achievement shall remain fixed and shall be the required minimum level of scholastic achievement for admission to candidacy. All students who rise in scholarship to or above such standard may be admitted to candidacy for selection to membership. Upon meeting the grade level, attendance, and GPA standard requirements, candidates shall then be considered based on their service, leadership, and character.
- Academically eligible students are notified and told that for further consideration for selection they must complete the activity sheet for leadership and service. This sheet outlines the number of activities a student must be involved in.
- A list of academically eligible students is shared with the faculty who confidentially assess each student's character 2 times a year (after each of the first three marking periods) every year. Faculty criteria include integrity, positive behavior, cooperation, and ethics. Faculty members assess only those students they feel qualified to judge. For a student who is being considered for membership, four negative assessments regarding character, that are based on professional judgment and action by the staff, will remove a student from further consideration for that year. For a student who is already a member, four or more negative assessments will result in a hearing for dismissal consideration in front of the faculty council.
- If a potential inductee received 1 – 3 negative character assessments, the faculty council reviews student information, activity points, and character assessments to determine membership. If a current member received 1 – 3 negative character assessments, the faculty council reviews student information, activity points, and character assessments to determine if a hearing for dismissal consideration is necessary or if a warning for improvement will be issued. Final selection of inductees to the National Honor Society and current members of the National Honor Society shall be by a majority vote of the faculty council (3 to 5 members). The faculty council is limited to five voting members by the National Constitution of the National Honor Society.
- Any flagrant violation committed by a National Honor Society Member will automatically result in a hearing for dismissal consideration. A flagrant violation is defined as: 4 or more negative character assessments, level 1, 2, or 3 (level 3 as determined by the faculty council) disciplinary offenses explained in the student handbook, or a flagrant violation of school rules or laws. NHS Members who receive in-school-suspension for a level 3 offense will be reviewed by the faculty council and a hearing for dismissal consideration will be held. NHS Members who receive in-school-suspension for a level 1 or 2 offense will have a hearing in front of the faculty council for possible dismissal.
- Students in NHS must maintain a level of decorum at all times and uphold the characteristics of an NHS member. NHS members will receive bylaws and the standards and obligations of members. Students who fall below NHS standards (other than the violations listed above):
 - ◆ Shall promptly be warned in writing by the NHS advisor of the nature of the violation, the time period given for improvement, and the possible consequences of non-improvement. The letter will be followed by a conference between the member and the NHS Advisor. Each member's grades will be assessed every marking period, and if found deficient, the member and his or her parents or guardians will receive a warning letter and the member will be given until the end of the following marking period to return to at least a cumulative 93% average. If the citizenship grade is an "unsatisfactory," the member will be given one marking period to return the grade to passing. A member must continue to maintain the number of extracurricular activities originally required for admission into the Society.
 - ◆ Shall become responsible for whatever disciplinary measures are considered appropriate by the Faculty Council if he or she does not correct the deficiency within the specified time.
 - ◆ In the case of flagrant violation of school rules or laws, a member does not have to be warned. If the council determines that the facts warrant consideration for dismissal, the member will then be notified of a hearing with Faculty Council.

...JUNIOR HIGH SCHOLARSHIP...

All Junior High students with a 95.0% overall grade average or higher through the first two marking periods will be eligible for Jr. High Scholarship. This coincides with high school students and National Honor Society.

...TESTING/SURVEYS...

Students will periodically be required to take tests. Tests include, but are not exclusive to the following: PSSA, Keystone Exams, Stanford Achievement Test, ASVAB, Myers/Briggs, Self-Directed Search, Classroom Diagnostic Tools (CDTs) and college placement tests required by the post-secondary institutions we have a concurrent enrollment agreement with. The ASVAB, Myers/Briggs, Keystone Exams and SDS are beneficial to the guidance department in searching vocational interests of the students. Prior to the PSSA and Keystone Exam state assessment testing, and the ASVAB, NOCTI, and PSATs, parents will be notified by letters sent home.

| WHS Senior High Students | |
|--|---|
| ASVAB | September 2022 |
| PSAT 11 | October 12, 2022 |
| PSAT 9 | TBD |
| Keystone Exams – Winter/ Spring Windows | December 5-16, 2022 January 4-18, 2023 May 15-26, 2023 |
| NOCTI | April 2023 |
| SATs | August 27, October 1, November 5, and December 3, 2022; March 11, May 6, and June 3, 2023 |
| ACTs | September 10, October 22, and December 10, 2022; February 11, April 15, June 10, and July 15, 2023 |

...EXPECTED TESTING WINDOWS...

The Keystone Exams are end-of-course exams given to students for Algebra I, Literature, and Biology. If students do not score proficient or advanced on a Keystone Assessment, they will be scheduled to take a Keystone remediation class for the following school year. Students must demonstrate proficiency by the end of their junior year. A Project-Based Assessment (PBA), Intermediate Unit local assessment, or school local assessment will be utilized to fulfill graduation requirements if a student has not previously demonstrated proficiency.

SAT and ACT testing dates will vary by location. Students should consult with the school counselor when registering for exams.

Accommodations for eligible students with special needs are available for SAT and ACT testing. Eligible students should consult with the counselor and transition coordinator to determine if accommodations are warranted and can be administered.

The Pennsylvania System of School Assessment (PSSA) exams will be given to students in Grades 3 – 8 in English Language Arts (ELA) and Mathematics. Students in Grades 4 and 8 will participate in an additional Science exam.

| WHS Junior High Students | |
|---------------------------------|-------------------|
| English Language Arts PSSA | April 24-28, 2023 |
| Mathematics PSSA | May 1-12, 2023 |
| Science PSSA | May 1-12, 2023 |

...ATHLETIC/EXTRA-CURRICULAR ELIGIBILITY REQUIREMENTS...

The Williamsburg Community School Board has approved eligibility requirements for participation in extracurricular activities that are not a part of the daily assignments. Students involved in athletics and extracurricular activities must:

- Pass a physical examination (sports only) for the current school year (no earlier than June 1st for next school year). If a student has a doctor's excuse not to participate in Physical Education, they will not be able to participate in extracurricular activities that may require physical exertion (sports, marching band, etc.)
- Obtain parental consent to participate.
- Be present in school by 9 a.m. or they cannot participate or attend in that day's activity unless they have a medical appointment with a doctor's verification.
- The student must not have more than one failing grade.
 - * Students failing to meet this requirement by Friday will be ineligible to participate in their activity from the following Sunday to Saturday.
 - * Students may have to stay for Academic Detention to give attention to the subjects they are failing or are in danger of failing.
 - * Students may be placed on Academic Probation for poor academic performance in consultation between the administration, coaching staff, and student.

Academically ineligible players must attend practice and participate in the cardio part of practice and work on their homework during the remainder of practice. They are not allowed to dress for games, but must sit on the bench with their team. These students will not travel to away games with the team. Refusal to adhere to these rules could result in removal from the team.

...HOMEWORK GUIDELINES...

Homework is an integral part of the learning process and an important component of the curriculum of the WCSD. Education is enhanced when the home and the school work as partners in learning. Homework assignments should:

- Develop responsibility, good study habits and organizational skills
- Provide practice and reinforcement of skills already presented by the teacher
- Broaden areas of interest through enrichment
- Prepare the student for classroom activities, enabling the teacher to maximize instructional time in the classroom
- Permit acceleration within specialized programs

...MAKE-UP WORK GUIDELINES...

Students are responsible to make-up all work missed on days of legal absences. Students missing/absent from school 1 or 2 days must contact their teachers via email, collect work after returning to school, and/or have a friend collect the work. Students missing 3 or more days may call the high school office to request homework.

If a student is suspended, he/she is entitled to make up the work. Arrangements must be made to pick up work in the office.

Students who are consistently missing assignments, as determined by the classroom teacher or administration, may be assigned to a structured study period, or academic detention, to complete assignments for full or partial credit, as determined by the classroom teacher. Structured study designations will be determined on an individual basis and procedures will be jointly determined by the student, teacher, and administration. Students that do not complete structured assignments may receive a zero on the assignments.

