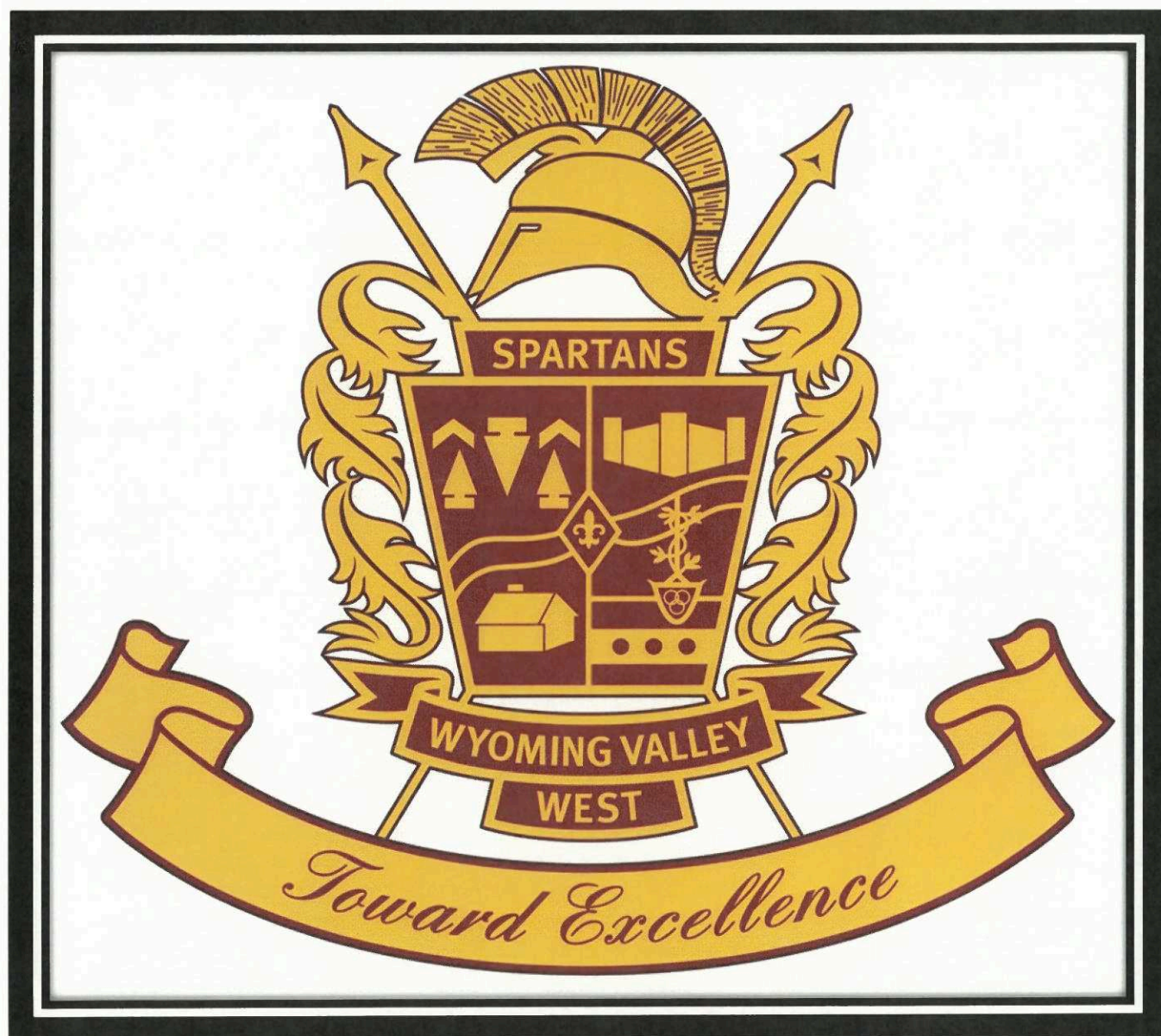


Wyoming Valley West High School

Student Handbook



2024-2025



SYMBOLISM

ARMS - BURGUNDY AND GOLD

SPARTAN SHIELD -- **UPPER LEFT** -- Three arrowheads representing the Indian tribes that settled in the area in respective order: Shawnees, Delawares and Nanticokes. The larger arrowhead gives greater importance to the Delawares as they were only tribe to remain and built the town of “WAUWAUMIE”, finally called “WYOMING”. The mountains in the background were rich in resources that provided food and shelter for these Indians.

BOTTOM RIGHT -- The shield in center from King Charles II Coat-of-Arms signifying him as the land owner in 1660. above this is a grapevine from the Connecticut seal representing the 1662 charter granting the area of Pennsylvania to the Connecticut Colony. Then in 1681, the same king granted another charter to William Penn, symbolized the 3 roundels from Penn’s arms, creating a duplication of land title and leading to several pennamite - Yankee Wars.

UPPER RIGHT -- Forty Fort -- Originally built in 1770 and was named for the first forty settlers who arrived in the valley from Connecticut.

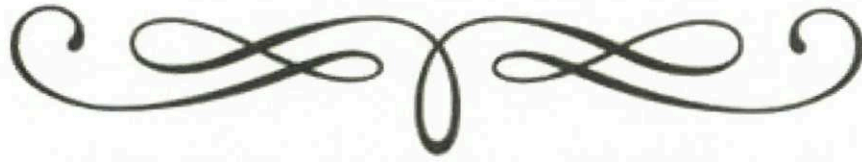
BOTTOM LEFT -- First school built for settlers in Kingston area in 1774 and supported by local funds. It was not until 1834 that the STATE PUBLIC SCHOOL ACT was enacted.

BEND WAVY -- (Diagonal) -- Represents the Susquehanna River. One of the more important resources to attract the settlers.

CENTER -- “BLACK DIAMOND” or coal -- The single most important natural resources known to Wyoming Valley. From Smith Opening in Plymouth, the first anthracite was shipped in 1807. Superimposed over this diamond is the French Fleur-de-lis for Chevalier De La Luzerne for whom the county was named in 1786. Luzerne was the first minister from France to the United States.

SHAPE -- The shield has been designated in a keystone shape to represent the Great Commonwealth of Pennsylvania.

SPARTAN CREST -- A spartan helmet with a 9-pointed star, for the 9 schools in the Jointure.



Alma Mater

We left up our voices in praise far and near

To you, our Alma Mater,

For friends we hold so dear;

For Honor, Truth and Glory,

We'll strive year after year.

We pledge our lives always

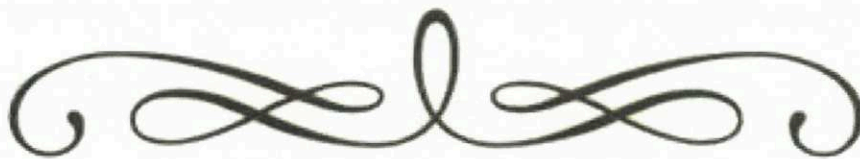
To hold high the crest;

We pledge to you allegiance to do

What is right and best,

To honor you, our high school

Wyoming Valley West.





Wyoming Valley West School District

Wyoming Valley West High School
150 Wadham Street
Plymouth, PA 18651
570-779-5361 Fax: 570-779-9510

Mrs. Tara Carey, Principal
Mr. Joseph Jarski, Assistant Principal
Mrs. Mallory Urbanski, Assistant Principal

Dear Students,

Welcome to Wyoming Valley West High School!

As the principal of this incredible school, it is my pleasure to welcome you to a new academic year.

Whether you are a returning student or new to our school community, I am thrilled to have you as part of our Spartan family.

Our high school is a place where we strive for excellence in academics, sports, arts, and all other areas of student life. We are committed to providing a supportive and challenging environment where each of you can discover your passions, develop your skills, and grow into the best version of yourself. Our dedicated teachers and staff are here to guide, encourage, and inspire you every step of the way.

This handbook has been created to help you navigate your journey through high school. Inside, you will find important information about our school policies, expectations, and resources available to you. It is essential that you take the time to familiarize yourself with this information, as it will help you make the most of your time here and ensure that our school remains a safe, respectful, and productive place for everyone.

High school is a time of discovery and growth. It is a time to explore new interests, take on challenges, and make lifelong memories. I encourage you to get involved in the many activities and opportunities our school offers, from clubs and sports teams to academic competitions and community service projects. These experiences will not only enrich your high school years but also help you build the skills and character needed for success beyond graduation.

Remember, success in high school is not just about achieving good grades. It's about developing a strong work ethic, building positive relationships, and learning how to overcome obstacles. We believe in your potential and are here to support you in every way possible.

On behalf of the entire faculty and staff, I want to wish you a successful, fulfilling, and memorable school year. We are excited to see what you will accomplish and look forward to celebrating your achievements with you.

Welcome to a year full of possibilities!

Sincerely,

Tara Carey
Tara Carey

Principal

J. Jarski
Joseph Jarski

Assistant Principal

Mallory Urbanski
Mallory Urbanski

Assistant Principal

2024-2025 School Calendar

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

WYOMING VALLEY WEST SCHOOL DISTRICT



450 N. Maple Ave
(570) 288-6551 www.wvwd.org
Kingston, PA 18704

Aug 29	New Teacher Orientation
Aug 29	6th & 9th Grade Orientation(HS/MS)
Aug 30	District In-Service @ HS 8-1
Sept 2	Labor Day (Buildings Closed)
Sept 3	District In-Service in Buildings (8-3)
Sept 3	Kindergarten Orientation (1-2:30)
Sept 4	1st Student Day of School
Sept 17	Meet the Teacher Night @ HS 6-8
Sept 18	Meet The Teacher Night @ MS 6-8
Sept 19	Meet The Teacher Night @ ES 6-8
Sept 20	Act 80 Day (Early Student Dismissal)
Oct 14	Columbus Day (No School)
Oct 31	Act 80 Day (Early Student Dismissal)
Nov 11	Veterans Day (No School)
Nov 12	@HS P/T Conf. 12:30 & 6-8
Nov 14	@MS P/T Conf 12:30-3 & 6-8
Nov 18	@ES P/T Conf 1-3:30 & 6-8
Nov 27	Early Dis. HS-10:30, MS-11:20, ES 12:00
Nov 28-Dec 2	Thanksgiving Recess (No School)
Dec 20	Early Dis. HS-10:30, MS-11:20, ES 12:00
Dec 21-Jan 1	Year End Recess (No School)
Jan 20	Martin Luther King Day (No School)
Jan 28	End of 1st Semester
Jan 31	Act 80 Day (Early Student Dismissal)
Feb 10	Act 80 Day (Early Student Dismissal)
Feb 14-17	Winter Recess (No School)
March 14	District In-Service in buildings (8-1)
April 4	Act 80 Day (Early Student Dismissal)
April 17-21	Spring Recess (No School)
May 2 & 23	Act 80 Day (Early Student Dismissal)
May 26	Memorial Day (No School)
June 11	GRADUATION
June 12, 13	Early Student Dismissal
June 13	Last Day of School

TEST DATES Keystone/PSSA

TBD

Marking Periods

- 1-Thursday, November 7th (46 Days)
- 2-Tuesday, Jan 28th-Semester (45 Days)
- 3-Friday, April 4th (46 days)
- 4-Friday, June 13th (45 days)

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Student Days () by Month

Sept (19), Oct (22), Nov (18)
Dec (14), Jan (21), Feb (18), Mar (20)
Apr (19), May (21), June (10)
Total Student Days = 182

Act 80 Days		In-Service Days		Inclement Weather Days	
Sept. 20	HS 10:30, MS 11:20 ES 12:00	Aug 30	@High School 8-1	FID 1	1st snow day
Oct 31	HS 10:30, MS 11:20 ES 12:00	Sept 3	In buildings 8 to 3	FID 2	2nd snow day
Jan 31	HS 10:30, MS 11:20 ES 12:00	March 14	In buildings 8 to 1	FID 3	3rd snow day
Feb 10	HS 10:30, MS 11:20 ES 12:00			FID 4	4th snow day
Apr 4	HS 10:30, MS 11:20 ES 12:00			FID 5	5th snow day
May 2&23	HS 10:30, MS 11:20 ES 12:00			Feb 14	6th snow day



School Closed



Teacher In-Service (No school for students)



Significant Dates



Parent Teacher Conferences

First and Last day of school

Feb. 6, 2024 version

Regular Day	2 Hour Delay	3 Hour Delay	Club		Act 80				
			HR: 7:27 to 7:37						
			Clubs: 7:37 to 8:07						
7:27 to 8:18	1	9:27 to 9:57	1	10:35 to 10:53	1	8:10 to 8:50	1	7:27 to 7:47	1
8:21 to 9:06	2	10:00 to 10:30	2	10:56 to 11:15	2	8:53 to 9:33	2	7:50 to 8:10	2
9:09 to 9:54	3	10:33 to 11:03	3	11:18 to 11:48	A lunch	9:36 to 10:16	3	8:13 to 8:33	3
9:57 to 10:42	4	11:06 to 11:36	4	11:51 to 12:21	5B	10:19 to 10:59	4	8:36 to 8:56	4
10:42 to 11:12	A lunch	11:39 to 12:09	A lunch	12:24 to 12:54	6B	10:59 to 11:29	A lunch	8:59 to 9:19	5
11:12 to 11:57	5B	12:12 to 12:42	5B	11:18 to 11:48	5A	11:29 to 12:09	5B	9:22 to 9:42	6
12:00 to 12:45	6B	12:45 to 1:15	6B	11:51 to 12:21	B lunch	12:12 to 12:52	6B	9:45 to 10:05	7
10:45 to 11:30	5A	11:39 to 12:09	5A	12:24 to 12:54	6B	11:02 to 11:42	5A	10:08 to 10:27	8
11:30 to 12:00	B lunch	12:12 to 12:42	B lunch	11:18 to 11:48	5A	11:42 to 12:12	B lunch	10:27 to 10:30	Locker/Dismissal
12:00 to 12:45	6B	12:45 to 1:15	6B	11:51 to 12:21	6A	12:12 to 12:52	6B	A Lunch	
10:45 to 11:30	5A	11:39 to 12:09	5A	12:24 to 12:54	C Lunch	11:02 to 11:42	5A		
11:33 to 12:18	6A	12:12 to 12:42	6A	12:56 to 1:15	3	11:45 to 12:25	6A		
12:18 to 12:48	C Lunch	12:45 to 1:15	C Lunch	1:17 to 1:36	4	12:25 to 12:55	C Lunch	B Lunch	
12:48 to 1:33	7	1:18 to 1:48	7	1:39 to 1:58	7	12:55 to 1:35	7		
1:36 to 2:22	8	1:52 to 2:22	8	2:03 to 2:22	8	1:40 to 2:22	8	C Lunch	

STUDENT HANDBOOK

TABLE OF CONTENTS

<u>INFORMATION</u>	<u>PAGE</u>
ACT 26- SAFE SCHOOLS ACT	1
ACT 158 – PATHWAYS TO GRADUATION	1
AFFIRMATIVE ACTION PROGRAM	1
ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST	1
ASSEMBLIES	1
ATHLETICS	2-3
ATHLETIC PROGRAMS	2
ATHLETIC SUBSTANCE ABUSE POLICY	2
INTERSCHOLASTIC ATHLETIC POLICY	3
ELIGIBILITY	3
ATHLETIC AWARD POLICY	3
ATTENDANCE POLICY	4
AWARDS POLICY	4
BACKPACKS	4
BANNED ARTICLES	4
BULLYING/CYBER BULLYING POLICY	4
BUS RULES	4-5
CAFETERIA GUIDELINES	5-6
CLASS OFFICE ELECTIONS- GRADE 9	7
CLASS OFFICE ELECTIONS - GRADES 10-12	8
CLASS AND ORGANIZATION FUNDS	8
CLASSROOM BEHAVIOR	9
CLOSED CAMPUS	9
CLUBS	9
CONCOURSE	9
CYBER SCHOOL	9
DELIVERIES	9
DIRECTORY INFORMATION/DO NOT PHOTOGRAPH	10
DISCIPLINE PROCEDURES	10
DISPENSING OF MEDICINE	10
DRESS CODE POLICY	10
DRUG AWARENESS POLICY	10
DUAL ENROLLMENT	10
ELECTRONIC DEVICE POLICY	10
EXTRA-CURRICULAR ACTIVITIES	11
FIGHTING	11
FIRE DRILLS, REGULATIONS AND SAFETY DRILLS	12
FOOD/DRINKS	12
WATER	12

GRADUATION REQUIREMENTS	13
GUIDANCE COUNSELORS	13
HALL PASSES	13
HEALTH OFFICE	13
HOMEBOUND INSTRUCTION	13
HOMEWORK	14
HONORS PROGRAM	14
HONOR ROLL	14
LEAVING SCHOOL EARLY	14
LOCKERS	14
GYM LOCKERS	15
LOITERING: BEFORE, DURING, AND AFTER SCHOOL	15
MAKE-UP WORK	15
MARKING SYSTEM	16-17
MCKINNEY-VENTO HOMELESS EDUCATION PROGRAM	17-18
MEDICAL CARE INFORMATION	18
NATIONAL HONOR SOCIETY	18
NCAA CLEARINGHOUSE	18
PARKING PRIVILEGES	19
PARTIES	19
PHYSICAL EDUCATION PARTICIPATION REQUIREMENTS	19-20
PLAGIARISM POLICY	20
POLICY FOR SELECTING CHEERLEADERS	21
POSTING OF MATERIALS	22
PROHIBITED ACTIVITIES/BELONGINGS	22
PROM POLICY	22
PROMOTION POLICY	22
PROTECTIVE EYEWARE (GOGGLES)	22
PUBLIC ADDRESS SYSTEM	22
REPORT CARDS	22
RESTRICTED HALL MOVEMENT	22
SAFE2SAY SOMETHING	22
SCHOOL CALENDAR	23
SCHOOL CLOSING	23
SCHOOL SPIRIT	23
SCHOOL VISITORS	23
SEARCHES	23
SEXUAL HARASSMENT	24
SKYWARD	24
SMOKING POLICY/TOBACCO PRODUCTS	24
STUDENT ASSISTANCE PROGRAM	25
STUDENT COUNCIL	25
STUDENT DEBTS	25

STUDENT DISCIPLINE POLICY	25
STUDENTS OF COMPULSORY ATTENDANCE AGE	26
STUDENTS BEYOND COMPULSORY SCHOOL AGE	26
STUDENT CRIMINAL VIOLATIONS	27
USE OF NON-TRAFFIC CITATION	27
STUDENT EXPRESSION POLICY	27
STUDENT HEARING PROCESS POLICY	27
STUDENT RIGHTS/RESPONSIBILITIES POLICY	28
STUDENT VALUABLES	28
STUDY HALLS	28
SUSPENSION AND EXPULSION POLICY	28-29
TARDINESS TO CLASS	29
TARDINESS TO SCHOOL & CONSEQUENCES	30
TECHNOLOGY ACCEPTABLE USE AGREEMENT	30
TELEPHONES	30
TELEPHONE PAGING DEVICES	30
TESTING POLICY	30
TEXTBOOKS	31
TITLE IX	31
TUTORING	31
WITHDRAWAL AND TRANSFER	31
WORKING PAPERS	32
YOUNG SCHOLARS/EARLY COLLEGE ENTRY	32
 POLICY APPENDIX	 33+
ATTENDANCE	34-42
BULLYING/CYBER BULLYING	43-46
CAFETERIA PURCHASE CHARGING AND INSUFFICIENT FUNDS POLICY	47
DRESS AND GROOMING	48-51
DRUG AWARENESS	52-55
ELECTRONIC DEVICE POLICY	56-57
MEDICATION POLICY	58-61
METAL DETECTOR POLICY	62-65
SCHOOL VISITORS	66-67
NOTICE OF SPECIAL EDUCATION SERVICES	68-79
ACCEPTABLE USE OF TECHNOLOGY	80-91
THREAT ASSESSMENT	92-100
ACT 158 PATHWAYS TO GRADUATION CHART	101-102
STUDENT/PARENT CONSENT AGREEMENT	103

The Student Handbook contains general school information, procedures, and regulations. Students, parents/guardians are encouraged to become familiar with the contents of this publication. It is provided as a resource and contains the most current information for the school year that was available when printed. Please be advised that some of the material might be subject to change during the school year. A digital copy of the Student Handbook is located on the district webpage. Hardcopies of the handbook are available in the High School Main Office.

ACT 26: SAFE SCHOOLS ACT

Act 26 of 1995 was added to the PA School Code in an effort to maintain a safer school environment. State law states that no student will be accepted into the Wyoming Valley West School District without completion of the district form giving notification of “any offense involving weapons, alcohol or drugs, infliction of injury to another person, or any act of violence committed on school property.” In the event that the form is not returned to school, the parents will be informed that the student will NOT be allowed to attend until the form is returned.

ACT 158: PATHWAYS TO GRADUATION

Act 158 of 2018 (Act 158) provides alternatives to Pennsylvania’s statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology) in order for a student to achieve statewide graduation requirements. Alternative pathways to meeting statewide graduation requirements for students who are Career and Technical Education (CTE) concentrators were established.

Effective with the graduating class of 2023, students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness.

Keystone Exams will continue as the statewide assessment Pennsylvania uses to comply with accountability requirements set forth in the federal Every Student Succeeds Act (ESSA). Although students will no longer be required to achieve proficiency on the Keystone Exams in order to meet statewide graduation requirements, students must take the Keystone Exams for purposes of federal accountability.

Please refer to the Pathways to Graduation chart located in the Appendix.

AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES

The Board declares it to be the policy of this district to provide an equal opportunity for all children to achieve their maximum potential through the programs offered in these schools regardless of race, color, creed, religion, sex, ancestry, national origin, or handicap. The person designated to receive complaints concerning discrimination or harassment for the Wyoming Valley West School District is Mr. David Novrocki, Director of Curriculum, 450 North Maple Avenue, Kingston, PA, 18704, (570)-288-6551.

***Additional information can be found in the WVWSD Policy Book.**

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB) TESTING

Students will participate in ASVAB testing during their junior year.

ASSEMBLIES

Students should proceed to assemblies in an orderly fashion, and locate a seat in assigned sections. Assembly seating is assigned. Students must display full cooperation and respect during programs. Talking, whispering, whistling, stamping of feet, and booing are inappropriate. Yelling is only appropriate at pep rallies. Students can applaud appropriately or as directed. Students are not permitted to leave assemblies until they are dismissed.

ATHLETICS

INTER-SCHOLASTIC ATHLETIC PROGRAMS

GRADES 7 - 12

FALL SPORTS	GRADES	FALL SPORTS	GRADES
FOOTBALL	Varsity 9-12 Jr. High 7-9	GIRLS' FIELD HOCKEY	Varsity 9-12 Jr. High 7-9
BOYS' SOCCER	Varsity 9-12	GIRLS' TENNIS	Varsity 9-12
BOYS' CROSS COUNTRY	Varsity 10-12 Jr. High 7-9	CO-ED GOLF	Varsity 9-12
GIRLS' CROSS COUNTRY	Varsity 10-12 Jr. High 7-9	GIRLS' VOLLEYBALL	Varsity 9-12
CHEERLEADING	Varsity 9-12		
GIRLS' SOCCER	Varsity 9-12		
BOYS' and GIRLS' SOCCER	Jr. High 7-8		

WINTER SPORTS	GRADES	WINTER SPORTS	GRADES
BOYS' and GIRLS' WRESTLING	Varsity 9-12 Jr. High 7-9	BOYS' SWIMMING/DIVING	Varsity 9-12
BOYS' BASKETBALL	Varsity 9-12 Jr. High 7-9	GIRLS' SWIMMING/DIVING	Varsity 9-12
GIRLS' BASKETBALL	Varsity 9-12 Jr. High 7-9	BOYS' WINTER TRACK	Varsity 9-12
CHEERLEADING	Varsity 9-12	GIRLS' WINTER TRACK	Varsity 9-12

SPRING SPORTS	GRADES	SPRING SPORTS	GRADES
BOYS' VOLLEYBALL	Varsity 9-12	SOFTBALL	Varsity 9-12 Jr. High 7-9
BOYS' TRACK	Varsity 9-12 Jr. High 7-9	GIRLS' TRACK	Varsity 9-12 Jr. High 7-9
BOYS' TENNIS	Varsity 9-12	BASEBALL	Varsity 9-12 Jr. High 7-9

ATHLETIC SUBSTANCE ABUSE POLICY

The Wyoming Valley West Athletic Department has established a substance abuse policy in order to protect the health and well-being of its student athletes and the integrity of its athletic program. Parents and educators must instruct young people about substance abuse, discipline those who choose to use prohibited substances, and emphasize training and practice rather than the use of chemicals to improve performance. **A student athlete who comes in contact with drug or alcohol use should leave the location immediately to avoid temptation and eliminate suspicion.**

- If a student athlete violates the Wyoming Valley West School District Drug Awareness Policy; the Principal will refer him to the Student Assistance Program. Further, he/she will be subject to all the provisions that are covered under the Wyoming Valley West Drug Awareness Policy.

- This policy covers substance abuse in school, on school grounds, on school buses, at school sponsored functions and while students are representing the school. All substance abuse violations shall be cumulative. They shall be carried over from year to year throughout the student athlete's P.I.A.A. career from Grades 9 through 12.

***Additional information can be found in the WVW Athletic Policies Handbook.**

INTER-SCHOLASTIC ATHLETIC POLICY

The Board recognizes the value of a program of interscholastic athletics as an integral part of the total school experience to all students of the district and to the community. For the purposes of this policy, the program of interscholastic athletics shall include all activities relating to competitive sports contests, games or events, or sports exhibitions involving individual students or teams of students of this district when such events occur between separate schools within this district or with any schools outside this district. It shall be the policy of the Board to offer opportunities for participation in interschool athletic programs to male and female students on as equal a basis as is practicable and in accordance with State regulations. The Board shall approve annually a program of interscholastic athletics and shall require that all facilities utilized in that program - whether or not the property of this Board - properly safeguard both players and spectators and are kept free from hazardous conditions. The Board shall determine the standards of eligibility to be met by all students participating in the interscholastic program. Such standards shall require that each student be covered by the maximum Student Accident Insurance available or its equivalent, be in good physical condition, be free of injury, and shall have fully recovered from illness, as determined by the District physician, before participating in any interscholastic athletic event.

- The Board further adopts those eligibility standards set by the Constitution of the Pennsylvania Interscholastic Athletic Association and shall review such standards annually so that they continue to be in conformity with the objectives of this district. The Board further directs that no student may participate in the program of interscholastic athletics that has not:
 1. Maintained a record of academic proficiency sufficient to ensure that participation in interscholastic athletic activities will not interfere with his/her instructional program.
 2. Attended school regularly.
 3. Return all school athletic equipment.
- The Superintendent shall annually prepare, approve, and present to the Board for its consideration, a program of interscholastic athletics which shall include a complete schedule of events. The Superintendent shall prepare rules for the conduct of students participating in interscholastic athletics. Such rules shall be in conformity with the rules of the State Board of Education and the P.I.A.A.

P.I.A.A. ATHLETIC ELIGIBILITY REGULATIONS

Regulations for athletic eligibility set by the P.I.A.A. (Pennsylvania Interscholastic Athletic Association), of which Wyoming Valley West High School is a member include the following:

1. To be eligible to participate in interscholastic athletics, a student must pass at least 4 major subjects in the previous grading period. The student also must receive a passing grade in 4 major subjects at the end of each week, calculated cumulatively from the start of the particular grading period.
2. To participate in fall sports for 2024-25, a student must pass at least 4 major subjects in the previous year's work (Final Grades).
3. A student who misses twenty (20) school days in a semester is ineligible to compete until he/she has been in attendance for a total of forty-five days (45) following the twentieth (20) absence. This rule carries over from the second semester of the 2023-2024 school year to the fall of 2024-2025.

ATHLETIC AWARD POLICY

Athletic awards are made according to qualifications outlined in the WVW Athletic Policies Handbook, plus the recommendation of the coach of the sport involved (with the final approval of the Board of School Directors).

General Rules:

- **Rule I Sportsmanship.** A student must attain an attitude of true sportsmanship throughout the school year. His/her attitude must be for the betterment and advancement of him/herself, his/her school, and in no manner bring disrepute upon his/her team or school. The final judgment will rest with the principal and the coach of the sport.
- **Rule II Scholarship.** A student must maintain a standard of scholarship equivalent to the eligibility requirements of the P.I.A.A. and the Wyoming Valley West High School.

- **Rule III Letter Awards.** At the close of each sports season, the coach will submit to the director of athletics, for approval, the list of players and the extent of their participation to receive awards. All awards shall be accompanied by a certificate only signed by the Principal and coach. In addition to the above, an athlete must satisfy fully the requirements in any one of the sports listed below to become eligible for a varsity athletic award.

***Additional information can be found in the WVV Athletic Policies Handbook.**

ATTENDANCE POLICY

Refer to the Wyoming Valley West School District Attendance Policy located in the Student Handbook Appendix.

AWARDS POLICY (Grades 9-10-11-12)

For students to receive an award decided upon by the faculty/administration of the WVVHS, the following criteria must be met:

1. The qualifying cumulative grade point average will be at least 2.6. The senior must have this average after the second nine weeks of his/her senior year to be eligible for any awards given by the senior awards committee.
2. Any qualifying senior who does not submit their materials by the assigned deadline will not be eligible for any awards given by the senior awards committee.
3. Any senior who is given an award by anyone other than the senior awards committee will not have their name in the senior awards program.
4. The student must meet the eligibility requirements as outlined by the award donor.
5. The student must have above-average academic standing in the area of the designated award.
6. The student must have excellent school attendance: ten days or fewer excused absences and no more than two excused tardies. All absences must be appealed according to the Wyoming Valley West School District Attendance Policy. The student must have a good record of school and community service, where applicable.
7. The student must have a laudable attitude and conduct which shall include:
 - a. No known infractions of school policy and rules.
 - b. No out-of-school incidents which have become known or have received wide media attention.
 - c. No validated account of dishonesty or cheating.

BACKPACKS

Students are permitted to bring backpacks to/from school. **However, students are prohibited from carrying backpacks in the building during the school day.** Upon arrival at school, students must immediately place backpacks in their lockers for the entirety of the day. Use of purses is permitted, but only for personal items- not books.

Exception: Students are permitted to carry approved backpacks to/from Physical Education classes only.

BANNED ARTICLES

As a safety measure, the following items are prohibited on school grounds:

- Items include but are not limited to, offensive weapons, including replicas, such as airsoft, BB, or pellet guns and taser guns.

Students in possession of prohibited items on school grounds are subject to school discipline, in addition to the incident being reported to law enforcement.

BULLYING/CYBERBULLYING POLICY

Refer to the Wyoming Valley West School District Bullying/Cyber Bullying Policy located in the Student Handbook Appendix.

BUS RULES

Pupils are to:

1. Arrive at the bus stop **ten** minutes prior to scheduled departure.
2. Respect private property on the way to and at the bus stop. Wait at the designated stop only.
3. Talk in a normal conversational voice with no excessive noise.
4. Play safely without fighting or darting out into the street. Ball playing is not allowed at school bus stops, except in those limited instances where the loading zone is a schoolyard or municipal playground. Following a single warning, drivers are instructed to confiscate the balls and convey them to the school's office. In instances where students are allowed to play ball when arriving at school, balls may be transported on the bus with the provision that they are carried in a bag/book bag.

5. Refrain from bringing animals or potentially dangerous materials to the bus stop.
6. Drivers are authorized to assign seats.
7. Cooperate with and obey the driver at all times. The bus driver and/or principal are authorized to assign seats.
8. Approach the bus only after it has come to a complete stop and board the bus without pushing or disturbing others.
9. Remain seated; facing forward and with feet on the floor at any time the bus is in motion. Students are not to leave their seats until the bus has come to a complete stop.
10. Leave the bus only upon arrival at the school or regular bus stop.
11. Ride only the bus to which they are assigned unless permission is granted by the principal or Director of Transportation.
12. Go directly home or a place designated by parent/guardian when leaving the bus after school.
13. Keep your bus and bus stop clean. Students will be required to pay for any vandalism which they are determined to be responsible.
14. Refrain from gesturing or calling out to pedestrians.

Pupils are required to comply with the following directives:

1. Students may not use tobacco products in any form aboard the bus.
2. The use of profanity is prohibited at all times.
3. Eating or drinking is not allowed on the bus.
4. Students must not strike or cause injury to other persons on the school bus or at the bus stop.
5. Students must keep their heads, hands, and feet inside the bus at all times.
6. Students must not throw anything inside the bus or outside the windows.

Alleged infractions of bus rules will be referred to the Principal/Assistant Principal for investigation.

- 1st Violation: As determined by the Principal/Assistant Principal, minor violations will result in a warning and parent notification by phone or letter.
- 2nd Violation: As determined by the Principal/Assistant Principal, violations will result in a three (3) school day suspension from bus transportation.
- 3rd Violation: As determined by the Principal/Assistant Principal, violations will result in a ten (10) school day suspension from bus transportation.
- 4th Violation: As determined by the Principal/Assistant Principal, violations may result in long-term suspension from the bus.
 - Students must be notified by the Principal as to when the suspension of busing privileges will occur. The Principal/Assistant Principal will notify the Director of Transportation and bus driver of the effective date and length of the suspension.
 - Reinstatement from indefinite suspension is at the discretion of the Principal and/or Director of Transportation. When a student has been suspended from bus transportation, it is the parent(s)/guardian(s) responsibility to arrange for transportation to and from school.
 - The Principal and/or Director of Transportation may deviate from this policy where the best interest of the District so dictates.
 - Video cameras on the school bus are an aid to monitor bus discipline and may be used as a tool in investigating infractions of bus rules.

CAFETERIA GUIDELINES

Students are expected to eat their lunch in the cafeteria, whether a lunch is purchased from the school or brought from home. **Food cannot be removed from the cafeteria.** Students must return trays to return windows. Students are responsible for clearing all food/paper supplies off tables when finished eating. Food may not be purchased and brought into the building by another source during lunch hours or any other time. Students are permitted in the cafeteria only during assigned lunch periods. Students may purchase food from the cafeteria only during assigned lunch periods.

School Lunch Guidelines

1. **A school lunch must consist of three out of five required components: milk, 2 ½ oz. protein, bread, fruit, and vegetable.** To avoid additional charges, students must take three of these components on their trays. If students do not, they will be instructed to return the missing item(s), or an a la carte charge will incur.

Cafeteria Cash Register System (POINT OF SALE)

1. The WVVHS cafeteria utilizes a computerized debit system that allows students to pay in advance for a la carte choices. The system works with a twelve-key P.I.N. Pad similar to an Automated Teller Machine (ATM). It allows students to enter a 6-digit personal identification number (P.I.N.) to access accounts. The P.I.N. keypad is located near the end of the serving line near the cash terminal. A student's P.I.N. will remain the same while enrolled at the WVVHS.
2. All students will have a debit account, but will not be required to make advanced payments because the system has the ability to act as a cash register, and can accept cash payments daily. A cash debit account is created by making a payment of a certain dollar amount (\$5.00, \$10.00, \$20.00, etc.) to the cafeteria. These funds are then deposited into a student's debit account and become available when purchasing a la carte choices. **There are no limitations as to what may be purchased or how many purchases can be made. Account balances simply decrease as purchases take place.** To prevent fraudulent use of student accounts, the system utilizes photographs of each student. Photographs appear on monitors for cashiers to view each time a student accesses his/her account, therefore insuring that no other student can utilize a particular student's account.

Student Guidelines

1. Lunch, A la Carte and/or breakfast are available daily.
2. Each student will be issued a P.I.N., which will identify the student in the computer. Students are required to memorize their P.I.N. in order to use the system. When students arrive at registers with purchases, they must enter their P.I.N. utilizing the keypad.
3. For the system to work efficiently, payments should be made in advance. Deposits go directly into student's individual accounts, and available money can only be used to purchase meals and snacks.
4. **Payments for a la carte choices can made be via cash or check.**
 - a) **Checks should be payable to WYOMING VALLEY WEST CAFETERIA ACCOUNT.**
 - b) **Include the student's name at the bottom of the check.**
5. Deposits can be made into the system daily for any amount. There will be an open terminal with a cashier near the salad bar daily from 7 AM-10 AM. There will also be a deposit box located near the cashier with deposit envelopes and writing utensils. An envelope must be filled out as proof of deposit and the empty envelopes are retained by the Food Service Dept. for one month. Deposits made up to 10 AM daily will be entered into the system and available for lunch that day. Deposits made after 10 AM will be processed for the following day. The deposit box will be available during/after lunch periods for future deposits.
6. When students enter their P.I.N. utilizing keypads, the amount of the transaction and the remaining balance will appear on the screen, allowing students to keep track of when a new deposit should be made.
7. One terminal will be reserved for cashless transactions. This line will move much quicker than the others, which is why students are urged to pre-deposit. The other two terminals will accept cash during lunch.

NOTE: For additional information, refer to the **Cafeteria Purchase Charging and Insufficient Funds Policy** located in the Student Handbook Appendix on the district website.

Contact Aramark Food Service: (570) 779-9765 or the High School Kitchen: (570) 779-0735 with questions/concerns.

Hours of Operation and Menu

Breakfast: Available from 7:00 AM to 7:45 AM.

Choices include Multiple entrees, juice, coffee, and bakery items.

Lunch: Available from 10:42 AM to 12:48 PM (A/B/C Lunch-Waves).

Choices include Pasta Bar, Burgers, Chicken Sandwiches, Individual Pizza, Salad Bar, Made-to-order Cold Sandwiches, and Tacos. A la carte snacks, drinks, and Combo-style lunches are also available daily.

CLASS OFFICE ELECTIONS - GRADE 9 OFFICES TO BE CONTESTED FOR 2023-2024

Primary Election - Dates TBA

Present Freshman Class

Will elect a President, Vice-President, Secretary, and Treasurer for the Freshman Year.

Student Council

3rd Vice-President - (a present Freshman) A student need not be a member of Student Council in 8th grade to run for a Student Council Office. See Miss Sickler or Mr. Chmiola.

Election rules for all candidates seeking offices will be as follows:

1. Candidates for the office must have a good school and community citizenship record which includes the following:
 - An acceptable attendance and tardy record.
 - A favorable conduct/behavior record at school as well as in the community. A suspension, a non-traffic citation, or an arrest will exclude a student from being a candidate for the present year at the discretion of the election committee.
 - A 2.5 or better grade point average:
 - In the fall elections the previous year's cumulative average will be considered.
 - In the spring elections the previous three marking period's cumulative average will be considered.
2. Candidates may run in either the Student Council election or the Class elections but not both.
3. An Election Committee: the Student Council Advisor(s), the Principal, an Assistant Principal, a Guidance Counselor (preferably the student's guidance counselor), and the Senior Executive Board members will review any questions concerning applicants or elections. If the Executive Board calls an Election Committee into session, the applicant in question will be asked to appear before this committee. The Election Committee will review the case and vote on whether or not the applicant is eligible to run. A 2/3 vote will be necessary to deny the applicant the right to run.
4. Three or more candidates for a single office will constitute a primary election. The two highest vote-getters will proceed to the general election.
5. Candidates will be required to submit a letter of candidacy.
 - List exactly how you want your name on the ballot
 - State the office you are running for
 - Your qualifications

This letter should be **handed personally** to **Mrs. Bell** in the main office by the announced date.

6. It is also to be understood that:

- Every candidate is to run alone; there is to be no running as a slate or as a block in the case of two or more candidates for different offices.
 - Campaign for the general election will run for three (3) days.
7. Campaigning will be allowed for the primary election. The regular election procedure will be followed with the except for posters and written materials which will not be allowed.
 8. For the general election, candidates may exhibit posters (no larger than 2' x 3') advertising their campaigns in areas stated by the Principal. Posters may not be placed on walls or on the windows of fire doors. Signs placed on fire doors or on other unauthorized places will be removed. The tape will be used to place the posters.
 9. All signs must be in good taste, and meet with the approval of the Principal or an Assistant Principal before being placed on display and must be removed at the end of the election day.
 10. Distribution of commercial products during the campaign favoring or advocating a certain candidate is not permitted.
 11. Inasmuch as each candidate must receive approval, "write-in" votes will not be counted.
 12. The Principal will assume the responsibility for counting the ballots/votes. Freshman class advisors will be involved in counting the votes.

TIME SCHEDULE FOR FRESHMAN ELECTIONS: (Dates TBA)

1. Distribute, post, and announce election bulletin.
2. Deadline for Letters of Candidacy. (by 2:22 p.m.)
3. Check averages and records of candidates.
4. Meeting of candidates for the primary election. Draw for ballot position.
5. Primary elections in homeroom – Announce winners.
6. Campaign for General Election
7. General Election in homeroom - Announce winners

**Please note: These dates are tentative and may be subject to change.*

CLASS OFFICE ELECTIONS – GRADES 10-12

WYOMING VALLEY WEST HIGH SCHOOL PROCEDURES AND REGULATIONS CONCERNING ELECTIONS

ALL APPLICANTS MUST:

1. Have a 2.5 (not rounded) or better academic average in the previous three marking periods, cumulative average, for the spring elections.
2. An acceptable attendance and tardy record.
3. A favorable conduct/behavior record at school as well as in the community.
4. Fill out the reverse side of this instruction sheet. Write a letter stating your qualifications for the candidate.
5. Freshmen, Sophomores, and Juniors will vote in their respective class elections.
6. An Election Committee: the Class Advisor(s), the Principal or an Assistant Principal, the Guidance Counselors, the Department Chairpersons, and the Senior Executive Board members will review any questions concerning the applicant or elections. If the Executive Board calls an Election Committee into session, the candidate in question will be asked to appear before this committee. The Committee will review the case and vote on whether or not the candidate is eligible to run. A 2/3 vote will be necessary to deny the candidate the right to run.
7. Three or more candidates for a single office will constitute a primary election. The two (2) highest vote-getters will proceed to the general election.
8. There is to be no commercialism in the campaign.
9. Campaigning will be allowed for the primary election. The regular election procedure will be followed with the except for posters and written materials which will not be allowed.
10. The number of signs a candidate may post in the school for the general election is unlimited provided they are placed in reasonable areas as determined by the Principal. The size of each sign shall be limited to 3' x 2'. All signs must be in good taste.
11. Every candidate is to run alone; there is to be no running as a slate or as a block in the case of two or more candidates for different offices.
12. The campaign for the general election will run for three (3) days.
13. Class Advisors and faculty members will be involved in tallying votes.
14. **LETTERS OF CANDIDACY MUST BE RETURNED TO MRS. BELL BY DISMISSAL ON TBA**

TIME SCHEDULE FOR CLASS OFFICE ELECTIONS

TBA	Distribute - post and announce class election information
TBA	Deadline for Letters of Candidacy (by dismissal)
TBA	Check averages and records of candidates
TBA	Candidates will meet for the primary election ballot position
TBA	Primary Election during homeroom period
TBA	Campaign for General Election
TBA	General Election during homeroom period

CLASS AND ORGANIZATION FUNDS

***No organization or group may engage in fundraising without consent from the high school principal.**

1. All class, organization, and activity funds are to be deposited with the high school finance office located in the Main Office. These funds will be credited to the proper accounts and receipts will be given. A class or organization wishing to make a purchase, a donation, or expend funds for service merchandise must have the approval of its' sponsor who, in turn, will secure approval from the principal. No person may enter into a contract in the name of the organization or the school. All contracts are approved through the office of the principal. Purchases and services must be charged to the class or organization only, and not to the school.
2. No financial obligations may be assumed by a class or organization unless there are sufficient class or organizational funds available to meet these obligations. Bills will not be honored unless permission has been approved in advance. Any person creating indebtedness for a class or an organization without approval assumes the liability for that indebtedness.
3. The only bills that will be honored will be those for which there is an invoice or statement of charges from the creditor or vendor, and all bills will be paid by a Wyoming Valley West High School check.
4. The graduating senior class must make plans to expend all class funds prior to graduation.

CLASSROOM BEHAVIOR

1. Students must enter classrooms on time and be ready to learn once class begins. A student who has been detained by a faculty member should have a specific hall pass signed in ink by the respective teacher. It is the student's responsibility to present the pass to the next-period teacher.
2. It is a student's responsibility to be prepared for class/study hall by having proper learning materials (Books, notebooks, writing utensils, etc.). Students may not have/wear coats, hats, scarves, bandanas, backpacks, etc. in the school building.
3. Class disruptions should be kept to a minimum using the student's better judgment. Students in classroom settings must avoid rowdiness or horseplay in order to prevent accidents. Consequences for such actions will be provided by classroom teachers. If such behaviors are recurrent, teachers will complete a Discipline Referral for that student and send it to the administration.

CLOSED CAMPUS

The WVWHS operates on a closed campus policy. Students must stay on school grounds from the time they arrive, even if homeroom has not yet started, until the time that they leave officially. Students are considered responsible for all school policies from the time that they arrive on school property until the time they leave school property or in accordance with state statutes. Violation of this policy will be dealt with under the discipline code.

CLUBS

All Over the World Club	Hockey Club
American Sign Language Club	Hunting and Fishing Club (Zoology)
Aquatics Club	Interim Literary Arts Magazine
Armed Forces Club	Key Club
Black Youth in Action	Mickey Mouse Club
Chess	PEER2PEER Club
Class of 2025,2026,2027,2028 Clubs	Spanish Club
Computer Programming Club	Spartan Outdoor Club
Cryptology	Spartan Ski and Board Club
Dance Club	Stock Market Club
Debate Club	Student Council
Drama Club	TEAMS/JETS
Fantasy Game Card	Tri-M Music Honor Society
F.B.L.A.	Ultimate Frisbee
Field Hockey	Unified Sports Club
French Club	Varsity Math Club
Gay Straight Alliance (GSA)	WVW Gamers and Esports Club

NOTE: Offered clubs are subject to change each school year.

CONCOURSE

Use of the concourse throughout the school day is prohibited. The only exception is at the discretion of the building's administration.

CYBER SCHOOL

Cyber school is an online educational service available for students seeking an alternative learning format. Prospective students should notify the administration or guidance if interested in the service. Prior to being admitted, students must attend an informational meeting to explore the cyber framework and discuss learning responsibilities. Entrance requires parental consent and approval from the WVWSD.

DELIVERIES

Personal deliveries (balloons, candy, flowers, food, etc.) to students at WVWHS are not permitted. Any provider attempting to make a delivery will be turned away and the delivery will not be accepted in the office. Students are not permitted to receive deliveries on school property from any delivery service provider.

DIRECTORY INFORMATION/DO NOT PHOTOGRAPH

With regard to the release of student information, parents are reminded that with few exceptions, information relative to a student cannot be released without prior consent of the parent or eligible student to anyone outside of educational agencies. Student information which does not require prior consent and may be disclosed on request is called "Directory Information." This would include the following: **student's name, address, telephone number, date of birth, place of birth, participation in activities and sports conducted by school, dates of attendance, honors, awards, diploma, certificates, parents' name and address.** All parents and students are advised that those items listed as "Directory Information" may be withheld at the request of the parent, guardian, or eligible student. This request must be submitted in writing to the school principal. **If for any reason, you request that your child not be photographed for media use, please indicate your request in writing to the building principal.**

DISCIPLINE PROCEDURES

Discipline at the WVWHS is progressive. This means school violations at increasing levels will be met with consequences of increasing severity. More severe school violations result in more severe consequences. The consequences are and may include any or a combination of the following: loss of privileges, parent phone call, parent letter, student-parent meeting, In-School Suspension, Out-of-School Suspension, removal from school, and sent to WVW Cyber School, long-term suspension, and Expulsion. Recurrent violations will also result in consequences of increasing severity.

- Students will be held accountable for their actions and will be encouraged to improve their behavior. Failure to improve behavior will cause a student to progress quickly through our discipline procedures. Be advised that recurring offenses will yield severe consequences, including Out-of-School Suspension, transferring to WVW Cyber School, long-term suspensions, and expulsion, for those students whose behavior fails to improve.
- 1. **Any behavior which disrupts the orderly climate and conduct of the school and school-sponsored activities.** Such offenses require administrative intervention. Violations include, but are not limited to; cutting class, violations of the electronic device policy, leaving school without permission, failure to attend assigned suspensions, et cetera. Violations will be managed by the building administrators in a manner consistent with the behavior and previous discipline violations.
- 2. **Acts or threats against persons or property which may endanger the health or safety of others in the school setting.** Violations include, but are not limited to: fighting, threatening students or school personnel, reckless driving on school grounds, continuation of inappropriate behaviors, et cetera. Violations will be handled by the building administrators and/or appropriate law enforcement personnel.
- 3. **Acts that are clearly criminal in nature or are continuous violations.** Any action which endangers the health or welfare of any member of the school community is considered a severe offense. Violations will be handled by the administration and/or appropriate law enforcement personnel. Violations have a mandatory Out-of-School Suspension with an informal administrative hearing. Such violations may be submitted to the Superintendent for possible action by the School Board of Directors.
- 4. **Continual inappropriate behavior leading to disciplinary action may result in the loss of individual privileges. In addition, all discipline is progressive and at the discretion of the administration.**

DISPENSING OF MEDICINE

Refer to the Wyoming Valley West School District Medication Policy located in the Student Handbook Appendix.

DRESS CODE POLICY

Refer to the Wyoming Valley West School District Dress Code Policy located in the Student Handbook Appendix.

****Refer to the district web page for information regarding the provisional dress code for the 2024-2025 school year.**

DRUG AWARENESS POLICY

Refer to the Wyoming Valley West School District Drug Awareness Policy located in the Student Handbook Appendix.