...PART III – SERVICES/ACTIVITIES...

...GUIDANCE/SOCIAL WORKER SERVICES...

All students, regardless of grade, are cordially invited to visit the guidance office whenever they feel they need the assistance of the guidance counselor and/or social worker who is there to help students with their problems.

Testing programs are available to assist all needs. Tests include mental ability, aptitudes, interest inventories, college scholarship examinations, etc. The parents and the student are always welcome to discuss the results of test scores with the guidance counselor.

...STUDENT ASSISTANCE PROGRAM (S.A.P.)...

The Student Assistance Program is a group of teachers, counselors, administrators, and the school nurse who have been trained to understand adolescent depression and chemical dependency, and to identify behaviors most frequently associated with these problems.

The basic purpose of the program is to help “at risk” students whose behaviors have had a negative impact on their ability to learn. S.A.P. provides alternative approaches to assist students (7-12) in dealing with a support system both in and out of school. The group’s goal is to aid the student before the problems become unmanageable. The S.A.P. also provides interventions by making referrals to outside agencies.

Staff from the UPMC Altoona, UPMC Western Behavioral Health of the Alleghenies (BHA), Blair County Drug and Alcohol Programs, and Impact Counselling serve as active members of the school team in assisting students and families who are having problems.

S.A.P. is a primary focus of service for non-emergency referrals. In emergency situations, the student may be taken to the UPMC Altoona Hospital. Child Abuse is a mandatory reportable offense.

The S.A.P. team will:

- Gather complete information to determine the nature and severity of the referral.
- Identify any current counseling services being provided.
- Review each case with the Mental Health and Drug and Alcohol liaisons and make recommendations.
- Intervene when necessary and refer these students to appropriate agencies.

...EDUCATION FOR HOMELESS YOUTH...

In 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act, (subsequently renamed the McKinney-Vento Homeless Assistance Act) to aid homeless persons. The Act defines the term “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence. On December 10, 2015, the Every Student Succeeds Act (ESSA) was enacted, amending McKinney-Vento. To access the Basic Education Curricular on Homeless youth, please use the following link: www.education.pa.gov or go to the school district’s website at www.williamsburg.k12.pa.us. For information regarding Homeless Youth, please contact Homeless Liaison Lisa Murgas.

...SPECIAL EDUCATION DEPARTMENT...

CHAPTER 14/IDEA

The Special Education Department provides programs and services in accordance with Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Special Education Programs for students with disabilities. A child with a disability means a child, who as the result of a multidisciplinary evaluation, is determined to meet the criteria in one or more of the following categories: intellectual disability, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities and who is determined to need special education and related services.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services are speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training.

The following definitions apply to the 13 categories of exceptionality as defined by IDEA:

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, the adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Intellectual disability means significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Multiple disabilities means concomitant impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that...

- Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
- Adversely affects a child's educational performance.

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

- Disorders not included. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Special education services are provided according to the primary educational needs of the child, not the category of disability. The types of services available are (1) learning support, for students who primarily need assistance with the acquisition of academic skills; (2) emotional support, for students who primarily need assistance with social or emotional development; (3) deaf or hearing impaired support, for students who primarily need assistance with deafness; (4) blind or visually impaired support, for students who need assistance with blindness; (5) physical support, for students who primarily require physical assistance in the learning environment; (6) autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders; and (7) multiple disabilities support, for students who primarily need assistance in multiple areas affected by their disabilities.

Williamsburg Community School District also works in conjunction with the Intermediate Unit 8, along with neighboring school districts, to provide services to all of the students that live within our boundaries.

CHAPTER 15/SERVICE AGREEMENTS

The Special Educational Department ensures students who have a physical or mental impairment have equal opportunity to participate in school programs and extracurricular activities to the maximum extent appropriate. We will provide each 504 eligible student enrolled in our district those related aids, services, or accommodations which are needed to afford the student equal opportunity to participate in and obtain the benefits from the school programs and extracurricular activities without discrimination, and to the maximum extent appropriate to the student's abilities.

To meet the criteria for services under Chapter 15, a student needs to be identified as a student with a disability. In order to meet these criteria, a student must be of school age and have a physical or mental disability that substantially limits or prohibits participation in or access to an aspect of the student's school program.

If, through an evaluation, the parents and the district agree that the student needs to have a service agreement (504 plan), then the service agreement is written and executed. The service agreement specifically states the related aids, services, and accommodations that the student will receive, and the date the services will begin and end. If appropriate, a service agreement should also identify procedures to occur in the event the student has a medical emergency.

CHAPTER 16/GIFTED PROGRAM

The Williamsburg Community School District is committed to providing programs that lead to the success of every child. Our program ranges from enrichment and advanced placement (by class or grade level) to out of district assignments to another school. Placement is made based upon the unique needs of each individual child. See Dual Enrollment Programs.

...ALTERNATIVE EDUCATION...

The goal of the Alternative Education Program is to create an environment and setting in which the students placed in the program are able to succeed in their educational career which they may not be able to do in the traditional classroom. It is the goals of the program that after a period of time the students placed in the Alternative Education Program will be able to return to the traditional classroom and continue to succeed in their educational career.

...ESL PROGRAM...

The English as a Second Language Program within the Williamsburg Community School District is designed to meet the needs of students who come from linguistically and culturally diverse backgrounds. Each student who is in need will have access to these services.

...SUMMER SCHOOL...

If a student fails a course he/she may take one equivalent correspondence course. Approved summer school courses may be available at Williamsburg and/or in neighboring districts, but students must provide their own transportation and/or payment and must obtain a "C" or better. The Williamsburg Community School District will provide a Chromebook for student use. Students can call the high school office or guidance office for any information in regards to summer school options. All expenses are the responsibility of the child and parent/guardian.

...EMPLOYMENT CERTIFICATE...

For a student to receive an employment certificate, an application must be made in person by the parent, guardian, or legal custodian. The parent, who is required to sign the application for employment certificate, must present the student’s birth certificate.

The Pennsylvania Child Labor Laws do not permit children less than 14 year of age to be employed at any time, either when school is in session or during school vacation. No person under 16 years of age may engage in any occupation, either during summer vacations or when school is in session, when that work is in connection with a manufacturing process. Persons between the ages of 16 and 18, who desire to secure employment, must first secure a promise of employment form from the office. This form requires the signature of the parent. After the promise of employment form is returned, the school may issue the employment certificate.

| Maximum Hours of Work | |
|---|---|
| Ages 14-15 | Ages 16-17 |
| Maximum 3 hours on school days Maximum 18 hours per week Maximum 8 hours on non-school days Maximum 40 hours per non-school week School term – may not work after 7pm or before 7am Summer vacation until 9pm but not before 7am | Maximum 8 hours on any given day Maximum 28 hours (Mon-Fri) plus an additional 8 hours on Saturday & additional 8 hours on Sunday Maximum 44 hours per week School term – may not work after midnight Sunday through Thursday or before 6am any day Summer Vacation maximum 8 hrs/day – 44 hrs/week Exception: Preceding non-school day 1am No limits during summer |

...HEALTH SERVICES...

Medications:

The administration of prescribed medication in accordance with the directions of a parent or family physician to a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student; or the student would not be able to attend school if the medicine were not made available during school hours. When necessary, medication, both prescription and non-prescription, will be administered only upon completion of the proper forms which may be obtained from the high school office or the school nurse. Medications must be supplied to the school nurse by a parent/guardian in the original pharmacy containers.

Care and Release of Sick and Injured Students:

The school attempts to provide an environment in which the child will be safe from accidents. However, accidents do occur and parents will be contacted in the event of illness or injury. No care beyond first aid, defined as the immediate temporary care in case of accident or sudden illness, will be given by the school nurse without parent/guardian permission or a person authorized to do so. However, if dire emergency exists, the child will be taken to the hospital by an ambulance, and efforts to contact the family will be continued.