DUAL ENROLLMENT

Dual enrollment opportunities are available for junior and senior students. Please see your guidance counselor for details regarding the process.

ELECTRONIC DEVICE POLICY

Refer to the Wyoming Valley West School District Electronic Device Policy located in the Student Handbook Appendix.

EXTRA-CURRICULAR ACTIVITIES

Students are encouraged to participate in one or more extracurricular activities. Students are urged to participate in activities that interest them. Extra-curricular activities include Athletics, music, drama, subject-oriented clubs, student government, and other special interest groups.

FIGHTING

The Wyoming Valley West School District will maintain a safe and orderly learning environment. Fighting cannot be tolerated. Fighting in school or on school property is prohibited. Students involved in fighting will be sent to the Assistant Principal/Principal who will complete an investigation of the incident including witness statements. Students who engage in fighting, instigate a fight, or engage in any act of violence, while in school, on school property, during the time spent in travel to and from school and school-sponsored activities will be held accountable in accordance with school discipline procedures. Students will be suspended pending an informal hearing with the Assistant Principal/Principal. An informal hearing will then be held with the Assistant Principal/Principal to determine school consequences. In addition, students who engage in fighting, instigate a fight, or engage in any act of violence, may be reported to law enforcement authorities in a manner consistent with the Public School Code and charged with violating the criminal laws of Pennsylvania. **Each situation will be reviewed on a case-by-case basis and can/may lead to an expulsion.**

Students must make every effort to avoid fighting. When confronted and challenged to fight, students should seek help from the nearest adult authority.

Student onlookers that contribute to the school disruption or unsafe environment may be subject to disciplinary action upon administrative review.

FIRE DRILLS, REGULATIONS AND SAFETY DRILLS

EACH DRILL SHOULD PRESUME THE EXISTENCE OF AN EMERGENCY.

During a drill, students must maintain the highest degree of obedience, order, silence, and control.

During a drill, it is absolutely necessary that all persons leave the building immediately.

There is no exception to this rule.

FACULTY PROCEDURES

In the event that it is necessary for a fire alarm to be pulled, a faculty member should report the emergency to the office secretary.

- 1. Teachers are required to have their Roll Books and take attendance once in their designated area.**
- 2. Teachers are required to have laminated Room Number Signs and display them at their designated location so they are visible to students.**
 - Teachers must ensure windows are closed, shades are raised, lights are turned off, and doors are closed- if conveniently possible.
 - When the fire alarm is sounded, each teacher must be certain all members of their class exit the room.
 - The teacher will follow the class until it has reached its designated location outside the building.
 - When the alarm bell rings before/after school, students should leave the building through the nearest exit- wherever they are located at the time.
 - Teachers will assume responsibility for the group of students in their vicinity at the time the alarm sounds.
 - When the outside bell rings following a fire drill, all personnel will return to the building and enter various rooms via the same route by which they exited.
 - If a student is confined to a wheelchair or otherwise incapacitated, the teacher responsible for that student must assign two male students in the class to assist the handicapped student in being wheeled.

FACULTY AND STUDENTS

PLEASE INFORM THE PRINCIPAL OF ANY HAZARDS YOU KNOW TO EXIST.

SUGGESTIONS FOR THE IMPROVEMENT OF DRILLS WILL BE TAKEN INTO CONSIDERATION.

***PLEASE REFER TO THE HIGH SCHOOL EVACUATION PLAN FOR THE DESIGNATED LOCATION OF YOUR CLASS.**

NOTE: Teachers should be alert and prepared at all times to direct students to alternate exits in case of an emergency or blockading in any area of the building. If there is congestion in an area, look toward an alternative/opposite exit for a more efficient exit from the building.

FOOD/DRINKS

Food is not to be consumed at any time during the school day except during a student's breakfast or lunch period, or as part of the educational experience of a regularly scheduled class (e.g. Family and Consumer Science). Students may not bring glass bottles or plastic squeeze bottles to school.

FOOD/DRINKS MAY NOT BE TAKEN OUT OF THE CAFETERIA.

WATER

Students are permitted to carry water bottles throughout the school day. Water bottles should be unopened upon entering the building and filled with water only. Bottles must be approximately 20 ounces or less. Other drinks are prohibited, unless deemed medically necessary.

GRADUATION REQUIREMENTS

The following are minimum requirements for graduation from the Wyoming Valley West High School:

1. A total of 22 units: Grades 9-12 will be required for graduation.
2. A minimum of three and one-quarter units which include one required English unit, one required Social Studies unit, one elective unit and one quarter Physical Education unit must be successfully completed in 12th Grade.
3. The minimum requirements for graduation in all curricula are as follows:

English	4 units
Social Studies	4 units
Mathematics	3 units
Science	3 units
Physical Education	1 unit (4yrs.)
Health Education	½ unit
Electives	7.5 units (4yrs.)

4. Meet the Pennsylvania Department of Education requirements for Act 158.

GUIDANCE COUNSELORS

Each student is assigned to a school counselor and should find out early in the school year which counselor is primarily responsible for assisting him or her. Counselors are available for a variety of services to the students; as sources of information concerning careers or colleges, as advisors in making course selections, and most significantly, as confidential friends with whom a student may share personal problems. Students wishing to schedule a conference with a counselor must register with the guidance secretary. Conferences will be scheduled with each student periodically during the school year. If a student needs to see a counselor, he/she should not wait to be called. The counselor can be of tremendous assistance to a student in meeting the student's needs.

HALL PASSES

Securly Hall Pass is a digital hall pass system that has replaced written passes in the High School. Students will use a kiosk to initiate a pass. Faculty/staff will digitally approve student passes. Students are expected to follow Securly guidelines and procedures outlined by building administration.

Students are not permitted to be in hallways without a pass, except during scheduled class changes and lunch periods. Office staff will not issue passes to students who are late to class. Noncompliance with hall pass procedure will result in disciplinary action.

HEALTH OFFICE

1. All emergency forms must be complete and up to date. If no form is available and the condition is not serious the child will remain in school in the classroom until dismissal.
2. The school health programs are neither a medical care service nor a clinic. At home injury or illness is the responsibility of the parent.
3. If a child is ill, the child must be kept home until symptom-free (vomiting, diarrhea, fever, etc.) for 24 hours before returning to school.
4. It is the responsibility of the parent to inform the school nurse of any new medical concerns.
5. It is the responsibility of the parent to provide any emergency medications (Inhalers, EpiPens, etc.) to the health office for emergency preparedness. These must be accompanied by a physician order and parent consent form. These forms may be obtained from the school nurse.
6. Medications sent to school not in compliance with the medication policy **will not** be given.

HOMEBOUND INSTRUCTION

Homebound instruction is a temporary educational service available for students with medical needs. The service must be authorized medically prior to being approved by the WVWSD

HOMEWORK

Homework provides an opportunity for additional practice and reinforcement. It provides students with an opportunity to improve independent working habits and serves as a means for students to assess their understanding of current topics. Homework is also an excellent indicator for parents seeking to determine their child's academic progress.

HONORS PROGRAMS

In order to provide more in-depth content study for eligible students, the honors program is available to those students of grades 9-12 who have a general Q.P.A. of 3.4 or who have evidenced high achievement in specific disciplines and permission of department chairperson and guidance counselor. There are 7 honors courses available in grade 9, 7 courses in grade 10, and 27 courses available in grades 11 and 12. Full-year courses in the honors program have an additional .50 and semester courses an additional .25 towards class rank on successful completion of the course.

HONOR ROLL

The Wyoming Valley West High School honor roll is designed to recognize high academic achievement. The following is an explanation of the system used in calculating honors:

1. High Honors with Distinction is awarded to those students who have achieved a 4.0 in all major subjects.
2. High Honors are awarded to those students who have achieved an overall average of 3.6 - 3.99 in major subjects.
3. Honors are awarded to those students who have achieved an overall average of 3.0 - 3.59 in major subjects.
4. Students receiving a mark lower than the lowest C (1.6) in any subject shall not be considered for the honor roll.

A Major Subject is one satisfying the state minimum requirement of 200 minutes per week.

<u>Subject</u>	<u>High Honors W/Distinction</u>	<u>High Honors</u>	<u>Honors</u>
English	A (4.0)	A (3.6)	A (3.2)
World Cultures	A (4.0)	A (3.7)	A (4.0)
Algebra II	A (4.0)	A (4.0)	B (3.0)
French II	A (4.0)	B (3.0)	C (2.4)
Biology	A (4.0)	A (4.0)	B (2.6)
	Avg. = 4.00	Avg. = 3.66	Avg. = 3.14

NOTE: Honor Roll is released at the end of each nine-week marking period.

LEAVING SCHOOL EARLY

Students are required to remain on school property for the duration of the school day. This includes their time of arrival through departure, even if Homeroom or Period 1 has not officially started. Students may not leave school grounds during the school day without being granted permission to do so from a Principal. Generally, permission is obtained when students submit a parent note to the Attendance Office validating the request. Students are required to sign out at the Attendance Office at the approved dismissal time before they are permitted to exit the building. Students who leave the building without permission are subject to school-issued discipline.

Exception: Students on work release or co-op programs.

LOCKERS

Hall lockers are provided for all students. Homeroom teachers will assign each student a locker. The security of a student's locker depends upon the individual student keeping his/her combination confidential. Separate locks or lockers are assigned to students taking physical education classes.

Designated locker changes are upon arrival, before and after lunch, and at the dismissal bell. Students are not permitted at their lockers outside of the designated times without a hall pass issued by the sending teacher.

GYM LOCKERS

Nothing of value should be left unattended in the locker room. Students are recommended to lock their valuables in an available locker in their respective locker rooms. Upperclassmen are provided with a locker. Freshmen are instructed to purchase a lock to use during their scheduled PE period.

LOITERING: BEFORE, DURING, AND AFTER SCHOOL

Upon arriving on school property, students must immediately enter the building and prepare for the school day. During class changes, students are prohibited from loitering in the hallways. Students must transition immediately between periods in accordance with their schedules. Students are not permitted to leave before dismissal unless permission is granted from the office. **No student should be in the building after dismissal unless participating in a supervised activity.** Groups using the building in the evening must only use the section of the building reserved for them and they must leave all rooms and equipment in proper condition to resume school the next day.

Designated times for students to use their lockers are:

- 1. Prior to the start of homeroom in the morning.**
- 2. From the end of Period 4 through the end of Period 6 before and after the scheduled student lunch.**
- 3. After Period 8.**

Students are reminded that lockers are the property of the District, and it is their responsibility to maintain their condition. The interior of a locker may be decorated in a manner of good taste and such a way that no damage can result. At the end of the school year, students must clean out their assigned lockers and remove all pictures, tape, etc. Any damage to an assigned locker during the school year will result in that student being issued the cost of repair.

**STUDENTS ARE ASKED NOT TO GIVE OUT THEIR LOCKER COMBINATION TO ANOTHER STUDENT.
STUDENTS ARE REMINDED NOT TO KEEP VALUABLES OR MONEY IN LOCKERS.
STUDENTS ARE RESPONSIBLE FOR THE CONTENTS OF THEIR LOCKER.**

Students' homeroom teachers will assign lockers, and provide locker combination instructions.

Instructions are as follows:

- 1. Turn the knob at least one full turn to the right- stopping on the first number.**
- 2. Turn the knob to the left, passing the second number and stopping on the second number, the second time the number reaches the mark.**
- 3. Dial to the right and directly to the third number.**
- 4. Lift the latch and open the door.**
- 5. After closing the locker- turn the dial to secure the lock.**

MAKE-UP WORK

Work missed because of absences from class may be made up at a time mutually convenient to the teacher and student involved. Students are expected to take the initiative in planning such a time, and should do so no later than the first or second day they are returning to school.

MARKING SYSTEM**GRADING/INCOMPLETE POLICY**

Letter	Quality of Work	Numerical Range Equivalent
A	Superior	3.6 - 4.0
B+	Above average	3.1 - 3.5
B	Above average	2.6 - 3.0
C+	Average	2.1 - 2.5
C	Average	1.6 - 2.1
D	Below average, but passing	.6 - 1.5
F	Failure	.0 - .5
I	Incomplete*	
P	Pass	
F	Fail	
T	Transfer	
W	Withdrew from course (not from school)	
M	Medical excuse	

A	=	100	=	4.0	C	=	76	=	2.0
		98-99		3.9			75	=	1.9
		96-97		3.8			74	=	1.8
		94-95		3.7			73	=	1.7
		92-93		3.6			72	=	1.6
B+	=	91	=	3.5	D	=	71	=	1.5
		90		3.4			70	=	1.4
		89		3.3			69	=	1.3
		88		3.2			68	=	1.2
		87		3.1			67	=	1.1
B	=	86	=	3.0			66	=	1.0
		85		2.9			65	=	0.9
		84		2.8			64	=	0.8
		83		2.7			63	=	0.7
		82		2.6			62	=	0.6
C+	=	81	=	2.5	F	=	61-50	=	0.5
		80		2.4			49-40	=	0.4
		79		2.3			39-30	=	0.3
		78		2.2			29-20	=	0.2
		77		2.1			19-10	=	0.1

GRADING SCALE

- An "I" (Incomplete) grade indicates that the student has not fulfilled course requirements. The incomplete grade will be changed after the student submits the completed assignment(s). Because the "I" grade is considered the same as a failing grade, it is important that the student promptly make arrangements with the classroom teacher to make up the incomplete work. Students who delay completing required assignments could receive lesser grades on the make-up assignment.
- All incomplete work must be completed before the end of the marking period in which the work was assigned or at the discretion of the teacher and administration.

Last Marking Period

- The deadline for submission of incomplete assignments for the last marking period will be determined by the teacher and administration.
- An exception to the rule necessitating the completion of requirements by the end of a marking period may be made when a student has been legally absent for an extended time because of hospital confinement, serious illness, quarantine, or extremely extenuating circumstances. An extension of time to complete the requirements shall be permitted at the discretion of the teacher and administration.
- The student whose request has been approved shall receive an "M" for the final marking period of the course. (The letter "M" is used for a medical excuse and has no numerical significance; it will not result in the final mark for a course being programmed "F.") The teacher shall provide the principal with a description of the work to be completed. The "M" shall be changed to a regular grade provided the work is satisfactorily completed within a reasonable time.

****Please note;** that while rare, there is a chance that a grade point average (GPA) may adjust during final grade calculations. This can affect grades slightly in a positive or negative manner.

MCKINNEY-VENTO HOMELESS EDUCATION PROGRAM

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT:

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently re-authorized in December 2015 by the Every Student Succeeds Act (ESSA).¹ The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school.

Under the McKinney-Vento Act, educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Local Educational Agencies are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

The law indicates that the LEA liaison shall ensure that all homeless children, youth and families are identified through coordinated activities with other entities.

DEFINITION OF HOMELESS (MCKINNEY-VENTO ACT SEC. 725(2); 42 U.S.C 11435(2)): CHILDREN WHO LACK A FIXED, REGULAR, AND ADEQUATE NIGHT TIME RESIDENCE:

- "Doubled up" - Sharing the housing of others due to the loss of housing, economic hardship, or similar reasons.
- Living in motels, hotels, trailer parks, and camping grounds, due to lack of adequate alternative accommodations.
- Living in emergency or transitional shelters.
- Living in a public or private place not designed for humans to live.
- Migratory children living in the above circumstances
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings

- Unaccompanied Youth - Children or youth who meet the definition of homeless and are not in the physical custody of a parent or guardian.

Residency and Educational Rights:

Students who are in temporary, inadequate, and homeless living situations have the following rights:

- Immediate enrollment in the school they last attended or the school in whose attendance area they are currently staying even if they do not have all of the documents normally required at the time of enrollment;
- Access to free meals and textbooks, Title I and other educational programs, and other comparable services including transportation;
- Attendance in the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

When a student is identified as being McKinney-Vento eligible, staff will:

- Assist with enrollment, monitor school attendance, and arrange transportation (preK-8 students)
- Provide school supplies and other school-related materials as needed
- Advocate for and support students and families through school and home visits
- Set clear expectations for student behavior, attendance, and academic performance
- Assist students/families access with community services
- Assist students/families with access to tutoring, special education, and English language learner resources
- Assist students so they can participate in sports, field trips, and school activities regardless of their ability to pay or to provide their own transportation.

For additional information, contact LEA at 570-288-6551 and ask to speak to the district social worker.

MEDICAL CARE INFORMATION

The following items are offered to you as basic information regarding the health care services:

1. In grades K through 12, every child's vision, height, and weight are checked annually. Hearing is checked K-1-2-3-7 & 11. Head checks are done in grades K through 5 periodically throughout each school year. If a defect or problem in any of these areas is detected, parents/guardians will be notified.
2. According to state law, a chest x-ray or tuberculin test is required every third school year. This applies only to students in Grades 1 & 9. Also, each school student must undergo a physical examination in Grades K or 1, 6 & 11. Grade 11 physicals completed by the school physician are done in the fall of each school year. A scoliosis screening shall be administered to all students in Grades 6 & 7. These examinations may be done in school by the school physician or nurse (if applicable) or you may arrange to have your child examined by your own physician at your own expense.
3. Preventive dental care is provided to students in the elementary grades.
4. In order to update health records, please notify us of any changes in health status including health problems and immunization. **Please notify us of any changes in phone numbers, home, employment, and emergency contacts.**

NOTE: Medical/emergency forms requiring the signature of a parent/guardian are distributed to students at the beginning of the school year. Forms should be returned promptly to ensure information is current.

NATIONAL HONOR SOCIETY

Students elected to the National Honor Society must meet the following qualifications: Scholarship, Leadership, Service, and Character. Eligibility for membership (academically) requires that a student have and maintain at least a 3.6 Q.P.A.

- The purpose of this organization shall be to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character in all students of the Wyoming Valley West High School.

NCAA CLEARINGHOUSE (National Collegiate Athletic Association)

Student-athletes and parents are encouraged to review NCAA guidelines when selecting courses. Prospective student-athletes and parents interested in continuing athletic completion at the collegiate level can review requirements by visiting the Eligibility Center on the NCAA's website (www.ncaa.org).

PARKING PRIVILEGES

Approved by the Board of School Directors, 5/08/24. Refer to Policy 223 located on the district webpage.

This proposal has been formulated by the Buildings and Grounds Committee, the High School Principal, the Student Council President, and Senior, Junior, Sophomore and Freshman Class Presidents.

Student parking spaces are allocated by the following criteria:

1. Seniors (first) - Juniors (when spaces are available) – Sophomores (when spaces are available)
2. Parking privileges would be linked to student tardiness, attendance, and discipline.
3. Parking tags must be displayed at all times.
4. Students must follow all guidelines of the school (including parking guidelines).
5. Student cars will be towed if the students are not registered or following the parking guidelines.

***Campus parking spaces for faculty and students are designated by color.**

Yellow spaces are designated for faculty parking only.

White spaces are designated for student parking only.

***Students are not permitted to park in faculty spaces during the school day.**

***Students are not permitted to park in the Shawnee Avenue parking lot.**

PARTIES

Classroom parties are not to be held during school hours unless approved by the principal in advance as a justifiable educational experience.

PHYSICAL EDUCATION PARTICIPATION REQUIREMENTS (*Please Note: Requirements may be subject to revision.)

All students will be required to wear appropriate gym attire for physical education classes. Clothes worn to school cannot be worn to Physical Education class. Gym shorts, an appropriate T-shirt (no half shirts or tank tops), sweat pants, sweatshirts, and sneakers will constitute appropriate gym attire. Designs or a reference to drugs or alcohol on clothing are not permitted. Any student not complying with the dress code will receive a zero for that class if he/she is not wearing sneakers. Students that are wearing sneakers and school clothes will walk for the entire class period for minus 2 points. If the student refuses to walk with sneakers on he/she will get a zero for the day.

Class Participation / Grading

Grading will be done at the conclusion of each semester.

- 4 zeros = B
 - 6 zeros = C
 - 8 zeros = D
 - 10 zeros = F
-
- Students that are not fully participating in an activity will lose points for the class. Any student who sits out of any activity once it has started without a doctor's note will receive a zero for the class. Students can receive a zero or reduction in points from any physical education teacher during the class period for not participating in the activity.
 - All students will be required to warm up and stretch before each class, which will consist of walking and/or jogging for the warm-up. Students will receive the same credit for walking/and or jogging but will lose points for not warming up or stretching at the beginning of class.

Class Activities

- Each activity will be offered in 2 or 3-week intervals.
- Activities available throughout the school year:

Badminton	Lacrosse
Basketball	Soccer
Dodgeball	Ultimate Football
Floor Hockey	Ultimate Frisbee
Football	Volleyball
Frisbee Golf	Weight Room
Handball	Whiffle Ball
Kickball	

NOTE:

- Walking is available each day for full class credit.
- New activities will be added with the availability of new equipment.

Medical Excuses

- All students are required to participate in class unless they have an excuse from a doctor, parent, or school nurse. Students can only have two parent notes per marking period; any notes in excess of two must come from a doctor or school nurse.
- Every five classes out on a medical note will be required to write a 2-page paper assigned by his/her physical education teacher.
- Any student on a medical excuse for an entire marking period will be required to write a 6-page paper assigned by his/her physical education teacher.

Class Attendance

- Class attendance is required.
- Cutting class will result in a zero for the day.
- In-School Suspension will require the students to complete a handwritten assignment in order to receive credit for the class.
- More than 6 unexcused school absences (school code U) in one marking period will result in an incomplete for the quarter and the student will need to make up class in order to receive a grade. Days that are approved by administration, a school field trip or activity, a doctor's note, or out of school suspension will not affect a student's grade or number of absences counted against the student.

Make-Up Criteria:

- All students will be allowed to make up zeros to increase his/her grade or to pass the class.
 - Students will have the option to complete one mile walking and/or jogging on the track with no time limit or walk for 20 minutes in order to make-up one class.
 - Students can only make up class during a study hall period or during an Act 80 Day with teacher and administration approval.

PLAGIARISM POLICY

Students are provided plagiarism policies within the course syllabuses they receive at the beginning of each school year.

POLICY FOR SELECTING CHEERLEADERS

The Wyoming Valley West School District is committed to the idea of student participation. For this reason, we wish to encourage all interested students to participate in the annual auditions.

Our ultimate aim is to seek out and select the very best. This goal cannot be realized without a full commitment of support from the student body. You cannot succeed if you do not try. Candidates should be aware that, in addition to the annual selections, experience indicates that vacancies may also occur during the school year, thus providing additional opportunities.

We feel confident that the method of selection contained in this policy will insure that our selections will be representative of the exemplary student body which is Wyoming Valley West. The policy will be reviewed annually.

A. Cheerleader squad members:

- 1) Varsity 22 Members
- 2) Jr. Varsity 12 Members
- 3) 9th Grade Squad 12 Members

B. Time for Try-Outs

- 1) April or May
- 2) All selections are only for one (1) year

C. Selection Criteria:

- 1) Scholastic - See page 23-PIAA Schedule Eligibility Regulations
- 2) Cheerleaders - Students will be judged on their ability to perform: cheers, jumps, partner stunts, line dance, and gymnastics.
 - a. Scores of one (1) through five (5) will be given for each item judged under these headings with one being the lowest and five being the highest score.

D. Cheerleading for School events

- 1) Cheerleaders are expected to participate in all athletic events as directed by the advisor.
- 2) Cheerleaders will be transported to and from all away events by Wyoming Valley West providing transportation.
- 3) Cheerleaders are responsible to the cheerleader advisors for proper conduct, proper dress, etc.
- 4) A cheerleader must understand that cheerleading assumes a priority over all other activities.

E. Reasons for Disciplinary Action

- 1) Undesirable behavior either in or out of school
- 2) Smoking, use of alcohol or drugs in school or at any school activity
- 3) Vulgar language while in uniform in school or at any school activity
- 4) Failure to maintain PIAA Eligibility Regulations
- 5) Uncooperative attitude
- 6) Failure to observe the transportation rule by school conveyance to and from away events
- 7) It should be noted that students representing Wyoming Valley West are expected to conduct them properly throughout the school year.

F. Selection Committee:

The selection committee shall consist of the following for all of the above-mentioned positions total of six (6): Principal or designee, three (3) Cheerleader Advisors (for cheerleaders), and two (2) others with cheerleading expertise chosen with the joint approval of principal and advisors.

PLEASE RETURN TO THE PRINCIPAL

I have read the attached Wyoming Valley West School Policy and Regulations for

Cheerleaders and give my son/daughter _____ permission to enter try-outs.

Name of student

If selected, he/she will abide by the policy.

Signature of Parent/Guardian _____ Date _____

Signature of Student _____ Date _____

POSTING OF MATERIALS

Authority to post signs and advertisements must be obtained from an administrator. No materials are to be posted on chalkboards, painted walls, acoustical tiles, plastered walls, or windows. It is understood that all posted signs will be taken down immediately following the activity. All posted materials will only be allowed on the approved bulletin boards on each floor.

PROHIBITED ACTIVITIES/BELONGINGS

Among the activities that are prohibited in school include: Raffles, gambling, card playing, dice, matching or sliding coins, snowballing, or any activity that would impede the educational process.

- Prohibited items include, but are not limited to, bicycles, laser pointers, roller blades, scooters and skateboards.

PROM POLICY

Attending the WVWHS Prom is a privilege, not a right. Continual inappropriate behavior during the course of the school year may result in the loss of prom privileges. Guests attending the WVWHS Prom cannot exceed the age of 20, and must reside in Luzerne County. The policy also applies to the Sophomore Party. Consideration may be given on a case by case basis only for guests that attend a high school that participates in District II. Please see the principal.

PROMOTION POLICY (GRADE LEVEL CLASSIFICATION)

The promotion policy is as follows:

1. Three (3) credits to pass from 9th to 10th grade.
2. A total of nine (9) credits to pass from 10th to 11th grade.
3. A total of fifteen (15) credits to pass from 11th to 12th grade.

PROTECTIVE EYEWEAR (GOGGLES)

Regulations require the wearing of protective goggles for certain types of activities in shop areas or science laboratories. Teachers in shop classes or laboratories will issue protective eyewear and monitor appropriate use.

PUBLIC ADDRESS SYSTEM

All announcements to be made over the public address system must be submitted in advance for approval by the Principal who will determine when and by whom the announcement will be read.

REPORT CARDS

Report cards are issued at the end of each quarter, or nine-week session.

RESTRICTED HALL MOVEMENT

Students who have violated the hall pass procedures numerous times which resulted in numerous referrals to the office or who have received referrals requiring suspension may be placed on restricted hall movement by building administration. Students who are found in unsupervised areas or are found in the halls during classes without a pass or are repeatedly late to class are also subject to restricted hall movement.

Student will remain on restricted hall movement until removed by building administration.

SAFE2SAY SOMETHING (S2SS)

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of the Attorney General. The Safe2Say Something program is state-mandated by Act 44 of 2018 and requires all K-12 schools, school districts, charter schools, private schools, cyber charter schools, nonpublic schools, intermediate units, and area vocational-technical schools operating in Pennsylvania to participate. The Crisis Center at the Office of the Attorney General receives and triages all tips

and sends them to School District Teams and, as needed, to local law enforcement to review and act upon. Safe2Say Something provides an app, website, and 24/7 crisis telephone hotline for youth and adults to submit anonymous tips. To submit a tip:

- Call the tip line at **1-844-SAF2Say**.
- Use the website at **www.safe2saypa.org**.
- Use the mobile **App** available for Apple and Android Devices.

SCHOOL CALENDAR

The official high school calendar will be kept by the principal and all school, class, and organizational activities will be scheduled through the office of the principal. Faculty advisors will request calendar dates for activities. It is important that in-school personnel schedule activities in advance to minimize conflicting dates. The school calendar is attached at the beginning of the student handbook.

- The school board determines when school is in session. The calendar and time schedule is published on the inside front cover of the Student Handbook.

SCHOOL CLOSING

In the event of inclement weather or mechanical breakdown, the school may be closed, delayed, or dismissed early. School closings, delayed starting times, or early dismissals will be announced through the Skylert messaging system, Remind, local news media (TV/Internet/Radio).

- **Example:** A two (2) hour delay means school starting time and bus pick up is delayed exactly two (2) hours.

SCHOOL SPIRIT

School spirit is an important part of any positive school environment. Students will be welcomed to participate on occasion in certain school activities or platforms related to supporting our district. School spirit is evidenced by three (3) characteristics:

1. **PRIDE-** Displayed in everything our school endeavors to accomplish and has accomplished in individual performances in the classroom, athletics, and activities.
2. **SPORTSMANSHIP-** The ability to win and lose gracefully. School spirit means loyalty to all functions of the school. A loyal student supports his/her school and does his/her utmost to keep his/her scholastic and activity standards at the highest possible level.
3. **COURTESY-** Displayed towards teachers, fellow students, and the officials of school athletic activities. Students should remember to treat others in the manner in which they would want to be treated themselves.

SCHOOL VISITORS

School visitors will be limited to individuals having a valid reason to enter the building. All visitors must first report to the Attendance Office where a visitor's pass will be issued to approved individuals. Unauthorized, uncooperative visitors will be asked to exit the building immediately.

SEARCHES

The Wyoming Valley West School District is committed to the protection of the health, safety, and welfare of its students, employees, school district property, and to the educational process under its jurisdiction. With this in mind, given reasonable suspicion, the Wyoming Valley West School District reserves the right to bodily search students and visitors upon entering and/or while on school district property. A limited expectation of privacy should, therefore, be realized while on school grounds or using school facilities.

- Searches will also be conducted on school premises of lockers, desks, and items including personal effects such as but not limited to, purses, handbags, backpacks, gym bags, etc., school district-owned/or contracted buses, or any and all motor vehicles used for school purposes that is believed may contain illegal drugs, weapons, explosive devices, and anything of any nature which may endanger the health, safety, and welfare of students, employees, school district property and the educational process under its jurisdiction.
- According to the district's Policy on Student Rights and Responsibilities- Administrative personnel may search a student's locker and seize any illegal material. Such materials may be used as evidence against the student in disciplinary, juvenile, or criminal proceedings. When a student's locker is being searched, the student will

be notified and given the opportunity to be present. Such a search may occur without prior warning in seeking contraband.

***Please refer to Policy 226 contained on the district website.**

SEXUAL HARASSMENT POLICY

Refer to the Wyoming Valley West School District Unlawful Harassment Policy located in the Student Handbook Appendix.

SKYWARD

Skyward is our district's information management system, where parents/guardians can locate information regarding their child's academic performance, attendance record, contact information, and lunch account status. It is imperative that contact information within Skyward is up-to-date. The WVWSD uses Skyward as a resource to communicate with families regarding emergencies or school-related concerns. **Contact information can be updated by notifying the registrar at the Central Office. All information must be current at all times for safety and emergency purposes.**

SMOKING POLICY/TOBACCO/VAPING PRODUCTS

The Board recognizes that tobacco and vaping products, including the product marketed as Juul and other electronic cigarettes, presents a health hazard which can have serious consequences both for the users and nonusers and the school environment. The purpose of this policy is to prohibit student possession, use, purchase and sale tobacco and vaping products, including Juuls and other electronic cigarettes.

- The possession of tobacco products by a student is forbidden on school property. School property includes the school building, school buses, parking lots, et cetera.
- Students found guilty of violating the rule will receive a citation in addition to a Suspension.
- Students in possession of or using tobacco (lighted or unlighted) will be subject to prosecution.
 - The prosecution is a fine plus court costs.
- This rule will be strictly enforced on school property at all times.

State law defines the term **tobacco product** to broadly encompass not only tobacco but also vaping products including Juuls and other electronic cigarettes (e-cigarettes). **Tobacco products**, for purposes of this policy and in accordance with state law, shall be defined to include the following:

1. Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
2. Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
3. Any product containing, made or derived from either:
 - a. Tobacco, whether in its natural or synthetic form; or
 - b. Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
4. Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The Board prohibits possession, use, purchase or sale of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, regardless of whether such products contain tobacco or nicotine, by or to students at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.

The Board prohibits student possession or use of products marketed and sold as tobacco cessation products or for other therapeutic purposes, except as authorized in the Board's Medication policy.

The Board prohibits student possession of any form of medical marijuana at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property.

STUDENT ASSISTANCE PROGRAM

Wyoming Valley West School District is one of many school districts to have made a commitment to the Pennsylvania Department of Education to sponsor a Student Assistance Program.

The Student Assistance Program is designed to:

1. Identify high-risk students who are having problems
2. Intervene and refer these students to appropriate community resources.
 - a) High-risk students may include those with physical illness, suicidal intent, substance abuse, social/emotional maladjustment, and/or dysfunctional school behavior.
- The Student Assistance Program utilizes a systematic process whereby school personnel can determine which students are having problems and refer them for help. The heart of the program is a student assistance core team, which is a group of school personnel who are specially trained to work with these students. The team's objective is to intervene and refer students at risk to appropriate community services, not to serve as a treatment group.
- The Student Assistance Team's responsibility is to monitor students experiencing difficulty in school and to gather data to assist in the assessment of the student's need for help and counseling. When a significant problem is seen to exist with a student, the parents or guardians of the student will be contacted by the school, and recommendations made for appropriate actions. All information concerning students referred to the program will remain confidential.

STUDENT COUNCIL

The high school Student Council is a representative body which is actively involved in all aspects of school life. This organization is instrumental in planning for homecoming activities as well as school and community service projects. Every student has the option of being a contributing member of the Student Council and the Wyoming Valley West High School. The policies and operations of the Student Council are explained in detail in its Constitution.

PURPOSE OF THIS ORGANIZATION WILL BE THE FOLLOWING:

1. To develop a harmonious relationship between the administration, the board of education, and the community.
2. To conduct various public service projects.
3. To develop practical attitudes in fulfilling obligations.
4. To promote high standards of proper conduct and experience in leadership, honesty, loyalty, and courtesy.
5. To represent all students and to guarantee all students a voice in student affairs.
6. To bring about equality and justice to all students in the benefits and responsibilities of school life.
7. To promote harmonious relations throughout the entire school.
8. To improve student/teacher relations.
9. To institute, encourage, and support consistently those measures which enhance progress within the school.
10. To promote the general welfare of the students of WVWHS and the achievement of their total purpose.

STUDENT DEBTS

Students are required to clear all school debts in order to maintain extra-curricular eligibility. Students have 10 days to clear a debt from the date it is issued before being ruled ineligible to participate by the administration. If a debt is not cleared within 10 days of being issued, the student will become ineligible until the debt is cleared. All debts are cleared through the Finance Clerk, who is located in the Main Office.

STUDENT DISCIPLINE POLICY

The Board acknowledges that conduct is closely related to learning; an effective instructional program requires a wholesome and orderly school environment and the efficacy of the educational program is, in part, reflected in the behavior of students and employees.

- The Board shall require each student in this district to adhere to the rules and regulations promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The rules govern student conduct in school and during the time spent in travel to and from school. Such rules shall require that students:
 1. Conform to reasonable standards of socially acceptable behavior.

2. Respect the rights, person, and property of others.
 3. Preserve the degree of order necessary to the educational program in which they are engaged.
 4. Obey constituted authority and respond to those who hold that authority data regarding disciplinary action(s) may be entered on a student's record when such notation can be used to assist counselors. All such information shall be removed from the student's permanent record when he/she leaves this school district.
- The Superintendent shall promulgate rules and regulations for student conduct which carry out the purposes of this policy and:
 1. Are not arbitrary but bear a reasonable relationship to the need to maintain a school environment conducive to learning.
 2. Do not discriminate among students.
 3. Do not demean students.
 4. Do not violate any individual rights constitutionally guaranteed to students.
 - The Superintendent shall designate sanctions for the infractions of rules which shall:
 1. Relate in kind and degree to the infraction.
 2. Help the student learn to accept responsibility for his/her actions.
 3. Be directed, where possible, to ameliorating any harm which may have been caused by the student's misconduct.
 4. Hold parents or guardians accountable for the actions of their child.
 - Reasonable force may be used by teachers and administrators under the following circumstances without any prior approval.
 1. To quell a disturbance; or
 2. To obtain possession of weapons or other dangerous objects; or
 3. For the use of self-defense; or
 4. For the protection of persons or property.

RESPONSIBILITY OF STUDENTS OF COMPULSORY ATTENDANCE AGE

It shall be the responsibility of the student to:

1. Be aware of all policies, rules and regulations for student behavior and conduct him/herself accordingly. Each student shall assume that, until a rule is waived, altered or repealed in writing, it is in effect.
2. Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
3. Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.
4. Assist the school staff in operating a safe school.
5. Comply with federal, state and local laws.
6. Exercise proper care when using district facilities, school supplies and equipment.
7. Attend school daily and be on time to all classes and other school functions.
8. Make up work when absent from school.
9. Pursue and attempt to satisfactorily complete the courses of study prescribed by local school authorities.
10. Report accurately in student media.
11. Not use obscene language in student media or on school property.

RESPONSIBILITY OF STUDENTS BEYOND COMPULSORY SCHOOL AGE

Compulsory school age shall mean the period of a student's life from the time the student's person in parental relation elects to have the student enter school, which shall be no later than six (6) years of age, until the student reaches eighteen (18) years of age. The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.

Although, in the State of Pennsylvania, seventeen (18) years old has been designed as the age at which a student is no longer required by law to attend school, this age, however, is in no way intended to delimit the student's right to an education. This right may be exercised until the student reaches the age of twenty-one (21) years.

STUDENT CRIMINAL VIOLATIONS

Administration is obligated to report the following offenses to the school district designated police officer (home and school visitor).

1. Criminal violations.
2. Acts of violence to another person or property.
3. Acts of a direct threat to the safety of others in the school.
 - The school is also obligated to cooperate with law enforcement agencies, and to assist the police in the investigation and prosecution of the offender; furthermore, the school district should encourage the aggrieved individual to press charges and should support the legal pursuit of the matter.

***It is a criminal violation to bring firearms/weapons (knives, etc.) into a school building or onto school grounds.**

USE OF NON-TRAFFIC CITATIONS BY DESIGNATED SCHOOL PERSONNEL

The Wyoming Valley West Board of School Directors authorizes the school district solicitor to petition any judge of the Luzerne County Court of Common Pleas to appoint the district home and school visitor and attendance officer as district detectives in accordance with the Public School Code of the State of Pennsylvania.

- The home and school visitor and attendance officer may issue directly or through the offices of the district magistrate, a non-traffic citation for acts of vandalism, disruptive behavior, and other related summary offenses which occur on school district property. Persons guilty of violating state compulsory school attendance laws will also receive non-traffic citations.
- Pupil services personnel are authorized to develop cooperative procedures, with all municipal police authorities who comprise the Wyoming Valley West School District, for the pick-up and detention of any student found on the streets, and not accompanied by a parent, during school hours.

***Additional information can be found in the WVWSD Policy Book.**

STUDENT EXPRESSION POLICY

The Board respects the right of students to express themselves in word or symbol and to distribute materials as part of that expression but recognizes that the exercise of that right must be limited by the need to maintain an orderly school environment and to protect the rights of all members of the school community.

***Additional information can be found in the WVWSD Policy Book.**

STUDENT HEARING PROCESS POLICY

The board recognizes that students have the right to request redress of complaints. Further, the Board believes that the inculcation of respect for lawful procedures is an important part of the educational process. Accordingly, individual and group complaints should be recognized and appropriate appeal procedures provided.

- For the purposes of this policy, a student complaint shall be any such that arises out of actions that directly affect the student's participation in an approved educational program.
- The Board or its employees will recognize the complaints of the students of this district provided that such complaints are made according to procedures established by Board Policy.
- The student should first make the complaint known to the staff member most closely involved or, if none is identifiable, his/her guidance counselor, and both shall attempt to resolve the issue informally and directly.
- For complaints which must move beyond the first step, the student shall prepare a written statement of his/her complaint which shall set forth the specific nature of the complaint and a brief statement of the facts giving rise to it and the reasons why the student feels he/she is entitled to the relief sought.
- The complaint may then be submitted, in turn, to the building Principal, the Superintendent, the Director of Pupil Personnel Services, and the Board, and with a suitable period of time allowed at each level for the hearing of the complaint and the preparation of a response.

STUDENT RIGHTS/RESPONSIBILITIES POLICY

***The Student Rights and Responsibilities Policy sets forth guidelines by which student rights are to be determined consistent with law.**

The Board has the authority and responsibility to establish reasonable rules and regulations for the conduct and deportment of district students. At the same time, no student shall be deprived of equal treatment and equal access to the educational program, due process, a presumption of innocence, and free expression and association, in accordance with Board policy and school rules.

Attendant upon the rights established for each student are certain responsibilities, which include regular attendance; conscientious effort in classroom work and homework; conformance to Board policies and school rules and regulations; respect for the rights of teachers, students, administrators and all others who are involved in the educational process; and expression of ideas and opinions in a respectful manner.

It shall be the responsibility of the student to:

- Be aware of all policies, rules and regulations for student behavior and conduct him/herself accordingly. Each student shall assume that, until a rule is waived, altered or repealed in writing, it is in effect.
- Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.
- Dress and groom to meet standards of safety and health, and not to cause substantial disruption to the educational processes.
- Assist the school staff in operating a safe school.
- Comply with federal, state and local laws.
- Exercise proper care when using district facilities, school supplies and equipment.
- Attend school daily and be on time to all classes and other school functions.
- Make up work when absent from school.
- Pursue and attempt to satisfactorily complete the courses of study prescribed by local school authorities.
- Report accurately in student media.
- Not use obscene language in student media or on school property.

Violations of this policy may result in disciplinary action, consistent with the Code of Student Conduct and Board policy

STUDENT VALUABLES

Students are cautioned not to bring large amounts of money or valuable personal belongings to school. Students, not the school, must be responsible for their personal property. Students are also cautioned not to leave money or valuables in lockers or gym lockers. Losses must be immediately reported to the School Resource Officer.

STUDY HALLS

Study halls are held throughout the school day. Students assigned to study halls are accountable for reporting to assigned locations. To the extent possible, all students scheduled for study hall will be assigned to a room with a teacher responsible for taking attendance.

- Students illegally absent from study hall will be treated in the same manner as truancy from an assigned class. Students are required to have educational materials with them in study hall, and must be prepared to make it a worthwhile learning experience.
 - Study halls are scheduled to provide students time during the school day to study, complete make-up work or tests, or tutoring (when available).
- Study halls are not intended to be free time to converse with other students.
 - Talking will distract students concentrating on their work. All study halls are to be quiet.
- Students who have completed assignments are encouraged to occupy their time constructively by reading a book or periodical.
- No student is allowed to leave a study hall to visit another teacher unless they have obtained a pass from that teacher before the period begins. Administration must approve the pass.

SUSPENSION AND EXPULSION POLICY

The Wyoming Valley West Board of School Directors supports the right of each student to pursue a study program that culminates in high school graduation. However, there are students who, for reasons unknown, refuse to meet their responsibilities and repeatedly disobey rules designed for the efficient operation of the school. Therefore, the following

provisions are made for excluding students from school as a means of changing negative behavior patterns or in extreme cases to remove students from school. Exclusion from school may be affected by suspension or expulsion.

1) **SUSPENSION** - Including Due Process

- a. Suspension is exclusion from school for a period of one (1) to ten (10) consecutive school days.
- b. Suspension may be given by the principal and/or assistant principal. No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety, and welfare of the school community is threatened. The parents and the Superintendent shall be notified immediately in writing when the student is suspended. When the suspension exceeds three (3) school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements outlined under HEARINGS.
- c. Suspension may not be made to run consecutively beyond the ten (10) school day period.
- d. Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within the guidelines established by the Board.

2) **SUSPENSION - CO-CURRICULAR**

- a. Participation in a school Co-curricular activities program (athletic, musical, dramatic, social, and literary) is a privilege rather than a right. Since students who participate in co-curricular activities very often have the honor of representing their school before the public, the school, therefore, has the obligation to be certain that these students are good school citizens and display the type of behavior and responsibility befitting this privilege. When a student is suspended for three (3) or more days (In-School Suspension or Out-of-School Suspension) from class or classes for the first time because of any violation, the student will not be permitted to participate in any co-curricular or school social activity for a period of ten (10) calendar days from the date of suspension. The student shall not be allowed to retain any elected position or participate in any activity of honor, such as the election of homecoming king or queen, for the remainder of the school year. When a student is suspended for three (3) or more days from class or classes for the second time because of any violation, the student will not be permitted to participate in any co-curricular or school social activity for a period of 30 (calendar days).

3) **EXPULSION** – including due process

- a. Expulsion from school is the most severe penalty a school can impose upon a student. This is solely the responsibility of the Board of School Directors; that is, the Board of School Directors is the only school district agency having the authority to expel a student from school. Inasmuch as expulsion involves the termination of the right to public school education, full due process procedure is required. Because of the seriousness of the action, expulsion from school should be applied as a last resort after all attempts at alternatives have failed. When a student commits a serious act of misconduct warranting the student's removal from school to protect the rights, safety, and welfare of others, the administrator has an obligation to initiate expulsion.
- b. Expulsion is exclusion from school by the Board for a period exceeding ten (10) school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing. During the period prior to the hearing and decision of the Board in an expulsion case, the student shall be placed in his/her normal class except if the health, safety, or welfare of the school community is threatened.
- c. If it is determined after an informal hearing that a student's presence in his/her normal class would constitute such a threat, and it is not possible to hold a formal hearing within the period of suspension, the student may be excluded from school for more than ten (10) school days, if the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative education which may include home study.
- d. Students who are less than seventeen (17) years of age are still subject to the compulsory school attendance law even though expelled, and they must be provided an education. The initial responsibility for providing the required education rests with the student's parent or guardian, through placement in another school, through tutorial or correspondence study, or through another educational program approved by the Superintendent.

*** Additional information can be found in the Suspension and Expulsion Policy in the WVWSD Policy Book.**

TARDINESS (LATE) TO CLASS

A student is considered tardy to class if he/she is not in the classroom before the class is to begin.

- Students arriving late to class should be admitted rather than sent to the office for a late pass. Tardiness to class will be dealt with by classroom teachers, unless the student has a pass from a teacher who detained that student.
- Students who are habitually late to class will be referred to their respective Guidance Counselor in order to resolve the problem. Failure to correct the situation may result in parent involvement.
- Chronic violators should be referred by the Guidance Counselor to the respective Assistant Principal for disciplinary action.
- Students are not permitted to use the lavatory between classes.

TARDINESS TO SCHOOL

Students are required to be in Homeroom before 7:27 A.M. Students arriving after 7:27 A.M. must report directly to the Attendance Office in order to sign in late.

CONSEQUENCES

When a student accrues eight tardies he/she will be assigned to In-School Suspension for the ensuing school day.

A new sequence of tardy periods will begin after the first sentence is served in full.

- After the second block of eight periods, the student will be assigned two days of In-School Suspension and the tardiness sequence will go to zero.
- After the third block of eight periods, the student will be assigned three* days of In-School Suspension and the tardiness sequence will go to zero. (*Co-curricular penalties may apply.)
- Upon any subsequent tardiness, the student will report directly to In-School Suspension and will incur additional disciplinary action at the discretion of the Principal, which may include Out-of-School Suspension.

TECHNOLOGY ACCEPTABLE USE AGREEMENT

Refer to the Wyoming Valley West School District Technology Acceptable Use Agreement located in the Student Handbook Appendix.

TELEPHONES

In case of an emergency, students should report to the Main Office and request permission to use an office phone.

***Under no circumstances may students use classroom phones.**

TELEPHONE PAGING DEVICES

Act 103 of 1989 prohibits student possession of beepers on school grounds, at school-sponsored activities, and on buses or other school vehicles. If pre-approved by the principal's office, a student may possess a beeper if a member of a volunteer fire company, ambulance, or rescue squad, or needs one due to the medical condition of an immediate family member.

TESTING POLICY

The following policies and procedures shall serve as guidelines in administering the standardized testing program in the Wyoming Valley West School District.

A. General Policies and Procedures

1. The management of the standardized testing program will be by the Department of Pupil Services. The test administration will be developed cooperatively by the department and the building principals.
2. The test will be administered whenever possible on a common day throughout the district.
3. The test adopted as part of the district program will be used for a minimum of (5) five years.
4. Results of the standardized testing program are considered a vital component and evaluation of the instructional program. We expect the best effort by both staff and students to ensure accurate and truly representative results.
5. An Administrative Summary is available to principals and administrators.
6. By design the standardized testing program concentrates on evaluation of the basic curriculum disciplines of language arts and mathematics. However, all teachers of all disciplines are expected to analyze the test results of the students they teach.
7. A district-wide committee shall be established on a yearly basis to review the results of our testing program. This will give members of the committee an opportunity to obtain an overview of student achievement and recognize strengths and weaknesses.

8. It is also recommended that sub-committees be formed representing each of the elementary centers, middle school and high school to study the test results of the students within the student population and their strengths and weaknesses.

B. Policies and Procedures for Reporting Scores to Staff, Parents and Students

Our district-wide testing program includes:

1. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)- Grades K – 2
 2. Pennsylvania System of School Assessment (PSSA)- Grades 3 – 8
 3. Keystone Exams- The Pennsylvania Department of Education has instituted the Keystone Exams at the secondary level to measure student mastery of state core standards in the following content areas Algebra I, Literature, and Biology.
- All standardized test results will be recorded on the student's cumulative record card.
 - Opportunity will be made for parents to review the test results with a professional staff person during scheduled or requested parent conferences.
 - Students will also have the same access to the Individual Test Record as their parents or guardians.