Communicable and Contagious Disease Policies:

Any child showing signs of a communicable or contagious disease, upon the discretion of the school nurse, shall be excluded from the educational process. The school has the right to require the approval of a physician before a student is permitted to return to school.

Exclusion table:

| | |
|--|--|
| Chicken Pox (<i>Varicella</i>) | May return to school six days from the last crop of new pox. |
| Coronavirus (Covid-19) | Follow District Health and Safety Plan |
| Fifth Disease | May return to school if no fever is present. |
| Fever | May not be sent to school with a fever (above 100.1°F). Student must be fever free, without medication administered, for at least 24 hours prior to returning to school. |
| Hand, Foot, and Mouth Disease (<i>Coxsackie A virus</i>) | May return to school if no fever is present. |
| Head Lice (<i>Pediculosis</i>) | Return to school at discretion of school nurse after evaluation of student. |
| Impetigo | May return to school after being cleared by physician. |
| Measles | May return to school four to seven days from onset of rash. |
| Meningitis (Viral and Bacterial) | Student is excluded from school until physician releases student to return to school. All cases must be reported to PA Dept. of Health. |

| | |
|--|---|
| Mononucleosis | May return to school after cleared by a physician. |
| MRSA | May return to school 24-48 hours after institution of appropriate therapy or released by a physician to return. Affected area must remain covered while student is in school. |
| Mumps | May return to school nine days from the onset of disease or until swelling stops. |
| Pink Eye (<i>Conjunctivitis</i>) | May return to school 24 hours from institution of appropriate therapy and if pus-like discharge has ceased. |
| Ringworm | May return to school after appropriate treatment is started. |
| Scabies | May not return to school until treated and released by physician. |
| Streptococcal Diseases (Strep throat, Scarlet Fever) | May return to school after 24-48 hours after institution of therapy. |
| Whooping Cough (<i>Pertussis</i>) | Excluded from school until cleared by a physician to return. |

Mandatory Physical/Dental Exams:

The following exams are mandated by the State of Pennsylvania for students in Grades K – 12:

- Grade K or 1 – Physical/Dental Exam
- Grade 3 Dental Exam
- Grade 6 Physical Exam
- Grade 7 Dental Exam/Tdap & Meningitis Immunization
- Grade 11 Physical Exam

***Examinations must be completed by your child/children’s physician or dentist and completed forms returned to the high school nurse before the end of the student’s grade level. ***

Insurance:

All students are covered by school insurance provided by the Board of Education during regular school hours and/or after school protection for a nominal fee. Otherwise, the family insurance serves as the primary insurance and the school insurance will serve as the secondary insurance. Applications for school insurance may be obtained in the high school office.

...Student Activities...

There are a number of extracurricular activities for students to become involved with at Williamsburg High School. Each student is strongly encouraged to be active in at least one activity. It is the belief of WHS that participation in such activities, in addition to the academic curriculum, help to develop the “whole student” and prepare them for future endeavors in fulfillment of the school’s mission.

| | | | | |
|----------------------|------------------------|---------------------|------------------|-------------------|
| Aavidum | FCA | Spanish Club | Barbell Club | Golf (co-op) |
| Band | FFA | Speech Team | Baseball | Softball |
| Blue Pirate Network | Health Careers Club | Student Council | Basketball | Swimming (co-op) |
| Buccaneer | Majorettes & Silks | Sustainability Club | Cheerleading | Track & Field |
| Chorus | National Honor Society | Quiz Bowl | Cross Country | Volleyball |
| Creative Compassions | Ski Club | Yearbook | Football (co-op) | Wrestling (co-op) |

Students need to follow the bylaws of the organization in which they are involved. This includes participating in fundraisers, events, and field trips. All club debts and fees must be paid or participants will not receive report cards, diplomas, or be permitted to participate in activities. In addition, students will not be eligible for field trips if the student:

- Has 3 or more unexcused absences throughout the year
- Has numerous disciplinary referrals (at the discretion of the administration and/or club advisor/coach)
- Is failing more than one class

...PART IV – ATTENDANCE POLICY...

...ATTENDANCE REGULATIONS...

Board Policy 204

Regulations governing school attendance have been established by the Commonwealth of Pennsylvania and must be enforced by all schools in the state. The Williamsburg Community School District is open 180 days each year, and the students are expected to attend regularly unless excused.

An excused absence, as defined by the state, is one that occurs because of illness, health or therapy service, quarantine, family emergency, recovery from accident, required court attendance, death in family, driver’s education exam with a confirmation excuse, participation in 4-H or FFA event, observance of a bona fide religious holiday, college or postsecondary institution visit, and non-school sponsored educational tours or trips. Please note that the school has procedures for the excusal of school visits and educational trips, and limits the number and duration of these absences, which are further defined in this section.

Unexcused absences are all absences which do not meet the definition of an excused absence listed previously, and may include those resulting from parental neglect, illegal employment, or truancy. Unexcused absences are considered unlawful and subject to prosecution. A description of procedures to address unexcused absences is further defined in this section.

Excessive absences from school or individual courses, especially unexcused absences, alter a student's academic performance and could result in the student failing a course of study or several courses of study. When a student fails a course, this could require the student to repeat that same course and/or prevent the student from advancing to the next grade level or from meeting the required graduation requirements on time.

A student that has incurred three (3) or more school days of unexcused absences is considered to be **Truant**. A student that has incurred six (6) or more unexcused absences is considered to be **Habitually Truant**. School support, guidance, and actions for these students are listed in the **Attendance Procedures**.

...ATTENDANCE PROCEDURES...

The following procedures govern students who have been absent from school or class at Williamsburg High School:

- A student who is absent **must present a written excuse from the parent or medical excuse to the office upon returning to school or may submit the excuse as an email (see high school's website for more instructions)**. The written excuse must have the parent's signature, a phone number where the parent can be reached, the reason for the absence clearly stated, and the date(s) of the absent day(s). **Any student absence that requires medical attention should have an attached medical note or doctor's excuse**. Students attending the G.A.C.T.C. who are absent must turn in two written excuses; one excuse goes to Williamsburg High School and one excuse goes to the G.A.C.T.C. attendance office.
- **Three or more days of consecutive absences must be covered by a doctor's statement**. Students are expected to return to school with a doctor's statement of illness.
- **Students will be excused from school for part of the day for the following** - dental and medical appointments, court appearance, family emergency, and urgent reasons—**upon presentation of a written appointment excuse before going to the appointment and the return of a confirmation card showing that the appointment was kept**. If a student doesn't return to school immediately after the appointment they will not be allowed to participate in extra-curricular activities. If at all possible, students need to come to school prior to the appointment. Parents are encouraged to attempt to schedule appointments after school hours if possible.
- Students are not permitted to leave school before the close of the school day except by recommendation from the school nurse for illness or by the school administration for a legitimate reason. Early releases will be calculated as part of the overall attendance. Learners requesting an early release for a medical appointment must present a medical excuse from a licensed practitioner upon returning from the appointment. Failure to submit a doctor's excuse within 3 days after the appointment, will result in an unexcused absence. The school reserves the right to call parents when an early release is requested.
- Any student leaving the building and/or returning to the building must sign the attendance sheet located in the High School Office. There are no exceptions.
- Students cannot attend or participate in extracurricular activities the day(s) they are serving in-school or out-of-school suspension.
- Students will not be eligible for field trips, unless specifically related to course curriculum, if the student has 3 or more unexcused absences throughout the year or has numerous disciplinary referrals (at the discretion of the administration and/or teacher/club advisor/coach). Please note that this applies to extracurricular and/or club activities.
- If the student fails to submit an excuse within 3 school days, **his/her absence will be recorded as unexcused**. A detention warning will be issued for the first offense of failing to submit a written excuse within 3 days of returning. Additional offenses may result in a detention.
- Work or tests missed during an unexcused absence will not be permitted to be made up, at the discretion of the

...ATTENDANCE PARENT NOTIFICATION...

- Parents/guardians will be notified of student absences via the school communication system (*School Messenger*). This notification applies to both lawful (excused) and unlawful (unexcused) absences.
- The high school office will notify the parents/guardians of a student who has accumulated eight (8) total days of absences from school.
- The high school office will notify the parents/guardians of a student who has accumulated ten (10) total days of absences from school, informing them of the specific dates of absence, and giving the opportunity to schedule a ***School Attendance Improvement Plan (SAIP) Conference***, and giving notice of the requirement to provide a written medical excuse (doctor's signature) for all subsequent absences. ***Failure to produce a doctor's excuse will result in the absences being recorded as unexcused.***

...ATTENDANCE CONSEQUENCES...

- Students that accumulate fifteen (15) days of absences will have a *School Attendance Improvement Conference* scheduled, and a written ***School Attendance Improvement Plan*** will be developed. The School Attendance Improvement Plan may include items, such as, but not limited to, a referral to the Student Assistance Program (SAP), a referral to a school-based or community-based attendance improvement program, and/or academic detentions to address student academic needs.
- Students who accumulated twenty (20) days of absences will be required to attend class but may not receive graduation credit for the course(s), depending on their overall school attendance record, to be examined by the administration and the Attendance Appeal Board. *If a student accumulates 20+ absences in a year, he/she is subject to fail for the year and may be required to take summer school classes.*
- Students 17-20 years of age who accumulated twenty (20) days of absences in a year may not receive graduation credits for the courses, which may interfere with their graduation schedule. This will depend on overall school attendance record, discipline record, and grades, to be examined by the administration and the Attendance Appeals Board.
- Administrative decisions that result in the loss of credit(s) may be appealed by parents before a special Attendance Appeals Board; consisting of the guidance counselor, a subject teacher, the high school principal, and the superintendent/designee.

...TRUANCY AND HABITUAL TRUANCY...

- Parents/guardians of students who have accumulated three (3) unexcused absences from school will be notified, as the student will be considered to be ***Truant***. The notification letter will indicate the consequences for ***Habitually Truant*** students and offer a ***School Attendance Improvement Conference***. Students who accumulate additional unexcused absences will be notified about each additional unexcused absence, and a *School Attendance Improvement Conference* will be scheduled. Parents/guardians will be notified of the date and time for the conference. A written ***School Attendance Improvement Plan*** will be developed.
- Students that accumulate six (6) unexcused absences will be considered to be ***Habitually Truant***. After a *School Attendance Improvement Plan* has been developed, ***Habitually Truant*** students and families will (a) be referred to a school-based or community-based attendance improvement program, and/or (b) be referred to the local children and youth agency, and/or (c) have a citation filed with the appropriate judge.
- Students that are *Truant* or ***Habitually Truant*** may be assigned to detentions and/or Saturday detentions, in accordance with *School Attendance Improvement Plans* and administrative recommendations.

...EDUCATIONAL TRIPS AND POSTSECONDARY VISITS...

- Trips involving 3 days or less: At least 24 hours prior to personal absence or educational trip the parent must inform the principal in writing of the contemplated absence from school. The high school principal has the right to deny any request that he/she feels will be detrimental to the student's educational well-being.
- Trips involving 4 days or more: The parent or guardian must submit a written request to the superintendent 48 hours prior to the absence.
- All students who have their educational trip approved either by the principal or the superintendent are required to complete all of their missed work within 3 days following their return to school in order for absence to be considered excused.
- Any *Truant* or *Habitually Truant* student, or students, that have accumulated twenty (20) or more absences, cannot attend field trips unless specifically relating to course curriculum. Please note that this applies to extra-curricular and/or club activities.
- The Board may limit the number and duration of tours or trips which excused absences may be granted to a student during the school term (if the student has exceeded 10 absences and/or 3 unexcused absences in any 9-month school period preceding the trip).
- Post-Secondary Visits – Seniors and Juniors are permitted two (2) days excused absences per year to visit a college or military installation if they have prior approval from the school counselor and high school office. Visits without prior approval will be marked unexcused. A report of the visit must be submitted to the counselor upon return.

...TARDY POLICY...

All students will be considered tardy if they arrive after the 7:50am tardy bell.

- Students entering after the 7:50 am tardy bell and prior to 9 am will be considered tardy. These students are to report to the high school office upon entering with a written excuse. Oversleeping and missing the bus are not excused. If a student is seen coming through the front door after 7:50 am, and does not come directly to the office, the student will be marked late and receive a detention.
- Students entering after 9 am and prior to 11:45 am shall be recorded as either excused or unexcused half-day absence. Entering after 11:45 am the student is recorded as a full day absence.
- Students leaving before 11:45 am will be marked a full day excused or unexcused absence. Students going home sick after 11:45 am will be marked a half-day excused or unexcused absence. Upon return to school, students must present an excuse.
- After 3 tardies, a 7 am detention will be assigned. A no show to a morning detention will result into two 7 am detentions. Same process will occur for each additional tardy to school. After 6 tardies, an after school detention will be assigned. Failure to attend after school detention will result in 2 after school detentions being assigned. Every tardy acquired thereafter will result in a 7 am detention being assigned. If a student reaches 12 tardies, one in-school suspension will be assigned and a conference with the administration team may be held. Administration reserves the right to follow up with parents to verify tardy excuses/notes. *Parent and student are responsible for transportation.*
- Students who are chronically late to school may also be referred to the local magistrate for failure to comply with the attendance regulations and may have a *School Attendance Improvement Conference* and *School Attendance Improvement Plan* initiated.
- **Students involved in or attending extracurricular activities must be present in school by 9 am or they cannot participate, attend, or be on school grounds after school unless they have a medical appointment with doctor verification.**



...DAILY SCHEDULE...



| | |
|--|-------------------------------|
| 7:35 am | Entry Bell |
| 7:40 am | GACTC Bus Departs |
| 7:46 am | Warning Bell |
| 7:50 – 8:31 am | Period 1 |
| 8:34 – 9:15 am | Period 2 |
| 9:18 – 9:59 am | Period 3 |
| 10:02 – 10:43 am | Period 4 |
| 10:46 – 11:27 am (10:46 – 11:16 am) | Period 5a (Sr. High Lunch) |
| 11:18 – 11:59 am (11:29 – 11:59 am) | Period 5b (Jr. High Lunch) |
| 12:02 – 12:43 pm | Period 6 |
| 12:46 – 1:27 pm | Period 7 |
| 1:30 – 2:11 pm | Period 8 |
| 2:14 – 2:55 pm | Period 9 |
| 2:55 pm | Student Dismissal |
| 2:59 pm | Buses Depart |

“Determine never to be idle. No person will have occasion to complain of the want of time who never loses any. It is wonderful how much can be done if we are always doing.”

- Thomas Jefferson

...PART V – STUDENT CODE OF CONDUCT...

...DISCIPLINE CODE...

The high school principal and/or other assigned disciplinarian will enforce disciplinary decisions.

| Level I | Disciplinary Measures |
|---------------------------|---|
| 1. Possession of a weapon | A. One-year expulsion from school: (Board Policy #218.1) B. SAP Referral may be made |

Board Policy No. 218.1

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Weapon—the term shall include but not limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and/or any other tool, instrument or implement capable of inflicting serious bodily injury.

Possessing—a student is in possession of a weapon when the weapon is found on the person of the student; in the student’s locker; under the student’s control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school sponsored activity, and onto any public vehicle providing transportation to school or a school sponsored activity.