***Additional information can be found in the WVWSD Policy Book.**

TEXTBOOKS

The WVWSD issues textbooks to all students. All student-issued books are numbered. Students are required to sign their names on the inside cover of the book in the appropriate location. Book covers are available upon request. Issued books must be returned at the end of a course, allowing for normal wear and tear. Excessive damage to books will result in monetary charges. Prior to withdrawal or transfer from the high school, students must return issued books to avoid additional charges. Transcripts will not be released until this requirement is met. No books are to be left in lockers.

TITLE IX

The Wyoming Valley West School District affirms that no person shall, on the basis of sex, disability, race, color, age, creed, religion, sexual orientation, gender identity, national origin, ancestry, veteran's status, or genetic information be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity. In addition, no person shall, on any of these bases, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, recruitment, or consideration, or selection, therefore, whether full-time or part-time, under any educational program or activity operated by the district. The district shall make reasonable accommodations for qualified individuals with disabilities upon request.

Do you need to file a complaint?

Any student, staff member, or third party who believes he or she has been subject to sexual harassment, discrimination, or retaliation is encouraged to promptly report such incidents to the Title IX Coordinator using the contact information detailed below.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Mrs. Deborah Troy	570-288-6551	dtroy@wvwsd.org
Mr. Nick Gill	570-779-5361	ngill@wvwsd.org

TUTORING

Students may seek additional support from teachers if they do not understand an assignment, if the work is difficult, or if they have been absent and have missed assignments/class discussions. Students should arrange a conference with their teacher before/after school, or at a convenient time for both parties.

- If peer tutoring is needed, please contact your child's Guidance Counselor and/or department chairperson to determine if tutoring is available. Students will be assigned a time, place, and tutor by contacting their teacher and/or department chairperson.

WITHDRAWAL AND TRANSFER

The procedure for withdrawal or transferring from the WVWHS is as follows:

1. Secure an authorized withdrawal or transfer note from a parent or guardian.
2. Obtain appropriate withdrawal or transfer forms from the Guidance Office.
 - a. Have the forms completed by assigned teachers.

3. Return all school books and school-issued items.
4. Clear all school debts.
 - a. All outstanding fees must be paid prior to withdrawal or transfer.
5. Submit completed forms to the Guidance Office for final clearance.

WORKING PAPERS

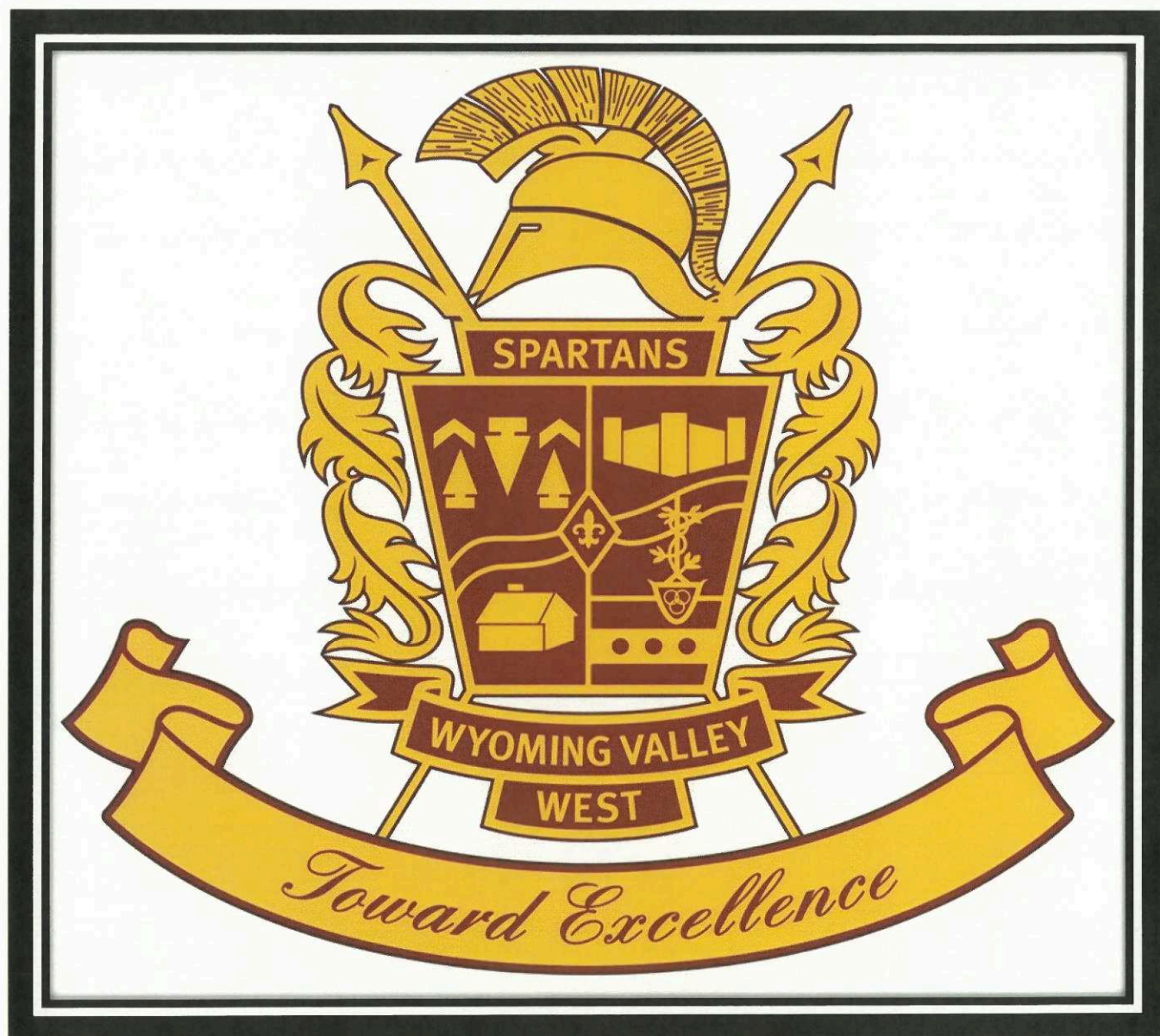
Working papers can be obtained at the Central Office in Kingston, and are also available on the WVWSD website. Completed forms must be returned to office staff, along with a parent's signature and birth certificate at the time of submission.

YOUNG SCHOLARS/EARLY COLLEGE ENTRY

Young Scholars is a locally administered program that allows WVWHS students to enroll in postsecondary courses. Interested students are encouraged to schedule a meeting with their respective Guidance Counselors. Criteria for eligibility is determined by participating postsecondary institutions. Participating students are responsible for meeting tuition and transportation requirements. Grades from Young Scholars courses will not be factored into a student's G.P.A. However, participation may or may not affect class rank. Students are also encouraged to contact prospective college or university choices regarding future credit transfer.

Wyoming Valley West High School

Student Handbook



Appendix

Book	Policy Manual
Section	200 Pupils
Title	Attendance
Code	204
Status	Active
Adopted	March 13, 2024

Purpose

The Board recognizes that attendance is an important factor in educational success, and supports a comprehensive approach to identify and address attendance issues.[1]

Authority

The Board requires the attendance of all students during the days and hours that school is in session, except that temporary student absences may be excused by authorized district staff in accordance with applicable laws and regulations, Board policy and administrative regulations.[2][3][4][5][6][7]

Definitions

Compulsory school age shall mean the period of a student's life from the time the student's person in parental relation elects to have the student enter school, which shall be no later than six (6) years of age, until the student reaches eighteen (18) years of age. The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.[8][9]

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[8]

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.[8]

Person in parental relation shall mean a:[8]

1. Custodial biological or adoptive parent.
2. Noncustodial biological or adoptive parent.
3. Guardian of the person of a student.
4. Person with whom a student lives and who is acting in a parental role of a student.

This term shall not include any county agency or person acting as an agent of the county agency in the jurisdiction of a dependent child as defined by law.[10]

School-based or community-based attendance improvement program shall mean a program designed to improve school attendance by seeking to identify and address the underlying reasons for a student's absences. The term may include an educational assignment in an alternative education program, provided the program does not include a program for disruptive youth established pursuant to Article XIX-C of the Pennsylvania Public School Code.[8]

Delegation of Responsibility

The Superintendent or designee shall annually notify students, persons in parental relation, staff, local children and youth agency and local magisterial district judges about the district's attendance policy by publishing such policy in student handbooks and newsletters, on the district website and through other efficient communication methods.[1][11]

The Superintendent shall require the signature of the person in parental relation confirming that the policy has been reviewed and that the person in parental relation understands the compulsory school attendance requirements.

The Superintendent or designee, in coordination with the building principal, shall be responsible for the implementation and enforcement of this policy.

The Superintendent or designee shall develop administrative regulations for the attendance of students which:

1. Govern the maintenance of attendance records in accordance with law.[12][13]
2. Detail the process for submission of requests and excuses for student absences.
3. Detail the process for written notices, School Attendance Improvement Conferences, School Attendance Improvement Plans, and referrals to a school-based or community-based attendance improvement program, the local children and youth agency, or the appropriate magisterial district judge.
4. Clarify the district's responsibility for collaboration with nonpublic schools in the enforcement of compulsory school attendance requirements.
5. Ensure that students legally absent have an opportunity to make up work.

Guidelines

Compulsory School Attendance Requirement

All students of compulsory school age who reside in the district shall be subject to the compulsory school attendance requirements.[2]

A student shall be considered in attendance if present at any place where school is in session by authority of the Board; the student is receiving approved tutorial instruction, or health or therapeutic services; the student is engaged in an approved and properly supervised independent

study, work-study or career education program; the student is receiving approved homebound instruction; or the student's placement is instruction in the home.[2][5][14][15][16][17][18][19][20]

The following students shall be excused from the requirements of attendance at district schools, upon request and with the required approval:

1. On certification by a physician or submission of other satisfactory evidence and on approval of the Department of Education, children who are unable to attend school or apply themselves to study for mental, physical or other reasons that preclude regular attendance.[3][4][21]
2. Students enrolled in nonpublic or private schools in which the subjects and activities prescribed by law are taught.[2][22]
3. Students attending college who are also enrolled part-time in district schools.[23]
4. Students attending a home education program or private tutoring in accordance with law.[2][18][24][25][26][27]
5. Students fifteen (15) or sixteen (16) years of age whose enrollment in private trade or business schools has been approved.[2]
6. Students fifteen (15) years of age, as well as students fourteen (14) years of age who have completed the highest elementary grade, engaged in farm work or private domestic service under duly issued permits.[4]
7. Students sixteen (16) years of age regularly engaged in useful and lawful employment during the school session and holding a valid employment certificate. **Regularly engaged** means thirty-five (35) or more hours per week of employment.[4][15]

Excused/Lawful Absence

For purposes of this policy, the following conditions or situations constitute reasonable cause for absence from school:

1. Illness, including if a student is dismissed by designated district staff during school hours for health-related reasons.[3][6]
2. Obtaining professional health care or therapy service rendered by a licensed practitioner of the healing arts in any state, commonwealth or territory.[3]
3. Quarantine.
4. Family emergency.
5. Recovery from accident.
6. Required court attendance.
7. Death in family.

8. Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request.[\[1\]](#)[\[3\]](#)
9. Participation in a musical performance in conjunction with a national veterans' organization or incorporated unit, as defined in law, for an event or funeral.[\[3\]](#)
 - a. The national veterans' organization or incorporated unit must provide the student with a signed excuse, which shall include the date, location, and time of the event or funeral.
 - b. The student shall furnish the signed excuse to the district prior to being excused from school.
10. Observance of a religious holiday observed by a bona fide religious group, upon prior written request from the person in parental relation.[\[28\]](#)
11. Nonschool-sponsored educational tours or trips, if the following conditions are met:[\[3\]](#)[\[29\]](#)
 - a. The person in parental relation submits the required documentation for excusal prior to the absence, within the appropriate timeframe.
 - b. The student's participation has been approved by the Superintendent or designee.
 - c. The adult directing and supervising the tour or trip is acceptable to the person in parental relation and the Superintendent.
12. College or postsecondary institution visit, with prior approval.
13. Other urgent reasons that may reasonably cause a student's absence, as well as circumstances related to homelessness, foster care and other forms of educational instability.[\[3\]](#)[\[6\]](#)[\[30\]](#)

The district may limit the number and duration of nonschool-sponsored educational tours or trips and college or postsecondary institution visits for which excused absences may be granted to a student during the school year.

Temporary Excusals –

The following students may be temporarily excused from the requirements of attendance at district schools:

1. Students receiving tutorial instruction in a field not offered in the district's curricula from a properly qualified tutor approved by the Superintendent, when the excusal does not interfere with the student's regular program of studies.[\[2\]](#)[\[14\]](#)[\[18\]](#)
2. Students participating in a religious instruction program, if the following conditions are met:[\[28\]](#)[\[31\]](#)

- a. The person in parental relation submits a written request for excusal. The request shall identify and describe the instruction, and the dates and hours of instruction.
 - b. The student shall not miss more than thirty-six (36) hours per school year in order to attend classes for religious instruction.
 - c. Following each absence, the person in parental relation shall submit a statement attesting that the student attended the instruction, and the dates and hours of attendance.
3. School age children unable to attend school upon recommendation of the school physician and a psychiatrist or school psychologist, or both, and with approval of the Secretary of Education.[\[21\]](#)

Parental Notice of Absence –

Absences shall be treated as unexcused until the district receives a written excuse explaining the absence, to be submitted within five (5) days of the absence.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

Unexcused/Unlawful Absence

For purposes of this policy, absences which do not meet the criteria indicated above shall be permanently considered unexcused.

An out-of-school suspension may not be considered an unexcused absence.[\[8\]](#)

Parental Notification –

District staff shall provide prompt notice to the person in parental relation upon each incident of unexcused absence.

Enforcement of Compulsory Attendance Requirements

Student is Truant

When a student has been absent for three (3) days during the current school year without a lawful excuse, district staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence.[\[32\]](#)

The notice shall:[\[32\]](#)

1. Be in the mode and language of communication preferred by the person in parental relation;
2. Include a description of the consequences if the student becomes habitually truant; and

3. When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

The notice may include the offer of a School Attendance Improvement Conference.^[32]

If the student incurs additional unexcused absences after issuance of the notice and a School Attendance Improvement Conference was not previously held, district staff shall offer a School Attendance Improvement Conference.^[32]

School Attendance Improvement Conference (SAIC) –

District staff shall notify the person in parental relation in writing and by telephone of the date and time of the SAIC.^[32]

The purpose of the SAIC is to examine the student's absences and reasons for the absences in an effort to improve attendance with or without additional services.^[8]

The following individuals shall be invited to the SAIC:^[8]

1. The student.
2. The student's person in parental relation.
3. Other individuals identified by the person in parental relation who may be a resource.
4. Appropriate school personnel.
5. Recommended service providers.

Neither the student nor the person in parental relation shall be required to participate, and the SAIC shall occur even if the person in parental relation declines to participate or fails to attend the scheduled conference.^[32]

The outcome of the SAIC shall be documented in a written School Attendance Improvement Plan. The Plan shall be retained in the student's file. A copy of the Plan shall be provided to the person in parental relation, the student and appropriate district staff.^[32]

The district may not take further legal action to address unexcused absences until the scheduled SAIC has been held and the student has incurred six (6) or more days of unexcused absences.^[32]

Student is Habitually Truant –

When a student under fifteen (15) years of age is habitually truant, district staff:^[33]

1. Shall refer the student to:
 - a. A school-based or community-based attendance improvement program; or
 - b. The local children and youth agency.

2. May file a citation in the office of the appropriate magisterial district judge against the person in parental relation who resides in the same household as the student.[33]

When a student fifteen (15) years of age or older is habitually truant, district staff shall:[33]

1. Refer the student to a school-based or community-based attendance improvement program; or
2. File a citation in the office of the appropriate magisterial district judge against the student or the person in parental relation who resides in the same household as the student.

District staff may refer a student who is fifteen (15) years of age or older to the local children and youth agency, if the student continues to incur additional unexcused absences after being referred to a school-based or community-based attendance improvement program, or if the student refuses to participate in such program.[33]

Regardless of age, when district staff refer a habitually truant student to the local children and youth agency or file a citation with the appropriate magisterial district judge, district staff shall provide verification that the school held a SAIC.[33]

Filing a Citation –

A citation shall be filed in the office of the appropriate magisterial district judge whose jurisdiction includes the school in which the student is or should be enrolled, against the student or person in parental relation to the student.[34]

Additional citations for subsequent violations of the compulsory school attendance requirements may only be filed against a student or person in parental relation in accordance with the specific provisions of the law.[34]

Special Needs and Accommodations

If a truant or habitually truant student may qualify as a student with a disability, and require special education services or accommodations, the Director of Special Education shall be notified and shall take action to address the student's needs in accordance with applicable law, regulations and Board policy.[16][35][36][37]

For students with disabilities who are truant or habitually truant, the appropriate team shall be notified and shall address the student's needs in accordance with applicable law, regulations and Board policy.[16][35][37]

Discipline

The district shall not expel or impose out-of-school suspension, disciplinary reassignment or transfer for truant behavior.[32]

Legal

1. 22 PA Code 11.41
2. 24 P.S. 1327
3. 24 P.S. 1329
4. 24 P.S. 1330
5. 22 PA Code 11.23
6. 22 PA Code 11.25
7. 22 PA Code 12.1
8. 24 P.S. 1326
9. 22 PA Code 11.13
10. 42 Pa. C.S.A. 6302
11. 24 P.S. 510.2
12. 24 P.S. 1332
13. 24 P.S. 1339
14. 22 PA Code 11.22
15. 22 PA Code 11.28
16. Pol. 113
17. Pol. 115
18. Pol. 116
19. Pol. 117
20. Pol. 118
21. 22 PA Code 11.34
22. 22 PA Code 11.32
23. 22 PA Code 11.5
24. 24 P.S. 1327.1
25. 22 PA Code 11.31
26. 22 PA Code 11.31a
27. Pol. 137

28. 22 PA Code 11.21

29. 22 PA Code 11.26

30. Pol. 251

31. 24 P.S. 1546

32. 24 P.S. 1333

33. 24 P.S. 1333.1

34. 24 P.S. 1333.2

35. Pol. 103.1

36. Pol. 113.3

37. Pol. 114

24 P.S. 1333.3

22 PA Code 11.24

22 PA Code 11.8

Book	Policy Manual
Section	200 Pupils
Title	Bullying/Cyberbullying
Code	249
Status	Active
Adopted	May 8, 2024

Purpose

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Definitions

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 and has the effect of doing any of the following:^[1]

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. 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 or at any activity sponsored, supervised or sanctioned by the school.^[1]

Authority

The Board prohibits all forms of bullying by district students.^[1]

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[2][3]

Title IX Sexual Harassment and Other Discrimination

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.[4][5]

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

Retaliation

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

District administration shall annually provide the following information with the Safe School Report:[1]

1. Board's Bullying Policy.

2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.^{[1][6][7]}

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.^[1]

Education

The district may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.^{[1][8][9][10]}

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:^{[1][6][11]}

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention.
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

Legal

1. 24 P.S. 1303.1-A

2. 24 P.S. 1302-E

3. Pol. 236.1

4. Pol. 103

5. Pol. 103.1

6. Pol. 218

7. 22 PA Code 12.3

8. 20 U.S.C. 7118

9. 24 P.S. 1302-A

10. Pol. 236

11. Pol. 233

Pol. 113.1

Wyoming Valley West School District
CAFETERIA PURCHASE CHARGING and INSUFFICIENT FUNDS POLICY
2024-2025 School Year

The Wyoming Valley West School District Cafeteria is serviced with a student account system. This system is a pre-paid program that allows students to deposit their meal money into their meal accounts to be used to purchase meals, snacks, and beverages. Please read the following policy on making deposits, charging to your students' accounts, and payments returned due to insufficient funds.

- All students will receive one free lunch and one free breakfast. Wyoming Valley West has qualified for the Community Eligibility Program for the 2024-2025 school year. All additional meal items and snacks will be an additional charge.
- No charging of additional meal items or snacks will be allowed. No exceptions will be made.
- You can add money to your child's account by filling out an envelope and sealing the payment inside. Your child can drop off the envelope to the cashier in the cafeteria or for high school and middle school, drop it into the lockbox in the cafeteria each morning.
- The envelope should be clearly marked with your child's name and account number. If the payment is for more than one child, indicate how the money should be split (for example, Johnny = \$10.00 and Sally=\$15.00).
- We encourage payment be made in the form of a check made out to "Wyoming Valley West Cafeteria Fund".
- Money received on account is automatically deposited in Wyoming Valley West's Cafeteria Fund. The money remains on the student's account and will be drawn down as students purchase meals. A note will be sent home when the students account balance becomes negative.
- All students have been assigned a Student ID number to access their lunch account. This ID number will be like a PIN for an ATM machine. Students will enter their ID number into a PIN pad prior to the cashier. We will help your child learn his/her ID number.
- The high school operates on a cashless system. Students must have money on their accounts in order to purchase lunch. If they choose not to utilize cash on account, then they can purchase a selection of items from the ala carte line in the back of the cafeteria.
- You can access your student's account via the internet to view purchases and account balance. To check your child's account please visit www.wvwsd.org. You will also have the ability to view and print out a copy of your child's meal purchase history report. This history report will show all the dates and times that your child has made purchases in the cafeteria.
- If checks are returned due to insufficient funds, a letter from the school district office will be sent to your home requesting re-payment of check value plus the bank fee.
- No charging will be permitted by any staff member or teacher. Money must be on account or the meal paid for that day. No exceptions will be made.

Book	Policy Manual
Section	200 Pupils
Title	Dress and Grooming
Code	221
Status	Active
Adopted	August 14, 2013
Last Revised	August 9, 2023

Purpose

The intent of this policy is to ensure that our students dress appropriately, are not disruptive to the educational process, and do not compromise the safety and security of our school. While requiring a specific type of clothing, it is not our purpose to interfere with students' decisions or freedom of expression. However, the safety of all students, the security of the building, and the environment in which our students learn must be the foremost objectives of our school.[1][2]

Guidelines

Permitted

- Clothing, including both a shirt with pants, short or skirt, or the equivalent, and shoes.
- Clothing that covers the shoulders, chest, and torso (shoulders to waist) and covers all undergarments.
- Tops that fall comfortably to the belt or buckle of the pants.
- Leggings, sweatpants, yoga pants, khakis, joggers, and non-ripped jeans.
- Appropriate footwear at all times. All footwear must have a back.
- Dresses/Skirts that are at least mid-length, with no plunging backs below the mid-back, not made from transparent material, nor have side or front cut outs.
- Pants that can be worn at/to the waistline. All undergarments must be covered at all times.
- Crewneck sweatshirts and t-shirts.
- Shirts without collars that are school appropriate and are not revealing, distracting, controversial, or pose a safety threat.

Not Permitted

- Halter tops, bare midriffs, see-through shirts, mesh shirts, tube tops, sleeveless shirts, tank tops or any top without a back.

- Clothing with obscene language and/or pictures, deemed offensive, sexually suggestive, condoning violence, suicide or vulgar language.
- Excessively short/tight skirts and shorts are inappropriate for school.
- Clothing or article that advertises or advocates the use of drugs, alcohol or tobacco or makes reference to gangs, including bandannas and tattoos.
- Cut, ripped, or torn clothing.
- Headgear and/or coats should be placed in student lockers during the school day. Caps, bandannas, hats, or hoods may only be worn outside of the building. If worn, headgear will be confiscated on the first offense and held until the end of the day. Headbands must be appropriate and secure the hair.
- Sagging pants (pants must be secured at the waist).
- Dog chain necklaces, spiked bracelets, hanging belts, or wallet chains.
- Pajamas, slippers, slipper boots, blankets, or bedroom attire.
- Clothing that shows underwear, the midriff, chest, or buttocks.
- Flip flops, sandals, slides, shoes without a back, or any footwear that poses a safety hazard is not permitted.
- Hoodies.
- Cargo Pants/Shorts with multiple pockets.

***These guidelines do not cover every possible situation. Questionable attire or appearance will be referred to the principal or principal's assistant. Since styles of clothing change rapidly, the school reserves the right to restrict certain fashions that are inappropriate and distracting to the learning environment. Maybe if in doubt, do not wear it to school.**

Exemptions

Parents/Guardians who object to the policy based on religious or medical grounds must present to the building principal a signed letter detailing the reason for the objection. The parent/guardian and the building principal will meet to discuss the exemption.

Board Discretion

The above dress code may be amended at any time at the discretion of the Wyoming Valley West School Board.

Discipline

The purpose of school is to promote and foster a solid learning environment. Students are expected to dress in a manner which encourages this purpose. Violation of this policy will result in parental notification and appropriate school action.

Noncompliance will be considered a violation of school policy. The consequences will be as follows.