The school district shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be gen in conformance with formal due process proceedings required by law. The Superintendent may recommend modifications of such expulsion requirement on a case-by-case basis. Any reduction in discipline is not to be considered a precedent to be followed in future cases.

| Level II | Disciplinary Measures |
|---|---|
| <ol style="list-style-type: none"> 1. Assault and/or threats 2. Terroristic Threat/Act (Board Policy #218.2) 3. Fighting 4. Extortion/ Harassment (Board Policy #248) 5. Furnishing/selling/possession of a controlled substance/ prescription drug and/or over the counter drugs (Board Policy #227 and #222) 6. Bomb threat 7. Vandalism 8. Arson 9. Use of fireworks and/or explosive devices 10. Initiating a false fire alarm/emergency 11. Possession/use of tobacco/vaping device (Board Policy #222) 12. Theft, breaking and entering 13. Bullying (Board Policy #249) | <ol style="list-style-type: none"> A. Mandatory notification of parents B. Local authorities may be notified C. Mandatory payment of damages D. Minimum of three-day suspension from school to maximum of expulsion from school may occur at the discretion of the administration, including all district-wide activities E. Mandatory tobacco fine of \$50 plus court costs, all district-wide activities F. Suspension from all school activities G. Possible recommendation for Alternative Education placement H. Mental health services may be requested and/or SAP referral may be made I. Disciplinary measures may include a meeting with the Board of Directors |

Board Policy No. 218.2

The Williamsburg Community School District recognizes the danger that terroristic threats and acts by students presents to the safety and welfare of students, staff and community. The Williamsburg Community School District acknowledges the need for an immediate and effective response to a situation involving such a threat or act.

Terroristic Threat—shall mean a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror to inconvenience.

Terroristic Act—shall mean an offense against property or involving danger to another person.

The Williamsburg Community School District Board prohibits any student from communication terroristic threats or committing terroristic acts directed at any student, employee, Williamsburg Community School District Board member, community member, or school building.

The building principal shall immediately inform the Superintendent after receiving a report of such a threat or act.

When the building principal has evidence that a student has made a terrorist threat or committed a terroristic act, the following guidelines shall be applied:

- The building principal shall immediately suspend the student
- The principal shall promptly report the incident to the Superintendent
- The Superintendent may consult with the district solicitor.
- Based on further investigation, the Superintendent may report the student to law enforcement officials.
- The Superintendent may recommend expulsion of the student to the Williamsburg Community School District Board.

If a student is expelled for making terroristic threats or committing terroristic acts, the Williamsburg Community School Board may require, prior to readmission, that the student provide competent and credible evidence that the student does not pose a risk of harm to others.

Bullying/Cyberbullying Board Policy No. 249

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting; that is severe, persistent or pervasive; that has the effect of doing any of the following:

- substantially interfering with a student's education*
- creating a threatening environment or*
- substantially disrupting the orderly operation of the school.*

Bullying, as defined in this policy, includes cyberbullying. School setting means in the school, on school grounds, in school vehicles, at a designated bus stop, on the way to and from school or at any activity sponsored, supervised or sanctioned by the school.

The Board prohibits all forms of bullying by district students. A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct.

| Level III | Disciplinary Measures |
|--|---|
| <ol style="list-style-type: none"> 1. Intentional physical contact; i.e., punching, hitting, kicking, biting, choking, etc. 2. Disrespect/defiance to staff, substitutes, and peers 3. Leaving school grounds without permission 4. Defacing/disrespecting/destroying school property 5. Misuse of Internet (Board Policy #814.a) 6. Verbal abuse or disrespectful language/actions/gestures used against a staff member, bus driver, or student 7. Gambling 8. Bus misconduct 9. Use of forged signatures; i.e. hall pass, trip permission 10. Skipping or cutting class 11. Petty theft 12. Refusal to relinquish electronic device 13. Abuse of driving privileges 14. State Assessment Misconduct 15. Cheating & Plagiarism (see section titled Plagiarism and Cheating for disciplinary measure) | <ol style="list-style-type: none"> A. Mandatory notification of parents B. First offense: 1 day in school suspension C. Second offense: 2 days in or out of school suspension D. Three or more offenses: 3 days in or out of school suspension E. Fourth offense: development of an individual plan for behavior modification F. SAP Referral may be made G. Reimbursement of destroyed property |

| Level IV | Disciplinary Measures |
|---|---|
| 1. Throwing stones, snowballs, or other non-recreational objects 2. Misconduct at extra-curricular activities 3. Class disturbance 4. Defying authority 5. Leaving class without permission 6. Out of assigned area without permission 7. Horseplay 8. Loud behavior 9. Inappropriate dress (see Dress Code) 10. Eating and drinking when not permitted 11. Unbecoming public display of affection 12. Violation of classroom rules 13. Tardiness to school/ class 14. Use of radios, cellular phones, CD players, electronic games, pagers, checking email, etc. (Board Policy #237) 15. Sleeping in class 16. Inappropriate language 17. Refusal to work on assignments 18. Failure to submit excuse/notices 19. Failure to turn in assignments | A. First offense: warning and/or parent notification B. Second/Third offense: detention and notification of parents C. Four or more offenses: in school suspension and the development of an individual plan for behavior modification D. SAP referral may be made |

NOTE: Students using electronic devices as described in Board Policy #237 will be required to relinquish the device to the administration. First offense, the device will be returned to the student at the end of the school day. After that, the device will only be released to a parent or guardian. Teachers may, however, grant permission to use devices for instructional purposes. In addition, students are not permitted to contact parents/guardians during the school day. All communication is to be made through the high school office unless permission is granted to the student.

...PLAGIARISM AND CHEATING...

A student may receive a zero on the assignment and an unsatisfactory in citizenship for any incident of cheating.

A student who is allowing another student to copy his/her work is also at fault for cheating.

The goal of this policy is to see that students take responsibility and ownership over their own, best work. For any incident of plagiarism, the following procedures will be followed with administrative approval:

| Grades 7 - 8 | |
|--|--|
| Consequence | Conference |
| 0% grade – Warning, training, and opportunity to revise for full credit. | Classroom Teacher |
| 0% grade - Training and option to revise project for 70% grade and ISS | Classroom Teacher and parent call/letter |
| 0% grade – Training and option to revise project for 50% grade, ISS, and Unsatisfactory in Citizenship | Classroom Teacher and parent call/letter |

| Grades 9 – 12 | |
|--|---|
| Consequence | Conference |
| 0% grade with option to revise for 50%; ISS | Classroom Teacher and parent call/letter |
| 0% grade with option to revise for 50%, ISS, unsatisfactory on citizenship grade | Classroom Teacher informs parent, principal, & guidance counselor |

...Description of Discipline Measures...

- **All discipline procedures will be handled at the discretion of the district administration.**
- **After School Detention** – After school detention will be held from 2:55PM until 3:55PM. Students are required to bring homework to detention. Parents will also be notified through various measures. If a student is absent on the day of detention, he/she must automatically stay for the next scheduled detention. Notice will not be given. Students will receive 1 day in-school suspension, if available, for each after school detention skipped, or alternative arrangements made for additional consequences.
- **Morning Detention**–Morning detention will be held from 7 a.m. to 7:46 a.m.
- **In-School Suspension (ISS)** – The student is assigned into the in-school suspension room to complete their daily class work with an assigned monitor. Students in in-school suspension will be permitted to leave for three restroom breaks. Three times include: once in the morning, once at noon, and once in the afternoon. Students in in-school suspension will not be permitted to eat in the cafeteria, however, lunch will be brought to in-school suspension. When a student’s scheduled time has passed, a student will only be released from in-school suspension if he/she has met all of the behavior requirements. If a student walks out and refuses to go to in-school suspension, the student will be suspended for three days for leaving school without permission and must serve his/her in-school suspension when he/she returns to school. If a student misbehaves in in-school suspension, the student will be suspended from school for three days for defiance and complete his/her in-school suspension when he/she returns to school.
- If a student receives a cumulative total of 5 detentions or 3 in-school suspensions, a meeting will be conducted with the parent and student.
- **Out of School Suspension (OSS)** - The student is suspended from attending school or any school related activity during the suspension time. Students may request assignments be collected. Assignments may be picked up in the high school office from 3PM to 3:30PM.
- **Academic Detention/Suspension** – Students may be required to stay after school for academic detention or be placed in Academic Suspension during the school day, for failure to complete assignments or for inadequate classroom performance. The length and the amount of the detention or suspension will be determined on an individual basis.

- Students involved in or attending extracurricular activities cannot participate (including practice) or attend the day(s) they are serving in-school or out-of-school suspension.
- The district may take action for incidents that occur going to and from school activities.
- Verbal and physical threats will be taken seriously and be handled accordingly.
- Bomb threats will be handled as a legal issue. Making a false bomb threat is a federal offense punishable under United States Code 18-844e, with a penalty of up to ten years in prison, \$250,000 fine, or both. This penalty also applies to juvenile offenders.
- Video cameras are located throughout the school and on the buses and can be used for disciplinary actions.
- If a student threatens, harasses, or acts out violently towards another student, he/she must see the school provided counselor until the counselor releases the student or documentation must be provided to the school showing that the student is seeing a counselor. Threat assessment procedures may also be utilized.
- If a student abuses computer privileges (i.e. looking up pornography, breaking through the firewall, logging in as someone else, etc.) he/she will lose his/her privileges for 10 days to a month for the first offense, for a month to ninety (90) days for the second offense, and for up to a year for additional offenses.
- If a student is removed from class during the day and placed in ISS, then he/she is not allowed to participate in after school activities.
- Students receiving any form of detention or suspension is required to return a signed parent or guardian acknowledgment of the offense to the HS Office.

Information published or disseminated on or off of school property that is found to materially disrupt class work, creates substantial disorder, or invades the rights of others, will not be tolerated by the Administration and shall subject the students to discipline.

Students are also not permitted to wear gang colors, symbols including the display of colors, symbols, or other paraphernalia with the intent to show allegiance to a gang. Displays associated with undesirable groups/gangs, including language, gestures, or confrontations, will be subject to appropriate discipline.

Harassment/Expression Board policy 248

The Board of School Directors prohibits any form of student expression/conduct, which materially and substantially interferes with the educational process or invades the rights of students, teachers or other School District personnel.

Constructive criticism of school policies or personnel is allowable, but articles which are more in the nature of personal attacks may be prohibited.

Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression.

While the School District firmly believes in each student’s right to express himself/herself to the extent permissible by the law, students do not have the right to express themselves in a materially and substantially unlawful manner which interferes with the educational process, encourages unlawful activity, interferes with another individual’s rights, or threatens immediate harm to the welfare of the school and community. Every student has the responsibility to maintain a climate within the school that is conducive to wholesome learning and living, to respect the rights of all members of the school community including teachers, administrators, and fellow students, and to express himself/herself in a respectful manner.

Title IX

The U.S. Department of Education’s Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Please see entire WCSD Title IX Policy #103 on the District website.

TO AND FROM SCHOOL

The school rules, discipline code, and guidelines govern student conduct:

1. During time spent in travel to and from school and anytime within the School Safety Zone which is within 1,000 feet of the real property of the school district.
2. In school during school hours or at school sponsored activities.
3. In concert with after school and weekend school sponsored activities, performances, meetings, or contests.
4. Anytime outside of school involving violations or possible violations of the Pennsylvania Criminal Code, and/or when such conduct or conditions may directly, and/or immediately result in adverse effects on the educational process, when there is a reasonable need to preserve overall school discipline, when there is a reasonable need to preserve respect for teachers and other school employees, and/or when there is reason to believe that the effect could include endangering the health, safety, welfare, or morals of students within the school system.

Note: Any student using alternative means of transportation, i.e, riding a different bus or riding a bus with a friend, must have written permission. An excuse must be submitted to the high school office and approved. If this affects multiple students, all students must have permission from home.

CONTROLLED SUBSTANCES/PARAPHERNALIA BOARD POLICY

Refer to Board Policy #227

The Board recognizes that the abuse of controlled substances is a serious problem with legal, physical and social implications for the whole school community. As an educational institution, the schools shall strive to prevent abuse of controlled substances.

For purposes of this policy, **controlled substances** shall include all:

1. Controlled substances prohibited by **federal and state** law.
2. Look-alike drugs.
3. Alcoholic beverages.
4. Anabolic steroids.
5. Drug paraphernalia.
6. Any volatile solvents or inhalants, such as but not limited to glue and aerosol products.

7. Prescription or patent drugs, except those for which permission or use in school has been granted pursuant to Board policy.

For purposes of this policy, under the influence shall include any consumption or ingestion of controlled substances by a student.

The Board prohibits students from using, possessing, distributing, and being under the influence of any controlled substances during school hours, at any time while on school property, at any school-sponsored activity, and during the time spent traveling to and from school-sponsored activities.

The Board may require participation in drug counseling, rehabilitation, testing or other programs as a condition of reinstatement into the school's educational, extracurricular or athletic programs resulting from violations of this policy.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would violate the Code of Student Conduct if:

1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement to complete a transaction outside of school that would violate the Code of Student Conduct.
5. The conduct involves the theft or vandalism of school property.

The Superintendent or designee shall prepare rules for the identification and control of substance abuse in schools which:

1. Establish procedures to deal with students suspected of using, possessing, being under the influence, or distributing controlled substances in school, up to and including expulsion and referral for prosecution.
2. Disseminate to students, parents/guardians and staff the Board policy and district procedures governing student abuse of controlled substances.
 - * Provide education concerning the dangers of abusing controlled substances.
 - * Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

Incidents of possession, use and sale of controlled substances by any person on school property shall be reported to the Office of Safe Schools on the required form at least once each year.

In all cases involving students and controlled substances, the need to protect the school community from undue harm and exposure to drugs shall be recognized.

No student may be admitted to a program that seeks to identify and rehabilitate the potential abuser without the intelligent, voluntary, and aware consent of the student and parent/guardian.

Anabolic Steroids

The Board prohibits the use of anabolic steroids by students involved in school-related athletics, except for a valid medical purpose. Body building and muscle enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.

Students shall be made aware of the dangers of steroid use; that anabolic steroids are classified as controlled substances; and that their use, unauthorized possession, purchase, or sale could subject students to suspension, expulsion and/or criminal prosecution.

The following minimum penalties are prescribed for any student athlete found in violation of the prohibited use of anabolic steroids:

For a **first** violation, suspension from school athletics for the remainder of the season.

For a **second** violation, suspension from school athletics for the remainder of the season and for the following season.

For a **third** violation, permanent suspension from school athletics.

No student shall be eligible to resume participation in school athletics unless a medical determination has been submitted, verifying that no residual evidence of steroids exists.

Reasonable Suspicion/Testing

If based on the student's behavior, medical symptoms, vital signs, or other observable factors, the building principal has reasonable suspicion that the student is under the influence of a controlled substance, the student may be required to submit to drug or alcohol testing. The testing may include but is not limited to the analysis of blood, urine, saliva, or the administration of a breathalyzer test.

...DRESS CODE...

The following rules are based on the discretion of the administration.

1. Clothing articles will be considered unacceptable or disruptive if they are revealing. *Examples of unacceptable clothing: jogging shorts, bicycle shorts, mini-skirts, crop tops, mesh tops, tube tops, halters, underwear and undershirts worn as outerwear, muscle shirts, shirts with open sides, and pajama pants.* Absolutely no spaghetti strap tops. Shorts must be longer than your extended fingertips.
2. The student's trunk must be completely covered. Midriff or low cut blouses and shirts that expose cleavage are not permitted. Blouses, shirts, and dress sleeves that do not have at least a one (1) inch strap (approximately 2 fingers in width) are prohibited. Sleeveless shirts must have stitched seams. Any revealing clothing is not to be worn.
3. Pants, slacks, and shorts shall be worn with the belt line at the waist and must not be see through. All undergarments must be covered by outerwear.
4. Clothing articles will be considered unacceptable if depicting the following: obscenities, profanity, drugs, tobacco, alcohol, messages with a double meaning, messages with implications of a sexual nature, insignias or symbols related to racist, gang, or hate groups, and violence of any nature.
5. Outdoor apparel and other items disruptive to the educational environment is not to be worn inside the building unless granted permission. *Examples: hats, coats, headbands, bandannas, visors, trench coats, blankets, etc.*
6. Sunglasses are prohibited.
7. Students in shop areas must wear safe appropriate clothing as directed by the teacher.
8. For safety reasons, visible body piercings that could be a potential safety risk, including but not limited to bull rings, will not be permitted.
9. A student's hair color should not be disruptive to the educational environment.
10. Spike belts, bracelets, chains, or rings that could cause damage to school furniture, could be used as weapons, or could cause a disruption, are not to be worn.
11. The dress code will be enforced during all school functions, including dances, awards assemblies and banquets, and field trips.