Elementary Level:

Offense	Disciplinary Action
1 st Offense	At the discretion of the principal, depending upon the degree of cooperation from the student and parent/guardian, a request for change of clothing, a request to send the student home, or an out-of-school suspension shall take place as deemed appropriate by administration.
2 nd Offense	At the discretion of the administration, the student will be excluded from class (i.e., out-of-school suspension) for one (1) day. A parental meeting must take place for the child to return to class. The student is expected to return in full compliance of the structured dress code.
3 rd and Successive Offenses	At the discretion of the administration, the student will be subject to a three (3) to possible ten (10) day out-of-school suspension and a ten (10) day co-curricular suspension. A parental meeting must take place for the student to return to school. The student is expected to return in full compliance of the structured dress code.

Secondary Level:

Offense	Disciplinary Action
1 st Offense	At the discretion of the administration, the student will be excluded from class (i.e., in-school suspension or out-of-school suspension) for one (1) day. Parents/Guardians will be notified of the class exclusion. The student is expected to return in full compliance of the structured dress code.
2 nd Offense	At the discretion of the administration, the student will be excluded from class (i.e., in-school suspension or out-of-school suspension) for one (1) day. A parental meeting must take place for the child to return to class. The student is expected to return in full compliance of the structured dress code.
3 rd and Successive Offenses	At the discretion of the administration, the student will be subject to a three (3) to possible ten (10) day out-of-school suspension and a ten (10) day co-curricular suspension. A parental meeting must take place for the student to return to school. The student is expected to return in full compliance of the dress code.

Legal

1. 22 PA Code 12.11

2. 24 P.S. 1317.3

Pol. 218

Pol. 220
Pol. 233
Pol. 325
Pol. 425
Pol. 525

Book	Policy Manual
Section	200 Pupils
Title	Controlled Substances/Paraphernalia
Code	227
Status	Active
Adopted	May 8, 2024

Purpose

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.

Definitions

For purposes of this policy, **controlled substances** shall include all:[1][2]

1. Controlled substances prohibited by federal and state laws.
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. Substances that when ingested cause a physiological effect that is similar to the effect of a controlled substance as defined by state or federal law.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.[3][4]

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

For purposes of this policy, **look-alike drug** shall include any pill, capsule, tablet, powder, plant matter or other item or substance that is designed or intended to resemble a controlled substance prohibited by this policy, or is used in a manner likely to induce others to believe the material is a controlled substance.

Authority

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 and to and from school-sponsored activities.[5][6][7]

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.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[8][9][10][11][12][13]

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property or during nonschool hours to the same extent as provided in Board policy on student discipline.[14]

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to identify and control substance abuse in the schools which:

1. Establish procedures to appropriately manage situations involving students suspected of using, possessing, being under the influence, or distributing controlled substances.[15][16][17]
2. Disseminate to students, parents/guardians and staff the Board policy and administrative regulations governing student use of controlled substances.
3. Provide education concerning the dangers of abusing controlled substances.
4. Establish procedures for education and readmission to school of students convicted of offenses involving controlled substances.

Guidelines

Violations of this policy may result in disciplinary action up to and including expulsion and referral for prosecution.[14][18][19]

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents involving possession, use or sale of controlled substances on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.[13][15][16][20][21][22]

The Superintendent or designee shall notify the parent/guardian of any student directly involved in an incident involving possession, use or sale of controlled substances as a victim or suspect immediately, as soon as practicable. The Superintendent or designee shall inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee shall document attempts made to reach the parent/guardian.[13][20][23]

In accordance with state law, the Superintendent shall annually, by July 31, report all incidents of possession, use or sale of controlled substances to the Office for Safe Schools.[13][16]

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, increasing muscle bulk or strength, or the enhancement of athletic ability are not valid medical purposes. Human Growth Hormone (HGH) shall not be included as an anabolic steroid.[24]

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.[18][25]

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.

Legal

1. 35 P.S. 780-102

2. 21 U.S.C. 812

3. Pol. 210

4. Pol. 210.1

5. 24 P.S. 510

6. 24 P.S. 511

7. 22 PA Code 12.3

8. 20 U.S.C. 1400 et seq

9. 22 PA Code 10.23

10. Pol. 103.1

11. Pol. 113.1

12. Pol. 113.2

13. Pol. 805.1

14. Pol. 218

15. 24 P.S. 1302.1-A

16. 24 P.S. 1303-A

17. 42 Pa. C.S.A. 8337

18. Pol. 233

19. Pol. 236

20. 22 PA Code 10.2

21. 22 PA Code 10.21

22. 22 PA Code 10.22

23. 22 PA Code 10.25

24. 35 P.S. 807.1

25. 35 P.S. 807.2

22 PA Code 403.1

35 P.S. 780-101 et seq

35 P.S. 807.1 et seq

20 U.S.C. 7114

20 U.S.C. 7118

21 U.S.C. 801 et seq

34 CFR Part 300

Pol. 122

Pol. 805

Book	Policy Manual
Section	200 Pupils
Title	Electronic Devices
Code	237
Status	Active
Adopted	May 8, 2024

Purpose

The Board adopts this policy in order to support an educational environment that is orderly, safe and secure for district students and employees.

Definition

Electronic devices shall include all devices that can take photographs; record, play or edit audio or video data; store, transmit or receive calls, messages, text, data or images; operate online applications; or provide a wireless, unfiltered connection to the Internet.

Authority

The Board prohibits use of electronic devices by students during the school day in district buildings; on district property; on district buses and vehicles; and during the time students are under the supervision of the district.^[1]

The Board prohibits use of electronic devices in locker rooms, bathrooms, health suites and other changing areas at any time.

Exceptions

The building principal may grant approval for possession and use of an electronic device by a student for the following reasons:

1. Health, safety or emergency reasons.
2. An Individualized Education Program (IEP) or Section 504 Service Agreement.^{[2][3]}
3. Classroom or instructional-related activities, under the supervision of the classroom teacher.
4. Other reasons determined appropriate by the building principal.

The district shall not be liable for the loss, damage or misuse of any electronic device.

Electronic Images and Photographs

The Board prohibits the taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

Because such violations may constitute a crime under state and/or federal law, the district may report such conduct to state and/or federal law enforcement agencies.

Delegation of Responsibility

The Superintendent or designee shall annually notify students, parents/guardians and employees about the Board's electronic device policy.

The Superintendent or designee shall develop administrative regulations to implement this policy.

Guidelines

Violations of this policy by a student shall result in disciplinary action and shall result in confiscation of the electronic device.[4][5][6]

The confiscated item shall be returned to the parent/guardian.

Legal

1. 24 P.S. 510

2. Pol. 103.1

3. Pol. 113

4. Pol. 218

5. Pol. 226

6. Pol. 233

Pol. 235

Pol. 815

§

Book	Policy Manual
Section	200 Pupils
Title	Medications
Code	210
Status	Active
Adopted	May 8, 2024

Purpose

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication to a student during school hours in accordance with the direction of a parent/guardian and licensed prescriber 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 available during school hours.

Definitions

For purposes of this policy, **medication** shall include all medicines prescribed by a licensed prescriber and any over-the-counter medicines.

For purposes of this policy, **licensed prescribers** shall include licensed physicians (M.D. and D.O.), podiatrists, dentists, optometrists, certified registered nurse practitioners and physicians assistants.

Authority

The Board directs all district employees to comply with the Pennsylvania Department of Health's Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care.

Before any medication may be administered to or by any student during school hours, the Board shall require the written request of the parent/guardian, giving permission for such administration.[1][2]

Delegation of Responsibility

The Superintendent or designee, in conjunction with the Certified School Nurse (CSN), shall develop administrative regulations for the administration and self-administration of students' medications.

All medications shall be administered by the Certified School Nurse, or in the absence of the Certified School Nurse by other licensed school health staff (RN, LPN), except as otherwise noted in this policy.

In the event of an emergency, a district employee may administer medication when s/he believes, in good faith, that a student needs emergency care.[3]

The Certified School Nurse shall collaborate with parents/guardians, district administration, faculty and staff to develop an individualized healthcare plan to best meet the needs of individual students.[4][5]

The policy and administrative regulations for administration of medications shall be reviewed, at least every two (2) years, by a committee consisting of the Certified School Nurse, school physician, school dentist and designated administrators, and revised as necessary.

Guidelines

The district shall inform all parents/guardians, students and staff about the policy and administrative regulations governing the administration of medications.

All standing medication orders and parental consents shall be renewed at the beginning of each school year.

Student health records shall be confidential and maintained in accordance with state and federal laws and regulations and the Department of Health Guidelines.[6][7]

Students may possess and use asthma inhalers and epinephrine auto-injectors when permitted in accordance with state law and Board policy.[8][9]

Delivery and Storage of Medications

All medication shall be brought to the nurse's office, or the main office if the nurse is in another building, by the parent/guardian or by another adult designated by the parent/guardian. All medication shall be stored in the original pharmacy-labeled container and kept in a locked cabinet designated for storage of medication. Medications that require refrigeration shall be stored and locked in a refrigerator designated only for medications. The district shall not store more than a thirty-day supply of an individual student's medication.

Medication should be recorded and logged in with the date, name of student, name of medication, amount of medication, and signatures of the parent/guardian or designated adult delivering the medication and the school health personnel receiving the medication.

Nonprescription medication must be delivered in its original packaging and labeled with the student's name.

Prescription medication shall be delivered in its original packaging and labeled with:

1. Name, address, telephone and federal DEA (Drug Enforcement Agency) number of the pharmacy.
2. Student's name.
3. Directions for use (dosage, frequency and time of administration, route, special instructions).
4. Name and registration number of the licensed prescriber.
5. Prescription serial number.
6. Date originally filled.

7. Name of medication and amount dispensed.
8. Controlled substance statement, if applicable.

All medication shall be accompanied by a completed Medication Administration Consent and Licensed Prescriber's Medication Order Form, or other written communication from the licensed prescriber.

Disposal of Medications

Procedures shall be developed for the disposal of medications consistent with the Department of Health Guidelines, which shall include:

1. Guidelines for disposal of contaminated needles or other contaminated sharp materials immediately in an appropriately labeled, puncture resistant container.
2. Processes for immediately returning to parents/guardians all discontinued and outdated medications, as well as all unused medications at the end of the school year.
3. Methods for safe and environmentally friendly disposal of medications.
4. Proper documentation of all medications returned to parents/guardians and for all medications disposed of by the Certified School Nurse or other licensed school health staff. Documentation shall include, but not be limited to, date, time, amount of medication and appropriate signatures.

Student Self-Administration of Emergency Medications

Prior to allowing a student to self-administer emergency medication, the district shall require the following:[9]

1. An order from the licensed prescriber for the medication, including a statement that it is necessary for the student to carry the medication and that the student is capable of self-administration.
2. Written parent/guardian consent.
3. An Individual Health Plan including an Emergency Care Plan.
4. The nurse shall conduct a baseline assessment of the student's health status.
5. The student shall demonstrate administration skills to the nurse and responsible behavior.

The nurse shall provide periodic and ongoing assessments of the student's self-management skills.

The student shall notify the school nurse immediately following each occurrence of self-administration of medication.

Students shall demonstrate a cooperative attitude in all aspects of self-administration of medication. Privileges for self-administration of medication will be revoked if school policies regarding self-administration are violated.

Administration of Medication During Field Trips and Other School-Sponsored Activities

The Board directs planning for field trips and other school-sponsored activities to start early in the school year and to include collaboration between administrators, teachers, nurses, appropriate parents/guardians and other designated health officials.[10]

Considerations when planning for administration of medication during field trips and other school-sponsored programs and activities shall be based on the student's individual needs and may include the following:

1. Assigning school health staff to be available.
2. Utilizing a licensed person from the school district's substitute list.
3. Contracting with a credible agency which provides temporary nursing services.
4. Utilizing licensed volunteers via formal agreement that delineates responsibilities of both the school and the individual.
5. Addressing with parent/guardian the possibility of obtaining from the licensed prescriber a temporary order to change the time of the dose.
6. Asking parent/guardian to accompany the child on the field trip, with proper clearances.
7. Arranging for medications to be provided in an original labeled container with only the amount of medication needed.

Security procedures shall be established for the handling of medication during field trips and other school-sponsored activities.

Legal

1. 24 P.S. 510

2. 22 PA Code 12.41

3. 42 Pa. C.S.A. 8337.1

4. Pol. 103.1

5. Pol. 113

6. 24 P.S. 1409

7. Pol. 216

8. 24 P.S. 1414.1

9. Pol. 210.1

10. Pol. 121

24 P.S. 1401

24 P.S. 1402

Pennsylvania Department of Health Guidelines for Pennsylvania Schools for the Administration of Medications and Emergency Care, March 2010

Book	Policy Manual
Section	700 Property
Title	Metal/Weapon Security Screening Systems/Devices
Code	719
Status	Active
Adopted	October 10, 2018

Purpose

Wyoming Valley West School District is committed to maintain safe, orderly schools, to promote health and safety within the school setting and to provide a school environment conducive to education. This policy is applicable before, during and after-school hours.

Authority

In Pennsylvania, it is a criminal offense to possess any weapon in a school building, on school grounds or on a school bus. It is a misdemeanor of the first degree to possess any weapon in a school, at a school program or on a school bus. In addition, school boards have the authority to establish rules and regulations regarding the conduct and deportment of students attending public school.

Wyoming Valley West School District has the authority to create reasonable rules and regulations to maintain a safe climate. Therefore, the Board of School Directors may authorize the use of scanning devices when appropriate for the purpose of reducing and discouraging the presence of weapons in our schools.

Definitions

Contraband – weapons, illegal drugs, electronic devices and any other item that students are banned from possessing by an applicable state or federal law, city ordinance, Board policy or administrative guidelines, or an individual school’s written rule.

Weapon – shall have the same meaning as that term is defined in law and shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

Metal Detector – any handheld or walk-through detecting device.

Metal Detector Activation – occurs when a walk-through or handheld metal detecting device responds by alarm or other signal.

Metal Detector Screening – the use of metal detectors, walk-through units or handheld wand-style units, on the students entering a school facility or their belongings on a given date.

Protocol - Everyone may be subject to metal detection and that causing the machine to alarm will result in a progressive search until the reason is discovered. The Wyoming Valley West School

District will not be responsible for any items damaged or lost in the Metal/weapon Detection System/Security Screening or bag checking process.

Random Screenings – a predetermined number will be selected prior to the beginning of the screening process. For example, if the number five (5) is chosen, every fifth student will be screened. Random screenings do not preclude taking action on a particular student, class or category of individuals should their actions give rise to reasonable suspicion. Random screenings must ensure that no discrimination enters into the selection of the individuals to be screened (i.e., gender, religion, race, etc.).

Random metal detector screenings are an effective and necessary means of detecting and deterring the possession of weapons and preventing its consequences, principally, student violence, from occurring on school premises.

Random screenings are screenings that are not conducted on a regularly scheduled basis, and are not necessitated by particularized safety concerns or special events. The Superintendent or designee, the building administrator or school security may authorize metal detector screenings on randomly chosen days during a specified period of the day, using school personnel and if available, the school security officer assigned to the school, and/or roving units to operate the metal detectors available to their school (any combination of walk-through units and/or handheld wands) or using a task force comprised of school personnel or safety and security personnel.

As-needed Screenings – The Superintendent or designee, the security director or the building administrator may authorize metal detector screenings on days chosen to address particular safety concerns such as recent violence in the neighborhood or on days on which special events such as athletic competitions or dignitary visits are held, using school personnel and if available, a school security officer assigned to the school, to operate the metal detectors available to their school (any combination of walk-through units and/or handheld wands) or using a task force comprised of school personnel and/or safety and security personnel.

Daily Screenings – the Superintendent or designee, the security director or the building administrator may authorize daily metal detector screenings using school personnel and if available, a school security officer assigned to the school, to operate the metal detectors available to their school (any combination of walk-through units and/or handheld wands) when the Superintendent or designee, the building administrator or security officer determines that the school requires such daily screenings.

Screening Process – as the student enters the school building, he/she shall be required to place all book bags, handbags and other hand-carried items on a table for visual screening and search. Students will empty their pockets and place items contained therein on a tray or in a basket. A metal scanner will be passed over the outside of their person and clothing.

Total Screening – each student will be screened for metal objects as they enter the school building.

Traffic Flow – all screening arrangements essentially deal with three (3) streams of traffic.

1. **Clean Flow** – those who pass through screening and no metal object or contraband is detected and hand-carried items pass visual screening and search.

2. **Explainable Alarm** – those who set off the alarm of metal detector but student can explain and/or demonstrate the cause of the alarm.
3. **Unexplainable Alarm** – those who set off an alarm when passing through the detector and are unable to explain satisfactorily the cause of the alarm.

Types of Searches

In order to maintain a safe learning environment, school administrators will exercise the right to conduct searches of individuals or persons and/or belongings. School officials may conduct a search of the individual or person and may inspect the contents of any backpack, book bag, purse or parcel that activates the metal detector for the limited purpose of determining whether a weapon is concealed.

Guidelines

This policy sets forth certain guidelines for the use of metal detectors. Metal detectors may be of the stationary, walk-through, hand-held type and/or other type of metal detection device.

Metal Detector Search signs will be posted at the building entrances, in designated areas throughout District schools notifying students and visitors that they are subject to unannounced electronic screenings for weapons.

Although parents/guardians are advised in the Parent-Student Handbook of the possibility that their child may be searched, schools must send written communication to parents/guardians at the opening of the school year. This communication is to be provided for all students enrolling after the school year has begun.

Metal/Weapon Detection System/Security Screening Device searches may be conducted at the District's discretion during, before or after-school events such as school dances, the Prom, or any athletic event.

Random Use

Metal detectors may be used at random at times to be determined by a school administrator.

The administration is authorized to conduct a search through the use of metal detectors in circumstances including but not limited to:

1. When it has reasonable suspicion that weapons are in the possession of unidentified students.
2. When weapons have been found on District property, on school buses or vehicles transporting District students or at school functions.
3. When violence involving weapons is occurring or has occurred on District property.
4. In the event of a bomb threat or other emergency.

Avoidance of Detection Process

When a detector is in use at a particular location and a person attempts to avoid using that location, it shall be considered sufficient cause to immediately detain and search the person.

Refusal of Detection Process

In the event an individual or person refuses to cooperate with scanning procedures, appropriate disciplinary action will be taken, including but not limited to the involvement of law enforcement authorities. A person's failure or refusal to permit a metal detector check as provided for in this policy will be considered grounds for disciplinary action, including possible expulsion.

Selective Use of Detector

Random use of a metal detector pursuant to this policy shall not be considered a search governed by other policies of this Board relating to search of students and other persons.

If a school official or a law enforcement officer has reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized object or weapon he/she may conduct a search of a person and personal effects.

After-Detector Alerts

In the event a detector indicates that dense metal is present on or about the individual or person, the employee shall, if safely feasible, request the individual to indicate what metal is causing the alarm and to remove such objects for inspection. If the person then clears the detection process without activating the alarm, the detection process shall terminate.

If deemed necessary for the safety of students and staff, administration may request the presence and support from law enforcement and/or trained security officers.

People with Disabilities

Staff will be instructed to insure that people with disabilities will be thoroughly screened while being sensitive to each person's condition. Service animals will be visually inspected.

DISCLAIMER

District policies and procedures are subject to periodic revisions and therefore the most current policies and procedures may not be reflected in this handbook.

Book	Policy Manual
Section	900 Community
Title	School Visitors
Code	907
Status	Active
Adopted	November 13, 1985
Last Revised	April 12, 2017

Authority

The Board welcomes and encourages interest in district educational programs and other school-related activities. The Board recognizes that such interest may result in visits to school by parents/guardians, adult residents, educators and other officials. To ensure order in the schools and to protect students and employees, it is necessary for the Board to establish policy governing school visits.

Delegation of Responsibility

The Superintendent or designee and building principal have the authority to prohibit the entry of any individual to a district school, in accordance with Board guidelines and state and federal law and regulations.

The Superintendent or designee shall develop administrative regulations to implement this policy and control access to school buildings and school classrooms.

Guidelines

Persons wishing to visit a school should make arrangements in advance with the school office in that building.

Upon arrival at the school, visitors must register at the office where they will receive a pass.

Visitors may be required to provide identification credentials upon entering school property.

Visitors may be required to turn off their cell phones upon entering the school to maintain an appropriate educational environment.

All staff members shall be responsible for requiring a visitor demonstrate that s/he has a visitor's pass.

No visitor may confer with a student in school without the approval of the principal.

Should an emergency require that a student be called to the school office to meet a visitor, the principal or designee shall be present during the meeting.

Failure to comply with these procedures shall result in more limited access to the school as determined by the building principal, consistent with Board policies, school rules and federal and state law and regulations.

Classroom Visitations

Parents/Guardians may request to visit their child's classroom, but the request must be made prior to the visit, in accordance with established administrative regulations.[1][2]

The building principal or program supervisor must grant prior approval for the visit, and shall notify the classroom teacher prior to the visit.

Parents/Guardians shall be limited to one (1) class period per month, per child in school for classroom visitations, in order to minimize disruption of the classroom schedule and the educational program. Parental participation in classroom activities or programs such as room parents, back-to-school events, and chaperones for field trips shall not constitute a classroom visit for purposes of this policy.

The building principal or program supervisor and classroom teacher have the authority to ask a visitor to leave if the visitor disrupts the classroom routine, educational program or daily schedule, or if a visitor violates Board policy. Failure to leave when asked or repeated, documented disruptions may result in loss of classroom visitation privileges.

Under exceptional circumstances and upon request of the building principal, program supervisor, classroom teacher or parent/guardian, the Superintendent may authorize additional or longer classroom visits by a parent/guardian.

Military Personnel

Members of the active and retired Armed Forces, including the National Guard and Reserves, shall be permitted to:[3][4]

1. Visit and meet with district employees and students when such visit is in compliance with Board policy and district procedures.
2. Wear official military uniforms while on district property.

Legal

1. 22 PA Code 14.108

2. 24 P.S. 510

3. 24 P.S. 2402 (Military Uniform)

4. Pol. 250

Notice of Special Education Services

All of the public schools of Luzerne Intermediate Unit 18 (LIU), 368 Tioga Ave., Kingston, Pennsylvania provides special education and related service to resident children with disabilities who are ages three through twenty-two. The purpose of this notice is to describe (1) the types of disabilities that might qualify the child for such programs and services, (2) the special education programs and related services that are available, (3) the process by which the public schools screen and evaluate such students to determine eligibility, and (4) the special rights that pertain to such children and their parents or legal guardians. The notice of Special Education Services is prepared annually by the Director of Special Education at the Luzerne Intermediate Unit and is reported each October on behalf of the member school districts. It is meant to inform the public as to the purpose and rights of special needs children and families. What types of disability might qualify a child for special education and related services? Under the federal Individuals with Disabilities Education Act, or "IDEA," children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need such services: (1) intellectual disabilities (formerly mental retardation); (2) hearing impairments, including deafness; (3) speech or language impairments; (4) visual impairments, including blindness; (5) serious emotional disturbance; (6) orthopedic impairments, or physical disabilities; (7) autism, including pervasive developmental disorders; (8) traumatic brain injury, or neurological impairment; (9) other health impairment; (10) specific learning disabilities. Children age three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need special education and related services. Children with more than one of the foregoing disabilities could qualify for special education and related services as having multiple disabilities. For infants, birth through three with special needs, contact the Luzerne County Mental Health / Developmental Services. The legal definitions of these disabilities, which the public schools are required to apply under the IDEA, may differ from those used in medical or clinical practice. The legal definitions, moreover, could apply to children with disabilities that have very different medical or clinical disorders. A child with attention deficit hyperactivity disorder, for example, could qualify for special education and related services as a child with "other health impairments," "serious emotional disturbance," or "specific learning disabilities" if the child meets the eligibility criteria under one or more of these disability categories and if the child needs special education and related services as a result. Under Section 504 of the federal Rehabilitation Act of 1973, and under the federal Americans with Disabilities Act, some school age children with disabilities who do not meet the eligibility criteria outlined above might nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program. What programs and services are available for children with disabilities? Public schools must ensure that children with disabilities are educated to the maximum extent appropriate in the regular education environment, and that the instruction they receive conforms as much as possible to the instruction that non-disabled students receive. This practice is commonly referred to as Least Restrictive Environment (LRE). Programs and services available to students with disabilities, in descending order of preference, are (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part time special education class placement in a regular public school or alternative setting; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting. Depending on the nature and severity of the disability, the public school can provide special education programs and services in (1) the public school the child would attend if not disabled, (2) an

alternative regular public school either in or outside the school district of residence, (3) a special education center operated by a public school entity, (4) an approved private school or other private facility licensed to serve children with disabilities, (5) a residential school, (6) approved out-of-state program, or (7) the home. Special education services are provided according to the primary educational needs of the child, not the category of disability. The types of service available are (1) learning support, for students who primarily need assistance with the acquisition of academic skills; (2) life skills support, for students who primarily need assistance with development of skills for independent living; (3) emotional support, for students who primarily need assistance with social or emotional development; (4) deaf or hearing impaired support, for students who primarily need assistance with deafness; (5) blind or visually impaired support, for students who primarily need assistance with blindness; (6) physical support, for students who primarily require physical assistance in the learning environment; (7) autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders; and (8) multiple disabilities support, for student who primarily need assistance in multiple areas affected by their disabilities. 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 including social work, and family training. Within the Luzerne Intermediate Unit, children of preschool age are served by the Hazleton Area School District in a variety of home and school-based settings that take into account the chronological and developmental age and primary needs of the child. As with school age programs, preschool programs must ensure that to the maximum extent appropriate, children with disabilities are educated with non-disabled peers. The public school, in conjunction with the parents, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program of special education and related services that the school develops for that child. The child's program is described in writing in an individualized education program, or "IEP," which is developed by an IEP team consisting of educators, parents, and other persons with special expertise or familiarity with the child. The parents of the child have the right to be notified of and to participate in all meetings of their child's IEP team. The IEP is revised as often as circumstances warrant but at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student at all times. IEPs contain, at a minimum, a statement of present levels of educational and functional performance, an enumeration of annual goals and, for some children, short-term objectives or benchmarks, and a statement of the special education, program modifications, and related services that the child needs to make meaningful educational progress. Transition planning begins at age fourteen. For children aged sixteen and older, the IEP must also include a transition plan to assist in the attainment of post-secondary objectives. The public school must invite the child to the IEP team meeting at which the transition plan is developed. How do the public schools screen and evaluate children to determine eligibility for special education and related services? Multidisciplinary team evaluation The public schools must conduct a multidisciplinary team evaluation of every child who is thought to have a disability. The multidisciplinary team is a group of professionals who are trained in and experienced with the testing, assessment, and observation of children to determine whether they have disabilities and, if so, to identify their primary educational strengths and needs. Parents are members of the multidisciplinary team. Public schools must reevaluate school-age students receiving special education services every three years and must reevaluate children with intellectual disabilities and pre-school-age children receiving special education services every two years. Parents may request a multidisciplinary team evaluation of their children at any time. They must do so in writing or in some cases an oral request can be made but must be followed up by permission to evaluate from the parent. Every public school within the Luzerne Intermediate Unit has a procedure in place by which parents can request an evaluation. For information about the procedures that apply in your public school, contact the public

elementary, middle, or high school to which children in your area are assigned. Telephone numbers and addresses for these schools can be found in the blue pages section of the telephone book under the heading "Schools." Parents of preschool age children, age three through five, residing within the Luzerne Intermediate Unit may request an evaluation in writing by addressing a letter as follows: Hazleton Area School District, Early Intervention Services, 1515 West 23rd Street, Hazleton, PA 18202. The telephone number for the Early Intervention Program is (570) 459-8118. Parents of children in private schools residing within the Luzerne Intermediate Unit may request a multidisciplinary team evaluation of their children from the public school district that they reside without enrolling in the public schools. While some services might be available to some private school children found eligible by public school multidisciplinary teams, the public schools are not required to provide all or any of the special education and related services that children enrolled in the public schools would receive. If, after an evaluation, the multidisciplinary team determines that the child is eligible for special education and related services, the public school must offer the parents a Free Appropriate Public Education (FAPE) and an IEP for a public school-sponsored placement. If parents wish to take advantage of such an offer, they might have to enroll or re-enroll their child in the public schools in order to receive services and/or dually enroll in both public and non-public setting. Some public schools may offer FAPE through a third party (LIU) in the non-public school. The Luzerne Intermediate Unit through IDEA acts as the Local Education Agent (LEA) for non-public schools under equitable participation (EP). Equitable Participation services are determined annually by the non-public schools within the LIU. EP services are based on funding of student's in non-public schools who have known disabilities through appropriate evaluation and are not receiving FAPE through their local public schools. This identification process is called Child Find. Child find is the responsibility of the public schools. The LIU reports the data of child find for the public schools to PDE for IDEA data purposes. Before the public school can proceed with any evaluation, it must notify the parents in writing of the specific types of testing and assessment it proposes to conduct, of the date and time of the evaluation, and of the parents' rights. The evaluation cannot begin until the parent has signed the written notice indicating that he or she consents to the proposed testing and assessments and has returned the notice to the public school. Screening Public schools undertake screening activities before referring most children for a multidisciplinary team evaluation. Screening activities consist of the following: Ongoing analysis of the child's response to instruction and performance on State-wide and District-wide assessments. Periodic vision and hearing assessments by the school nurse and review of the results of physical examinations by school or private physicians as Mandated by the Pennsylvania Public School Code. Team-based baseline assessment and analysis of the child's response to individualized academic or behavioral intervention over a period of up to sixty (60) days. Such intervention-based screening occurs when requested by the child's teacher, parents, or other concerned school personnel. For information about the dates of various screening activities in your local public school or to request screening activities for a particular child, contact the local public school directly. Telephone numbers and addresses for these schools can be found in the blue pages section of the telephone book under the heading "Schools." Parents of preschool age children, age three through five, residing within the Luzerne Intermediate Unit may obtain information about screening activities, or may request a screening of their children, by calling or writing the Hazleton Area School District, Early Intervention Services, 1515 West 23rd Street, Hazleton, PA 18202. The telephone number for the Early Intervention Program is (570) 459-8118. Private school administrators, teachers, and parent groups, or individual parents of students in private schools, who are interested in establishing systems in those schools for locating and identifying children with disabilities who might need a multidisciplinary team evaluation may contact Ms. Elizabeth Krokos, Director of Special Education, Luzerne Intermediate Unit 18, 368 Tioga Avenue, Kingston, PA 18704, phone number 570-287-9681. Non-public school administrators are in-serviced yearly at the EP meeting as to the procedures for identification and responsibilities of the non-public, public school district and the LIU for parent

privately placed children in non-public schools. What special rights and protections do children with disabilities and their parents have? State and federal law affords many rights and protections to children with disabilities and their parents. A summary of those rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free or low cost legal services and advice, by contacting the special education or student services department of the school district in which they reside at the address and telephone number listed at the end of this notice, or through the principal of the local public school at the address and telephone number listed in the blue pages section of the telephone book under the heading "Schools." For pre-school identified students residing within the Luzerne Intermediate Unit a written summary is also available through the Hazleton Area School District, Early Intervention Services, 1515 West 23rd Street, Hazleton, PA 18202. The telephone number for the Early Intervention Program is (570) 459-8118.

Rights and Protections Prior Written Notice. The public school must notify you in writing whenever it proposes to initiate or to change the identification, evaluation, educational program, or placement of a child or whenever it refuses to initiate or make a change in the identification, evaluation, educational program, or placement requested by a parent. Such notice must be accompanied by a written description of the reasons for the proposal or refusal, the options considered, if any, and the reasons why such options were rejected.

Consent. The public school cannot proceed with an evaluation or reevaluation, or with the initial provision of special education and related services, without the written consent of the parents. A public school may override the lack of consent for an initial evaluation by requesting the approval of an impartial hearing officer or judge following a hearing. If the parents fail to respond to a written request for permission to reevaluate, however, the public school may proceed with the proposed reevaluation without consent. A public school may not seek a hearing to override the refusal of a parent to consent to an initial placement in special education.

Protection in Evaluation Procedures. Evaluations to determine eligibility and current need for special education and related services must be administered in a manner that is free of racial, cultural, or linguistic bias. Evaluations cannot consist of a single test or assessment, and testing must be a valid measure of the psychological, social, emotional, or other learning characteristic or behavior that the school is using it to measure. Testing and assessment must be administered in accordance with professional standards and the criteria established by the publisher. It must be administered in the native language of the child.

Independent Educational Evaluation. If parents disagree with the evaluation conducted by the public school, they may request in writing an independent educational evaluation, or "IEE," at public expense. The policy of the public schools of Luzerne Intermediate Unit 18 is to refuse to pay for such evaluations if the independent evaluator is not a Pennsylvania certified or Licensed professional, if the evaluation is not conducted in the same manner that the law requires of public school evaluations, or if the cost of the evaluation substantially exceeds the prevailing cost of similar evaluations in the region. Exceptions to these limitations will be granted only for compelling reasons. If the public school refuses to pay for the IEE, it must request an immediate special education due process hearing to defend the appropriateness of its evaluation.

Due Process Hearing Procedures The parent or local educational agency (LEA) may request a due process hearing with respect to any matter relating to the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education ("FAPE"). The party requesting the hearing must submit a "Due Process Hearing Request" form to the Office for Dispute Resolution, 6340 Flank Drive, Suite 600, Harrisburg, Pennsylvania 17112; telephone (800) 222-3353; TTY (800) 654-5984. A due process hearing will not proceed until all required information is provided and procedures followed.

Timeline for requesting Due Process. The parent or LEA must request a due process hearing by filing a Due Process Hearing Request within two (2) years of the date to parent or the LEA knew or should have known about the alleged action that forms the basis of the request. There are limited exceptions to this timeline. This timeline will not apply to the parent if— the parent was prevented from requesting the due process hearing due to the specific misrepresentations by

the LEA that it had resolved the problem forming the basis of the hearing request, or if the LEA withheld information from the parent that the LEA was required provide. Filing and Service of the Due Process Hearing Request. The party requesting the hearing must send a copy of the Due Process Hearing Request to the other party and, at the same time, to the Office for Dispute Resolution by mail addressed to the Office for Dispute Resolution, 6340 Flank Drive, Suite 600, Harrisburg, Pennsylvania 17112, or by electronic mail addressed to ODR. pattan.net, or by facsimile at (717) 657-5983. Contents of Due Process Hearing Request. The Due Process Hearing Request must contain the following information: 1. The name of the child, the address where the child lives, and the name of the school the child is attending or, if the child is homeless, available contact information for the child and the name of the school the child is attending; 2. A description of the nature of the problem, including facts relating to such problem; and 3. A proposed resolution of the problem to the extent known and available to the party filing the Request. Challenging Sufficiency of the Due Process Hearing Request. The Due Process Hearing Request will be considered to be sufficient unless the party receiving it notifies the Hearing Officer and the other party in writing within fifteen (15) days of receipt that the receiving party believes the Request does not meet the requirements listed above. Response to Request. If the LEA has not sent a prior written notice ("NOREP") to the parent regarding the subject matter contained in the parent's Due Process Hearing Request, the LEA must send to the parent, within ten (10) days of receiving the Due Process Hearing Request, a response including the following Information: an explanation of why the LEA proposed or refused to take the action raised in the Hearing Request; a description of other options the Individualized Education Program ("IEP") Team considered, if any, and the reasons why those options were rejected; a description of each evaluation procedure, assessment, record, or report the LEA used as the basis for the proposed or refused action; and a description of the factors that are relevant to the proposal or refusal. Filing this response to the parent's Due Process Hearing Request does not prevent the LEA from challenging the sufficiency of the Due Process Hearing Request. If the LEA has already sent prior notice in the form of a NOREP to the parent, or it is the parent receiving the Due Process Hearing Request then a response to the Due Process Hearing Request must be sent to the other side within ten (10) days of receipt of the request. The response should specifically address the issues raised in the Due Process Hearing Request. Hearing Officer Determination of Sufficiency of the Due Process Hearing Request. Within five (5) days of receiving a party's challenge to the sufficiency of the Due Process Hearing Request, the Hearing Officer must make a determination based solely on the information contained within the Request whether the Request meets content requirements listed above. The Hearing Officer must immediately notify both parties in writing of his or her determination. Subject Matter of the Hearing. The party requesting the due process hearing is not permitted to raise issues at the due process hearing that were not raised in the Due Process Hearing Request (or Amended Due Process Hearing Request) unless the other party agrees otherwise. Resolution Session. Before a due process hearing can take place, the LEA must convene a preliminary meeting with the parent and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the Due Process Hearing Request in an attempt to resolve those issues without the need to proceed to a due process hearing. This preliminary meeting must be convened within fifteen (15) days of the receipt of the Due Process Hearing Request. A representative of the LEA who has decision-making authority must be present at this meeting. The LEA may not have an attorney attend the meeting unless the parent is also accompanied by an attorney. At the meeting, the parent will discuss the Due Process Hearing Request, and the LEA will be provided the opportunity to resolve the Due Process Hearing Request unless the parent and the LEA agree, in writing, to waive this meeting, or agree to use the mediation process. If the parent and LEA resolve the issues in the Due Process Hearing Request at the preliminary meeting, they must put the agreement terms in writing, and both the parent and a representative of the LEA who has the authority to bind the LEA must sign the agreement. The agreement is a legally-binding document and may be enforced by a court. Either the parent or LEA may void the agreement within three (3) business

days of the date of the agreement. After three (3) days, the agreement is binding on both parties.

Amended Due Process Hearing Request. Either the parent or LEA may amend its Due Process Hearing Request only if the other party consents in writing to the amendment and is given the opportunity to resolve the issues raised in the Due Process Hearing Request through a resolution session, or the Hearing Officer grants permission for the party to amend the Due Process Hearing Request. However, the Hearing Officer may grant this permission not later than five (5) days before a due process hearing occurs.

Timeline for Completion of Due Process Hearing. If the LEA has not resolved the Due Process Hearing Request within thirty (30) days of receiving it, or within thirty (30) days of receiving the Amended Due Process Hearing Request the due process hearing may proceed and applicable timelines commence. The timeline for completion of due process hearings is forty-five (45) days, unless the Hearing Officer grants specific extensions of time at the request of either party.

Disclosure of Evaluations and Recommendations. Not less than five (5) business days prior to a due process hearing, each party must disclose to all other parties all evaluations completed by that date, and recommendations based on the offering party's evaluations that the party intends to use at the due process hearing. Failure to disclose this information may result in a Hearing Officer prohibiting the party from introducing the information at the hearing unless the other party consents to its introduction.

Due Process Hearing Rights. The hearing for a child with a disability or thought to have a disability must be conducted and held in the LEA at a place and time reasonably convenient to the parent and child involved. The hearing must be an oral, personal hearing and must be closed to the public unless the parent requests an open hearing. If the hearing is open, the decision issued in the case, and only the decision, will be available to the public. If the hearing is closed, the decision will be treated as a record of the child and may not be available to the public. The decision of the Hearing Officer must include findings of fact, discussion, and conclusions of law. Although technical rules of evidence will not be followed, the decision must be based upon substantial evidence presented at the hearing. A written or, at the option of the parent, electronic verbatim record of the hearing will be provided to the parent at no cost. Parents may be represented by legal counsel and accompanied and advised by individuals with special knowledge or training with respect to the problems of children with disabilities. Parents or parent representatives must be given access to educational records, including any tests or reports upon which the proposed action is based. A party has the right to compel the attendance of and question witnesses who may have evidence upon which the proposed action might be based. A party has the right to present evidence and confront and cross-examine witnesses. A party has the right to present evidence and testimony, including expert medical, psychological, or educational testimony.

Decision of Hearing Officer. A decision made by a Hearing Officer must be made on substantive grounds, based upon a determination of whether the child received a FAPE. In disputes alleging procedural violations, a Hearing Officer may award remedies only if the procedural inadequacies impeded the child's right to a FAPE; significantly impeded the parents' opportunity to participate in the decision-making process regarding the provision of a FAPE to the child; or caused a deprivation of educational benefits. A Hearing Officer may still order a LEA to comply with procedural requirements even if the Hearing Officer determines that the child received a FAPE. The parent may still file a Complaint with the Bureau of Special Education within the Pennsylvania Department of Education regarding procedural violations. The Due Process Hearing will serve as the local and state level hearing; appeals may be made to the court of competent jurisdiction.

Civil Action. A party that disagrees with the findings and decision of the Hearing Officer (in the case of Section 504/Chapter 15 cases and early intervention cases) has the right to file an appeal in state or federal court. The party filing an appeal is encouraged to seek legal counsel to determine the appropriate court with which to file an appeal. A party filing an appeal to state or federal court has ninety (90) days from the date of the decision to do so.

Attorney's Fees. A court, in its discretion, may award reasonable attorney's fees to the parent of a child who is a prevailing party or to a State Educational Agency or LEA against the attorney of the parent who files a Due Process Hearing Request or subsequent cause of action.

that is frivolous, unreasonable, or without foundation, or against the attorney of the parent who continued to litigate after the litigation clearly became frivolous, unreasonable or without foundation; or to a prevailing State Educational Agency or LEA against the attorney of the parent, or against the parent, if the parent's Due Process Hearing Request or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation. Fees awarded will be based on rates prevailing in the community in which the action or proceeding arose for the kind and quantity of attorney services furnished. The federal law imposes certain requirements upon the parent and LEA and in some circumstances may limit attorney fee awards. Parents should consult with their legal counsel regarding these matters. The following rules apply:

Attorney's fees may not be awarded and related costs may not be reimbursed in any action or proceeding for services performed subsequent to the time of a written offer of settlement to the parent if the offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedures, or, in the case of an administrative hearing, at any time more than ten (10) days before the proceeding begins; the offer is not accepted within ten (10) days; and the court finds that the relief finally obtained by the parent is not more favorable to the parent than the offer of settlement. Attorney's fees may not be awarded for time spent attending any meeting of the IEP team unless the meeting is convened as a result of an administrative proceeding or judicial action. A due process resolution session is not considered to be a meeting convened as a result of an administrative hearing or judicial action, nor an administrative hearing or judicial action for purposes of reimbursing attorney's fees. The Court may reduce the amount of any attorney's fee award when: (a) the parent, or the parent's attorney, during the course of the action or proceeding unreasonably protracted the final resolution of the controversy; (b) the amount of the attorney's fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience; (c) the time spent and legal services furnished were excessive considering the nature of the action or proceeding; or (d) the attorney representing the parent did not provide to LEA the appropriate information in the Due Process Hearing Request. These reductions do not apply in any action or proceeding if the court finds that the State or LEA unreasonably protracted the final resolution of the action or proceeding.

Child's Status during Administrative Proceedings. Except for discipline cases, which have specific rules, while the due process case, the child must remain (pendency) in his or her present educational placement unless the parent and LEA or State agree otherwise. If the due process hearing involves an application for initial admission to public school, the child, with parental consent, must be placed in the public school program until completion of all the proceedings, unless the parent and LEA agree otherwise.

Private School Tuition Reimbursement. In some cases, parents of children who were identified by the public school as eligible for special education and related services and who received such services can recover in a due process hearing or from a court an award of private school tuition reimbursement. Parents can also receive such awards if their child was in need of special education and related services but were not offered such services in a timely manner. To obtain an award of tuition reimbursement, parents must notify their public school of their intent to enroll their child in a private school either verbally at the last IEP team meeting prior to withdrawing their child or in writing received by the public school at least ten days prior to the date on which the child is withdrawn from public school. Parents can obtain tuition only when they can prove at a special education due process hearing that (1) the public school failed to offer an appropriate program or placement to the child, (2) the parents therefore placed their child in a private school, and (3) the private school placement was proper. Tuition reimbursement awards can be denied or reduced if the parent's behavior was improper or if the parents delay unreasonably in asserting a claim against the public school in a due process hearing. Such awards can also be denied or reduced if the parents fail to do one of the following: (1) notify the public school of their intent to place the child in a private school at the last IEP team meeting prior to the planned placement or (2) notify the public school in writing of their intent to place the student in a

private school at least ten days before withdrawing the student for that purpose. Mediation. Parties may agree to submit their dispute to the mediation process by requesting mediation from the Office for Dispute Resolution. Mediation may be requested in place of or in addition to a due process hearing. If a hearing is also requested, mediation cannot delay the scheduling of the due process hearing, unless the Hearing Officer grants a continuance for that purpose at the request of a party. An impartial, trained mediator facilitates the mediation process, which is scheduled at a time and location convenient to the parties. The parties are not permitted to have attorneys participate in the process. Any resolution reached through mediation must be reduced to writing, which will be binding on the parties. Rights under Section 504 of the Rehabilitation Act of 1973. As noted above, some students with disabilities who are not in need of special education and related services are nevertheless entitled to adaptations and accommodations in their school program or in the physical environment of school buildings, grounds, vehicles, and equipment, when such adaptations or accommodations are required to enable the student to access and participate meaningfully in educational programming and extracurricular activities. Parents are entitled to a written description of the adaptations and accommodations that the public school is willing to offer. This written description is called a "service agreement" or "accommodation plan." The rights and protections described above under the headings "Notice," "Consent," "Protection in Evaluation Procedures," and "Maintenance of Placement" apply to students receiving adaptations and accommodations under Section 504. Parents who have complaints concerning the evaluation, program, placement, or provision of services to a student may request either an informal conference with the public school or a due process hearing. The hearing must be held before an impartial hearing officer at a time and location convenient to the parents. Parents have the right to request a free written or electronic transcript or recording of the proceedings, to present evidence and witnesses disclosed to the public school, to confront evidence and testimony presented by the public school, to review their child's complete educational record on request before the hearing, to receive a written decision from the hearing officer, and to be represented by counsel or an advocate of their choice. An appeal may be taken from the decision of the hearing officer to a court of competent jurisdiction. Compliance Complaints. In addition to the above hearing rights, parents and others with complaints concerning the education of a child with disabilities or violations of rights guaranteed by either the IDEA or Section 504 may file complaints with the Pennsylvania Department of Education, which must investigate such complaints and issue written findings and conclusions. Information concerning such complaints can be obtained at the following address: Pennsylvania Department of Education Bureau of Special Education Division of Compliance Monitoring and Planning 333 Market Street, 7th Floor Harrisburg, PA 17126-0333 (800) 879-2301 Student Records The public schools of Luzerne Intermediate Unit 18 maintain records concerning all children enrolled in public school, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Penn Data system, PIMS, correspondence between school staff and home, instructional support team documents, referral data, memoranda, and other education-related documents. Records can be maintained on paper, on microfiche, on audio or videotape, and electronically. Records can be located in the central administrative offices of the public school, the school building or building at which the student attended or attends school, private schools and facilities at which the public school has placed the child for educational purposes, central storage facilities and electronic storage systems, and in the secure possession of teachers, building administrators, specialists, psychologists, counselors, and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality and adhere to the Family Educational Rights and Privacy Act

(FERPA) regulations. Records are maintained as long as they remain educationally relevant. The purposes of collecting and maintaining records are (1) to ensure that the child receives programs and services consistent with his or her IEP; (2) to monitor the ongoing effectiveness of programming for the child; (3) to document for the public school and the parents that the student is making meaningful progress; (4) to satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation, and fiscal and program audits; and (5) to inform future programming for and evaluations of the child. When educational records, other than those which must be maintained, are no longer educationally relevant, the public school must so notify the parents in writing and may destroy the records or, at the request of the parents, must destroy them. Public schools are not required to destroy records that are no longer educationally relevant unless the parents so request in writing. Parent consent. Parent consent is required in writing prior to the release of any personally identifiable information concerning a child with disabilities. Parent consent is not required, however, prior to the release of information (1) to a hearing officer in a special education due process hearing; (2) to public school staff and contractors with a legitimate educational interest in the information; (3) to officials or staff of other schools and school systems at which the student is enrolled or intends to enroll; (4) to federal or state education officials and agencies and to the Comptroller of the United States; (5) to accrediting organizations to carry out their accrediting functions; (6) to comply with a lawful subpoena or judicial order; (7) in conjunction with a health or safety emergency to the extent necessary to protect the health and safety of the child or others; or (8) that the public schools have designated as "directory information." Disclosure without consent of the parent is subject to certain conditions more fully described in the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C § 1332g, and its implementing regulation, 34 C.F.R. Part 99. Parent access. Upon submitting a request to do so in writing, parents have the right to access the educational records of their child within forty-five days or before any due process hearing or IEP team meeting, whichever is sooner. Access entitles the parent to the following: (1) an explanation and interpretation of the records by public school personnel; (2) copies of the records if providing copies is the only means by which the parent can effectively exercise his or her right of inspection and review; and (3) inspection and review of the records by a representative of the parent's choosing upon presentation to the records custodian of a written authorization from the parent. The public school can charge a fee not to exceed its actual costs for copying records. "Directory information." Public school entities designate certain kinds of information as "directory information." The public schools of Luzerne Intermediate Unit 18 typically designate the following as "directory information": (1) the name, address, telephone number, and photographs of the child; (2) the date and place of birth of the child; (3) participation in school clubs and extracurricular activities; (4) weight and height of members of athletic teams; (5) dates of attendance; (6) diplomas and awards received; (7) the most recent previous institution or school attended by the child; and (8) names of parents, siblings, and other family members. The District will provide this information to any interested person, including armed forces recruiters who request it, without seeking consent from the parents of the student or the student. Parents who do not want the District to disclose such information must so notify the District in writing on or before the first day of the school term. Written notice must identify the specific types of directory information that the parent does not want the District to disclose without consent. If the parent fails to notify the District in writing by the first day of the school term, the District may release directory information upon request and without consent. Disclosure of records containing personally identifiable information to other schools and institutions. Public school entities disclose personally identifiable information concerning students to educational agencies or institutions at which the student seeks to enroll, intends to enroll, or is enrolled, or from which the student receives services, when that agency or institution requests such records. Access to records by school officials with a "legitimate educational interest." School officials with a legitimate educational interest in the personally-identifiable information

contained in education records can have access to personally identifiable information without parent or student consent. Each school entity designates in its education records policy those persons who have a “legitimate educational interest” that would allow such access to education records. Such persons typically include teachers of the child, building administrators, guidance counselors to whom the child is assigned, members of instructional support and multidisciplinary teams in the course of screening and evaluation activities, records custodians and clerks, public school administrators with responsibility for programs in which the student is enrolled or intends to be enrolled, school board members sitting in executive session in consideration of matters concerning the child upon which only the school board can act, program specialists and instructional aides working with the child, therapeutic staff working with the child, and substitutes for any of the foregoing persons Amendment of education records. After reviewing records, a parent or a student who has attained the age of 18 can request that records be amended. The school will make the requested changes or reject the request within forty-five days of the receipt of the request in writing. If the school rejects the request, the parent or student may request an informal hearing. The hearing can be held before any public school official who does not have a direct interest in its outcome. If the parents are dissatisfied with the outcome of the informal hearing, they may submit to the public school a statement outlining their disagreement with the record. The school thereafter must attach a copy of that statement to all copies of the record disclosed to third parties.