Dress Code Violation Consequences:

First Offense: Students will be reminded of the dress code policy by a staff member or administrator and will be asked to change into appropriate clothing. If the student does not have appropriate clothing, the office will supply it. Parents/guardians of the student will be contacted.

Second and Subsequent Offenses: Students will be placed into ISS until proper dress is furnished by a parent/guardian.

Students will not be permitted to leave school in order to obtain a change of clothes. Additional consequences for subsequent offenses will be determined by the administration.

...DANCES...

Dances are held at WHS and are sponsored by different activities and clubs. A WHS student may bring one guest to a dance. The WHS student and guest's name must be on the dance guest list in the office by the end of the school day the day before the dance. All students are to adhere to the WHS Dress Code. Guests must be in high school and will be required to complete a "good standing" form and have his/her principal sign the form. Administration or chaperone has final say on guest attendance.

...JUNIOR/SENIOR PROM...

The junior class and the junior class advisor will sponsor the off-campus Prom. Rules to follow:

- Any junior or senior is permitted to attend provided he or she is in good discipline standing at school, meets the junior class regulations, and purchases tickets.
- A sophomore is permitted to attend only if escorted by a junior or senior.
- A current student may attend the Prom with a student who has already graduated from high school provided he or she is less than 21 years of age. Besides the designated chaperones, no one 21 years of age or older is permitted to attend the Prom. Administration or chaperone has final say on guest attendance.
- Any guests attending the prom must provide the prom advisor with a copy of a photo ID verifying his/her age before the WHS student can purchase tickets.
- Any guest that has previously graduated high school will be required to complete any school guest or visitor forms in accordance with school policy.
- No one is permitted to leave the facility hosting the Prom for any reason.
- The Prom will end at 10:30 pm at which time everyone will be dismissed.
- In order to attend the prom, students must be in school by 9:00. If a half school day is scheduled, students must stay until dismissal at 10:53. On days school is in session the entire day, students are allowed to leave at 11:15 if a note from the parent/guardian is provided. This will count as a half-day unexcused absence.
- If an afterglow is held it is sponsored by the senior class parents. The school district is not responsible in any matter related to the afterglow.
- A suit or formal attire for men is required. A dress, gown, or formal attire for women is required.

...STUDENT PARKING/DRIVING...

Students are not allowed to park licensed vehicles of any type on school property. On-street parking space is available. Students who drive to school will need to register their car within the HS office and will receive a parking permit. If they need to drive a different vehicle, they need to register that vehicle as well and they may move their issued pass between vehicles. Permits will need to be returned to HS office at the end of the school year. Students are not permitted to go to their car during the school day for any reason. G.A.C.T.C. students are not permitted to go to their vehicle upon returning.

G.A.C.T.C. students may not drive to the technical center unless they have written permission from the G.A.C.T.C. attendance office three days prior. If a student misses the G.A.C.T.C. bus, he/she must report to Williamsburg and will be placed in in-school suspension. If a student drives or receives a ride: for the first offense he/she will receive in school suspension for the remainder of the day, for the second offense he/she will receive ISS for the remainder of the day and the entire next day, and a day of ISS will be added for each offense after that.

...CAFETERIA...

The cafeteria utilizes a computerized system. Each student has an ID number to use. No money will be accepted through the lunch line. A money collection box and envelopes will be in the high school office. Money must be received by 8:00 am in order for you to purchase any extras that day. If you use the collection box in the cafeteria, the money will not be entered into your account until the following day.

Lunches and á la carte items are to be prepaid. No students will be permitted to charge more than two weeks of lunches. Students may not charge a second lunch or á la carte item.

Students may not have lunch delivered to them at school. This includes deliveries to the cafeteria.

...BOOKS AND EQUIPMENT...

Books are loaned to the student. He/she is, therefore, responsible for proper care. If a book is lost, stolen, destroyed, or shows unreasonable wear, the student must pay for it before another book will be issued or before credit will be given for the course.

A book label is pasted in each book. The book number, cost, and date purchased are found on the inside label. The student will sign his/her name; the date the book was received and the condition of the book in the proper places on the label. The teacher will keep a record of the number and condition of the book. Teachers will also forward a copy of the book records to the office at the beginning of each semester. If a book is lost, the title and number of the book should be reported to the subject teacher and to the "lost and found" in the high school office.

If participants do not pay bills or return uniforms, equipment, or books, they will not be allowed to participate in future events and will not receive their report cards or diploma.

...PART VI – REGULATIONS AND PROCEDURES...

...NEW STUDENT REQUIREMENTS...

The following are requirements to gain entrance to the Williamsburg Community School District

- Proof of residence, i.e., permanent address
- Completion of the following forms:
 - Request for records
 - New student registration form
 - Home language survey
 - Sworn affidavit for suspension or expulsion
 - All health forms
- Proof of immunization, i.e., shot records
- Copy of birth certificate
- Copy of Social Security Number
- Emergency Card
- Internet and Handbook Agreement

Note: In cases when the student is not living with a parent the following forms need to be completed and notarized:

- Eligibility of Nonresident Students

...CHANGE OF ADDRESS...

When a student changes his/her address or place of residence, he/she shall notify the high school office and guidance office. This is especially important in order to change registration cards and school records.

...WITHDRAWAL FROM SCHOOL...

If a student for any reason should find it necessary to discontinue school, he/she should inform the high school office and guidance office. The student should think seriously and consult the principal and guidance counselor before relinquishing their privilege to an education. It is more difficult to secure a worthwhile position in a career if you have not graduated from high school. The administration may request a conference with the student and his/her parents/guardians.

All school property must be checked in the office, and then returned by the student to the teacher from whom it was received, before leaving school. All debts owed to any club, organization, or activity must be paid in full.

A student transferring to another school district should notify the principal so that necessary records can be forwarded to the school located in the community in which he/she intends to reside.

...HALL PASSES...

Any student who is not in his/her scheduled class or activity will be expected to have a hall pass excusing him or her from class. Students are to use the classroom sign-in/ out system for accountability measures.

For special activities or events, students are to pick up an excuse form in the high school office. Participation will be granted approval by the office/ administration three days in advance of the activity as long as students meet eligibility requirements. Students will present the activity form to their regularly scheduled teacher for assignments and then turn the pass in to their activity/ club advisor.

...LOCKERS/LOCKS...

- Hall lockers will be assigned by the school district on the first day of school.
- Lockers are the property of the district and subject to district control.
- Lockers may and will be entered as necessary for upkeep.
- School Authorities may search a student's locker and seize any illegal materials. Such materials may be used as evidence against the student in disciplinary proceedings. Prior to a locker search the student shall be notified and given a reasonable opportunity to be present. However, where school authorities have a reasonable suspicion that the locker contains materials, which pose a threat to the health, welfare and safety of students in the school, student lockers may be searched without prior warning.
- Search dogs may be used anytime throughout the year for locker searches.
- Students must use the school issued lock. Locks will be provided to each student at the beginning of the school year. If the lock is lost, damaged, or not returned, the student will be charged \$8.
- The school district cannot be held responsible for missing or damaged items kept in the locker.
- Abuse of a locker privilege will result in the loss of the locker assignment.
- No personal signs may be attached to the walls around the locker area. Any sign that is deemed a disruption to the educational environment or is inappropriate will be removed.

...EMERGENCY PROCEDURES...

It is imperative that students and staff members respond to all emergency situations as if they are real, even during scheduled drills. Preparation is a must in order to best prevent and mitigate emergency situations. Students must follow the directions of their teachers or supervisors during an emergency situation and respond in a calm, mature manner. Emergency drills, including fire drills, shelter-in-place, lock-down, weather emergency, bus evacuations, etc., will routinely take place during the school year. Students must learn the differences between the drills, under the guidance of school staff, and learn the expectations of them in each type of situation.

Fire Drills:

A fire drill may be called at any time. Fire drills are very important and are conducted as a serious task. It is very important to observe the following rules during a fire drill:

- Start at once when you hear the signal and proceed to the designated landmarks.
- Students move in an orderly fashion.
- No talking.
- Do not block the entrance after you get out.
- Move quickly, but cautiously.
- If an exit is closed, find a new exit without talking.
- The teacher should not leave the room until every student is out.
- Students and teachers in gym classes or locker rooms must leave the building. (If in the locker room and not dressed, slip on gym clothes and shoes.)
- Attendance will be taken as students reach their designated landmarks.
- Windows must be closed and lights turned off.
- Students will return in an orderly manner to the building once given permission by administration.

Direction in Fire Drill Travel:

You are to proceed to the nearest exit. Every classroom has an arrow and exit letter above the classroom door on the inside. The Fire exits are lettered. Become acquainted with the exits and with these signs.

NOTE: If one exit is closed due to fire or obstructions (or for practice, obstacle drills), use the next best exit and proceed to the designated landmark.

Severe Weather Drills:

Tornadoes and other forms of severe weather are becoming more common in Pennsylvania, so schools are now being required to have at least one severe weather emergency drill each year. The alert for a weather emergency drill will be by public address. If the alert is given for such an emergency, it is important that each person get into an area of the building away from outside doors and windows as quickly as possible. An area has been designated for each room in the building. Check with the teacher in each room for instructions and directions about what to do in such an emergency.

...WEATHER EMERGENCIES AND EARLY DISMISSALS...

Our school will be closed if serious weather conditions make it dangerous to travel. At times a two-hour delay is scheduled to allow sufficient time to clear the roads. School delays and closings are announced on local TV channels, on radio stations, and will be posted on the school website and social media page(s). Additional electronic alerts may be made to students, parents/guardians, and staff members.

At times, due to inclement weather or other emergencies, the school may have to issue an early dismissal. The district requests that students and families have a plan in place for such scenarios.

Students attending the Greater Altoona Career and Technology Center will not report there on 2 hour delays or days where we cancel due to inclement weather. Students will be excused from the CTC on those days because we are not providing transportation. Students, however, are expected to report at WHS no later than 11:20 AM on 2 hour delay days. If the GACTC is on a delay or if their building is closed, GACTC students are expected to report to school no later than 11:20 AM.

On days where we at WHS have a planned half day for students or a planned teacher in-service day (where the students do not have to report at all), we may be providing transportation to and from the GACTC pending the circumstances and the GACTC's schedule. Announcements will be made to the students if transportation will not be provided. Please call the HS office if you are unsure.

...FLEXIBLE INSTRUCTIONAL DAYS (FIDs)...

The Williamsburg Community School District has applied to the PA Department of Education to provide up to five (5) Flexible Instructional Days to our students when deemed appropriate over the course of the school year. FIDs can be utilized when situations such as severe winter weather conditions or a building emergency require us to close our schools. We have the options to provide instruction to our students at home rather than in the classroom.

If a FID is scheduled, all staff and parents/guardians will be notified through a phone call and/ or email from the District's mass notification system, School Messenger. Students may leave school with their assignments if advanced notice was given and will be assigned and completed through Canvas using a school-issued Chromebook and/ or paper/ pencil assignments. Completed assignments will be used as proof of attendance and must be submitted through Canvas the day of the FID.

**WILLIAMSBURG COMMUNITY SCHOOL DISTRICT
SCHOOL CALENDAR
2022-23**

| AUGUST 2022 | | | | |
|-------------|----|------|----|----|
| M | T | W | TH | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | * 24 | 25 | 26 |
| 29 | 30 | 31 | | |

Student Days: 8 Teacher Days: 8
 August 17 - 19: In-Service Days
 August 24: * First Student Day
 August 24 & 25: Kindergarten Staggered Start

| SEPTEMBER 2022 | | | | |
|----------------|----|----|----|----|
| M | T | W | TH | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

Student Days: 20 + 8 = 28 Teacher Days: 21 + 9 = 30
 Sept. 5: Labor Day Holiday
 Sept. 30: In-Service - Teachers Only, Act 80

| OCTOBER 2022 | | | | |
|--------------|----|------|----|----|
| M | T | W | TH | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | A 26 | 27 | 28 |
| 31 | | | | |

Student Days: 20 + 28 = 48 Teacher Days: 21 + 30 = 51
 Oct. 28: A-End of 1st MP
 Oct. 28: In-Service - Teachers Only, Act 80

| NOVEMBER 2022 | | | | |
|---------------|----|----|----|----|
| M | T | W | TH | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

Student Days: 17 + 88 = 85 Teacher Days: 18 + 81 = 99
 Nov. 11: Veteran's Day Holiday
 Nov. 21: Evening Conferences
 Nov. 22: Early Dismissal AM / Conferences PM
 Nov. 23-28: Thanksgiving Holiday

| DECEMBER 2022 | | | | |
|---------------|----|----|----|----|
| M | T | W | TH | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

Student Days: 18 + 82 = 79 Teacher Days: 19 + 88 = 93
 Dec. 22: Early Dismissal AM / In-Service PM
 Dec. 22 - 30: Christmas Holiday Break
 Dec. 30: New Year's Holiday (obs.)

| JANUARY 2023 | | | | |
|--------------|----|----|----|----|
| M | T | W | TH | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

Student Days: 20 + 79 = 99 Teacher Days: 20 + 88 = 108
 Jan. 2: New Year's Day (obs.)
 Jan. 4 - 18: Keystone Exams
 Jan. 13: Early Dismissal AM / In-Service PM, B-End of 2nd MP
 Jan. 16: Martin Luther King, Jr. Holiday

| FEBRUARY 2023 | | | | |
|---------------|----|----|----|----|
| M | T | W | TH | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | | | |

Student Days: 18 + 88 = 107 Teacher Days: 18 + 100 = 118
 Feb. 17 - 20: President's Day Holiday

| MARCH 2023 | | | | |
|------------|----|------|----|----|
| M | T | W | TH | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | C 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

Student Days: 20 + 117 = 140 Teacher Days: 20 + 123 = 143
 Mar. 15: Early Dismissal AM / In-Service PM
 Mar. 22: C-End of 3rd MP

| APRIL 2023 | | | | |
|------------|----|----|----|----|
| M | T | W | TH | F |
| | | | | |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |


Student Days: 18 + 140 = 158 Teacher Days: 18 + 148 = 166
 Apr. 6: Early Dismissal AM / In-Service PM
 Apr. 7 - 10: Easter Holiday
 Apr. 24 - 28: PSSA ELA (grades 3 - 8)


| MAY 2023 | | | | |
|----------|----|----|----|-------|
| M | T | W | TH | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | ** 26 |
| 29 | 30 | 31 | | |


Student Days: 20 + 158 = 178 Teacher Days: 21 + 164 = 185
 May 1 - 12: PSSA Math, Science and Make-ups
 May 3: Early Dismissal AM/In-Service PM/Prom
 May 15 - 28: Keystone Exams
 May 26: **Last student day, end of MP, Commencement
 May 29: Memorial Day Holiday
 May 30: In-Service - Teachers Only


| JUNE 2023 | | | | |
|-----------|----|----|----|----|
| M | T | W | TH | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

Student Days: 0 Teacher Days: 0

 In-Service - Teachers Only

 Early Dismissal Students AM / Teacher In-Service PM

 Early Dismissal Students Parent / Teacher Conferences

 Holiday/ No school students or staff

* First Student Day - Aug. 24, 2022
 ** Last Student Day - May 26, 2023

Snow days: Feb 17,
 April 10; May 30, 31; June 1, 2