Complaints to the United States Department of Education. Complaints concerning alleged failure of a public school entity to comply with the requirements of the Family Educational Rights and Privacy Act may be addressed to the United States Department of Education as follows: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, S.W. Washington, DC 20202-4605 This notice is only a summary of the special education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child contact the public school nearest you. The number and addresses of all public schools in Luzerne Intermediate Unit 18 are located in the blue pages of the telephone book under the heading “Schools.” Information can also be obtained, and screenings and evaluations requested, by contacting the offices of special education or student services in each of the various school districts or, for preschool children, at Luzerne Intermediate Unit of Hazleton Area School District.

Notice of Services for Gifted Students While “gifted” is not one of the “disabilities” required under the Federal IDEA legislation, the State Board of Education’s regulations as set forth in 22 Pa. Code Chapter 16 – Special Education for Gifted Students, provides recognition that gifted students are considered to be “children with exceptionalities” under the Public School Code of 1949 and are in need of special designed instruction. A district shall conduct public awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. These awareness activities shall be designed to reach parents of students enrolled in the public schools.

Students Who are Mentally Gifted All Luzerne Intermediate Unit entities, except charter schools, also offer special education services, in the form of acceleration or enrichment, for students who are identified by a gifted multidisciplinary team (GMDT) as “mentally gifted”. A child is considered mentally gifted when his or her cognitive ability or other factors, as determined by a multidisciplinary team evaluation, indicate that he or she has outstanding intellectual ability the development of which requires special programs and services not ordinarily available in the general education program. The school entity engages in screening activities during regular classroom instruction and uses the data thus generated to determine whether a GMDT evaluation is warranted. In addition, parents may request gifted screening or a GMDT evaluation at any time. Parents are part of the GMDT and, if their child is determined to be mentally gifted, are part of the development and annual review and revision of their child’s gifted individualized education program (GIEP) as a member of the GIEP team. The GIEP describes the present levels, annual goals and measurable objectives, and specially designed instruction and related services through which the District

will provide the enrichment or acceleration, or both, that is needed to develop the outstanding mental ability of the child. Parents of students who are mentally gifted have the right to request a special education due process hearing or to file a compliance complaint with the Pennsylvania Department of Education at the address listed below. Details concerning the procedures governing hearing requests can be found on the Website of the Office for Dispute Resolution at <http://www.pattan.k12.pa.us>. A child can be identified as both a child with a disability and mentally gifted. In such cases, the rights of the child and his or her parents are governed by the rules applicable to children with disabilities and their parents, as described above. Pennsylvania Department of Education Bureau of Special Education Division of Compliance Monitoring and Planning 333 Market Street, 7th Floor Harrisburg, PA 17126-0333 (800)879-2301 Chapter 4 - The State Board of Education regulations as adopted under statutory authority in the School Code. Chapter 16- Gifted education is separate from special education services. Dual Exceptionalities: If a student is both gifted and eligible for special education, the procedures in Chapter 14 shall take precedence. For these students identified with dual exceptionalities, the needs established under the gifted status must be fully addressed in the procedures required in Chapter 14. (22 Pa. Code § 16.7(b)) For students who are gifted and eligible for special education, it is not necessary for school districts to conduct separate screening and evaluations, develop separate IEPs, or use separate procedural safeguards processes to provide for a student's needs as both a gifted and eligible student. (22 Pa. Code § 16.7(c)) Education Placement - The overall educational environment in which gifted education is provided to gifted students in all public schools of Luzerne Intermediate Unit 18. Placements and Programs may vary from school district to school district. GIEP - Gifted Individualized Education Program. GMDT- Gifted Multidisciplinary Team Gifted Education - Specially designed instruction to meet the needs of a gifted student that is: (i) Conducted in an instructional setting, (ii) Provided in an instructional or skill area, (iii) Provided at no cost to the parents, (iv) Provided under the authority of a school district, directly, by referral or by contract, (v) Provided by an agency, (vi) Individualized to meet the educational needs of the student, (vii) Reasonable calculated to yield meaningful educational benefit and student progress, (viii) Provided in conformity with GIEP. Gifted Multidisciplinary Evaluation - A systematic process of testing, assessment, and other evaluative processes used by a team to develop a recommendation about whether or not a student is gifted or needs gifted education. Gifted Student - A student who is exceptional under section 1372 of the School Code (24 P.S. §13-1371) because the student meets the definition of "mentally gifted" in this section, and needs specially designed instruction beyond that required in Chapter 4 (relating to academic standards and assessment.) This term applies on to students who are of "school age" as defined under § 11.12 (relating to academic standards and assessment.) This term applies only to students who are of "school age" as defined under § 11.12 (relating to school age.) Instruction setting - A classroom or another setting in which gifted students are receiving gifted education. Mentally gifted - Outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program. Parents - A natural or adoptive parent or parents, guardian or guardians, one or more persons acting as the parent or parents of a student. Party - Parent or school district. Regular classroom - A specific instructional grouping within the regular education environment. Regular education environment - The regular classroom and other instructional settings in which students without a need for gifted education receive instruction programs and the full range of supportive services normally provided to these children. School Code - The Public School Code of 1949 (24 P.S. §§1-101, 27-2702) School day - A day that school is in session. Screening and evaluation process - The systematic determination of whether or not a student is gifted or needs gifted education. Specially designed instruction - Adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum for student who are gifted. Support services - Services as required under § 16.33 (relating to support services) to assist a gifted student to benefit from gifted education. Examples of the term include: (i) Psychological services

(ii) Parent counseling and education (iii) Counseling services (iv) Transportation to and from gifted programs to classroom in buildings operated by the school district. This Public Notice Documentation has been submitted by the Luzerne Intermediate Unit on behalf of the LIU member school districts and Dr. Anthony Grieco, Executive Director. The documentation and preparation was completed by Ms. Elizabeth Krokos, Assistant to the Executive Director for Student Services. Information is based on interpretation of Public Laws including “No Child Left Behind”, Individuals Disabilities in Education Act”, Pa. Chapter 14 Special Education Regulations, Chapter 4, Section 504, Chapter 15, and Chapter 16.

District Contacts for Information Concerning Special Education Services:

Crestwood School District
Ms. Annie Moran, Director of Special Education 281 South Mountain Boulevard Mountaintop, PA 18707-1913

Dallas School District
Ms. Andrea Dennis, Director of Special Education 2000 Conyngham Ave. Dallas, PA 18612-0720

Greater Nanticoke Area School District
Dr. Meghan McMahon, Director of Special Education 425 Kosciuszko Street Nanticoke, PA 18634-2690

Hanover Area School District
Ms. Shannon Bennett, Director of Special Education 1600 Sans Souci Parkway Hanover Township, PA 18706

Hazleton Area School District
Mr. Jeff Weed, Assistant Director of Special Education 1515 West 23rd Street Hazleton, PA 18202

Lake Lehman School District
Dr. Tina Antonello-Porteé, Director of Special Education P. O. Box 38 Lehman, PA 18627-0038

Northwest Area School District
Ms. Mary Agnes Kratz, Special Education Consultant 243 Thorne Hill Rd. Shickshinny, PA 18655-9201

Pittston Area School District
Ms. Amy Bilbow, Director of Special Education 5 Stout Street Pittston, PA 18640-3399

Tunkhannock Area School District
Mr. Jeff Craig, Director of Special Education 41 Philadelphia Avenue Tunkhannock, PA 18607

Wilkes-Barre Area School District
Mr. James Geiger, Director of Special Education 730 South Main Street Wilkes-Barre, PA 18711-0375

Wyoming Area School District
Ms. Stephanie Anuszewski, Director of Special Education 252 Memorial Street Exeter, PA 18643-2698

Wyoming Valley West School District
Ms. Marya Baratta, Director of Special Education 450 North Maple Ave. Kingston, PA 18704-3683

Bear Creek Community Charter School
Ms. Bridget Deeble, Director of Intervention & Support Services 30 Charter School Way Wilkes-Barre, PA 1870

Luzerne Intermediate Unit #18
Northeast Secure Treatment Unit
Ms. Elizabeth Krokos, Assistant to the Executive Director for Student Services 368 Tioga Ave. Kingston, PA 18704-0649

Book	Policy Manual
Section	800 Operations
Title	Acceptable Use of Computer Network and the Internet
Code	815
Status	Active
Adopted	October 8, 2003
Last Revised	August 21, 2019

Purpose

The Wyoming Valley West School District (district) recognizes that information technology tools and network facilities are used to support learning and to enhance instruction. Information technology tools and network facilities allow people to interact with many other computers and networks. It is a general policy that all technologies are to be used in a responsible, efficient, ethical and legal manner.

The use of the Wyoming Valley West School District's information technology tools and network facilities shall be consistent with the district's mission and the curriculum adopted by the Wyoming Valley West School District.

Definitions

CIPA - The Children's Internet Protection Act (CIPA) is a federal law enacted to address concerns about access to offensive content over the Internet on school and library computers. CIPA requirements include the following three (3) items:

1. *Technology Protection Measure* - A technology protection measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or -- with respect to use of computers with Internet access by minors -- harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes. For schools, the policy must also include monitoring the online activities of minors.
2. *Internet Safety Policy* - The Internet safety policy must address, access by minors to inappropriate matter on the Internet. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, unauthorized access including "hacking" and other unlawful activities by minors online, unauthorized disclosure, use, and dissemination of personal information regarding minors, and measures designed to restrict minors' access to harmful materials.
3. *Public Notice and Hearing* - The authority with responsibility for administration of the school or library must provide reasonable public notice and hold at least one public hearing to address a proposed technology protection measure and Internet safety policy.

Child - The term child means an individual under the age of thirteen (13) defined in Children's Online Privacy Protection Act of 1998.

Child pornography - means any visual depiction, including any photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:[\[1\]](#)[\[2\]](#)

1. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
2. Such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable form, that of a minor engaging in sexually explicit conduct; or
3. Such visual depiction has been created, adopted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct. Definition from Section 2256 of Title 18, United State Code.

COPPA - Children's Online Privacy Protection Act applies to the online collection of personal information by persons or entities under U.S. jurisdiction from children under thirteen (13) years of age. It details what a website operator must include in a privacy policy, when and how to seek verifiable consent from a parent or guardian, and what responsibilities an operator has to protect children's privacy and safety online including restrictions on the marketing to those under thirteen (13).

Educational purpose - includes use of the information technology tools, network facilities, and Internet access for classroom activities, professional or career development, and to support the school district's curriculum, policy and mission statement.

Hacking - any attempt to gain unauthorized access (or the unauthorized access) to network facilities or using district network facilities to attempt or to gain unauthorized access to other networks or computing resources.

Harmful to minors - any picture, image, graphic image file or other visual, sound or written depiction that:[\[3\]](#)[\[4\]](#)

1. Taken as a whole, and with respect to minors, appeals to an inappropriate interest in nudity, sex or excretion.
2. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated, normal or perverted sexual acts or a lewd exhibition of the genitals.
3. Lacks serious literary, artistic, political or scientific value as to minors; depicts extreme violence; promotes intolerance. Definition from 20 U.S.C. Sec. 6777, 47 U.S.C. Sec. 254.

HIPPA - Health Insurance Portability and Accountability Act, pertaining to the Privacy Rule for Protected Health Information. The Protected Health Information is any information about health status, provision of health care, or payment for health care that can be linked to a specific individual.

Illegal activities/uses - any use of network facilities which violates a municipal ordinance, or local, state, or federal law, including those activities relating to intellectual property rights, trade secrets, the distribution of obscene or pornographic materials or the Family Educational Rights and Privacy Act.

Information technology - any electronic device, computer hardware and software, operating systems, web-based information and applications, telephones and other telecommunications products, video equipment and multimedia products, information kiosks and office products such as photocopiers and fax machines.

Minor - for purposes of compliance with the Children's Internet Protection Act (CIPA), an individual who has not yet attained the age of seventeen (17). For other purposes, **minor** shall mean the age of minority as defined in the relevant law.

Network facilities -

1. Computer hardware and software, electronic connections, electronic devices and other information technology tools used for information processing, as well as peripheral devices connected to these tools.
2. Network bandwidth including Internet bandwidth and other devices necessary to facilitate network connectivity such as email services, file servers, routers, switches, hubs, firewalls, premise wiring, network data ports, etc.
3. Computers hardware and software, electronic connections, electronic devices and other information technology tools used on district property or used off district property that impacts the district or causes a disruption to the educational environment, or when such use comes in conflict with the Student Code of Conduct or district policy, whether or not such tools are owned by the district and whether or not they are connected physically or wirelessly to the district's information network(s).

Online collaboration - using site-based or web-based technology tools to communicate and work productively with other users to complete educationally relevant tasks.

Personal use - incidental personal use of school computers is permitted for employees so long as such use does not interfere with the employee's job duties and performance, with system operations or with other system users.

Personal use must comply with this policy and all other applicable district's procedures and rules contained in this policy, as well as ISP terms, local, state and federal laws; and must not damage the district's information technology tools, network facilities and Internet access systems.

Staff - includes administrative, teaching, support and volunteer personnel employed by or voluntarily affiliated with the Wyoming Valley West School District.

Technology Protection Measure - a specific technology that blocks or filters Internet access.[\[4\]](#)

Technology tools - includes any district-owned, leased or licensed or user owned personal hardware, software or other technology used on district premises or at district events, or connected to the district network, containing school district programs or district or student data (including images, files and other information) attached or connected to, installed in or otherwise used in connection with a computer. Technology equipment includes, but is not limited to, district and

users': desktop, notebook, netbook, tablet PC or laptop computers, servers, firewalls/security systems, distance learning equipment, video conference units, printers, facsimile machine, cables, modems, and other peripherals, specialized electronic equipment used for students' special educational purposes, Global Positioning System (GPS) equipment, personal digital assistants (PDAs), iPods, MP3 players, USB/jump drives, cell phones, with or without Internet access and/or recording and/or camera/video and other capabilities and configurations, telephones, mobile phones, or wireless devices, two-way radios/telephones, beepers, paging devices, laser pointers and attachments and any other such technology developed.

Telecommunications - any system that allows users access to a wide variety of information from electronic networks found on local, state, national and international databases, Internet or intranet servers and other information technology tools. Examples include, but are not limited to, Internet technologies, email, Internet-based discussion groups and bulletin boards.

Authority

The Board of Directors (Board) establishes that use of information technology tools and network facilities impacting the district is a privilege, not a right.

Inappropriate, unauthorized and illegal use may result in cancellation of the privileges of users and appropriate disciplinary action consistent with the district's disciplinary code.[5][6][7][8][9]

The information available to students and staff does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received.

All network and computing resources must meet requirements for established policies, procedures and conditions of the Wyoming Valley West School District and any external entity administering resources to which the network or computing resources are connected.

The district's Director of Technology, or other authorized school employees, may at any time review the subject, content and appropriateness of electronic communications, Internet access, usage of the district's information technology or other electronic files and remove them or clock the inappropriate use as warranted, or report any violation of these rules to the district's administration or appropriate law enforcement officials. The district reserves the right to remove a user account from it network facilities to prevent further unauthorized or illegal activity if this activity is discovered.

The hardware, software, messages transmitted and electronic files created on it are the property of the district.

Users have no expectation of privacy or confidentiality in the content of electronic communications, Internet access or other electronic files sent and received utilizing the district's information technology tools, network facilities or stored in his/her directory. The Wyoming Valley West School District reserves the right to monitor, inspect, copy, review and store at any time, without prior notice, any and all usage of its information technology, network facilities and Internet usage and any and all information transmitted or received in connection with such usage. All such information files and user accounts shall be and remain property of the district.

Delegation of Responsibility

The district shall make every effort to ensure that district resources are used responsibly by students and staff. Students and staff have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

All staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, to evaluate and use the information to meet their educational goals and practice proper etiquette and ethical use of district resources.

The district shall not be responsible for any information lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet. The district is not responsible for any unauthorized charges or fees resulting from access to the Internet.

The Board of Directors for the Wyoming Valley West School District endorses the use of technology as an integral part of the district's instructional program.

The Superintendent shall be responsible for the development of educational programs using technology and global networks and shall establish procedures for the development of such program.

The Superintendent or designee shall be responsible for developing procedures used to determine whether the district's technology tools and network facilities are being used for purposes prohibited by law or for accessing sexually explicit materials. The procedures shall include but not be limited to:

1. Utilizing a technology protection measure that blocks or filters Internet access for minors or adults to certain visual depictions that are obscene, child pornography, harmful to minors with respect to use by minors, or determined inappropriate for use by minors by the Board or their designee.
2. Maintaining and securing a usage log.
3. Monitoring online activities of all users.

Unless otherwise denied for cause, student access to onsite district resources shall be through supervision by the district staff. All users have the responsibility to respect the rights of all other users within the district and district's technology resources and to abide by the rules established by the district, its ISP and local, state and federal laws.

Guidelines

Network accounts will be used only by the authorized owner of the account for its approved purpose. These accounts will be made available according to a procedure developed by appropriate district authorities. All communications and information accessible via the network should be assumed to be the property of the district and shall not be disclosed. Network users shall respect the privacy of other users on the system.

A guest may receive an individual network account with the approval of the Director of Technology and/or designee if there is a specific district-related purpose requiring such access after the AUP is signed and must comply with this policy and all other district policies, procedures and rules, as well as local, state and federal laws. An agreement between the district and a guest will be required. A parental signature will be required if the guest is a minor.

Prohibitions

The use of district information technology tools, network facilities and the Internet for illegal, inappropriate or unethical purposes by students or staff is prohibited. More specifically, the following are prohibited:

1. Use of the network for commercial or for-profit purposes, product advertisement, political lobbying or to facilitate illegal activity.
2. Hacking, port scanning, unauthorized attempts to access network resources, creating malicious code, phishing, spamming or use of the network to develop programs that harass other users or infiltrate a computer system and/or damage the software components of a computer or system.
3. The illegal installation, distribution, reproduction or use of copyrighted material on district information technology or network facilities.
4. Accessing or transmitting files dangerous to the integrity of the district's information technology or network facilities.
5. Attempting to circumvent or disable any filter, information security or other security measure.
6. Attempting to use network facilities while access privileges are suspended or revoked.
7. Use of the network to access materials, images or photographs that are obscene, pornographic, lewd or otherwise illegal.
8. Use of the network to transmit material likely to be offensive, objectionable or inflammatory to recipients such as hate mail, harassment or discriminatory remarks.
9. Use of the network to misrepresent other users on the network, forge electronic mail messages or quote personal communications in a public forum without the original author's prior consent.
10. Loading or use of unauthorized games, programs, files or other electronic media.
11. Use of district information technology tools or network facilities to disrupt the work of others; intentionally disrupt information network traffic or crash the network and connected systems; and the hardware or software of other users shall not be destroyed, modified or abused in any way.
12. Use of the network which results in any copyright violation or other contracts violating such matters as institutional or third party copyright, license agreements and other contracts.
13. Posting of anonymous messages, possessing any data which might be considered a violation of these rules in paper, electronic or any other form or using inappropriate language or profanity.

14. Revealing personal information or passwords related to any users on the network other than by district staff in the performance of assigned duties.
15. Use of any social networking or communication medium, on or off campus, that causes a disruption to the educational process (e.g., posting inflammatory comments about another student or staff member).
16. Attaching personal technology tools directly to the network without the express permission of the Superintendent or designee.

Security

To the greatest extent possible, users of the district's network will be protected from harassment and unwanted or unsolicited communication. The security of network facilities is protected through the use of passwords.

Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of network facilities and the safety of users, the following guidelines shall be followed:

1. Users shall not reveal their passwords to another individual or use any other user's password. If a user suspects someone else has his/her password, the password shall be changed immediately by district personnel.
2. Users are responsible to log off a computer or secure the computer when it is not in use and are not permitted to use a computer that has been logged in under another user's name.
3. Any user identified as a security risk or having a history of problems with other electronic resources may be denied access to the network.
4. The use of technology tools for the purpose of online collaboration and communication within and among users is a privilege, not a right. Furthermore, any collaborative tool user accounts created by district personnel or by the end-user for the purpose of completing course curriculum are subject to the guidelines defined by the Acceptable Use Policy of The Wyoming Valley West School District, regardless of where the access to that technology tool has taken place.
5. Any network user who receives threatening or unwelcome communications or an invitation from Internet contacts to an inappropriate face-to-face meeting shall immediately report the incident to a teacher or administrator.
6. Student users shall not reveal personal information to other users, including through e-mail, Internet, etc. that could identify themselves or other users or allow a person to locate a user.
7. Users shall not intentionally seek information on, obtain copies of or modify files, other data or passwords belonging to other users.
8. Users shall not transfer or download confidential data or data that contains sensitive personally identifiable information via any portable storage devices including USB devices.
9. Users should exercise due diligence in regards to printing confidential data or data that contains sensitive personally identifiable information, including grade reports, health

records, IEP's and other records subject to the Health Insurance Portability and Accountability Act.

Filtering

Any district computer/server utilized by students and staff shall be equipped or connected to with Internet blocking/filtering software or hardware. The district will also monitor online activities of users through direct observation or technology means to ensure adherence to this policy. Internet filtering software or other technology based protection systems may be disabled by the Director of Technology or his/her designee, as necessary, for purposes of valid research or other educational projects being conducted by users, as determined and approved by a building administrator.[3][10]

Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.
2. Safety and security when using electronic communications and other forms of direct electronic communications.
3. Prevention of unauthorized online access, including "hacking" and other unlawful activities.
4. Unauthorized disclosure, use, and dissemination of personal information.
5. Restriction of access deemed by the district to be harmful to minors.
6. Restriction of access to visual depictions that are obscene, child pornography or harmful to minors.

Disclaimer of Warranties/Indemnification

The district makes no warranties of any kind, either express or implied, in connection with this policy, access to and use of its information technology, or network facilities. The district shall not be responsible for any claims, losses, damages or costs (including fees) of any kind suffered, directly or indirectly, by any user of his/her parent(s)/guardian(s) arising out of the use of its information technology or network facilities under this policy. Further, the district is not responsible for damage that may occur as a result of an individual user attempting to connect a personal technology device to any district-owned device.

By signing this policy, the user is taking full responsibility for his/her use, and the user who is eighteen (18) or older, or, in the case of a user under eighteen (18), the parent(s)/guardian(s) are agreeing to indemnify and hold the district administrators, professional employees and staff harmless from any and all losses, cost claims or damages resulting from the user's access to its network facilities, including, but not limited to, any fees or charges incurred through purchases of goods or services by the user. The user, or if the user is a minor, the user's parent(s)/guardian(s) agree to cooperate with the district in the event of the district's initiating an investigation of a user's access to the computer network and the Internet.

Actions Resulting From Misuse

Deliberate and/or negligent abuse of the network, computing resource or any other district resource could lead to disciplinary action. Any such action would be subject to applicable procedures established by the district. The network user, whether student or employee may be responsible for restitutions for damages to the equipment, systems or software resulting from negligent, deliberate or willful acts.

All incidents of misuse are to be reported to building principals responsible for the students and staff. The building principal or his designee will conduct an investigation to determine the participant and the extent of the misuse.

Consequences of violations include but are not limited to:

1. Suspension of information network access; revocation of information network access; suspension of network privileges; revocation of network privileges; suspension of computer access; revocation of computer access.
2. Revocation of district issued technology tools, including all mobile devices owned by the district.
3. Employment suspension; school suspension.
4. Employment termination; school expulsion.
5. Legal action and prosecution by the authorities.

Copyright

The illegal use of copyrighted software by students and staff is prohibited.

All software installed on district technology must be approved by the Technology Director for the purposes of network security and licensing.

Any data uploaded to or downloaded from the network shall be subject to fair use guidelines.^{[11][12]}

Employees and students of the district are subject to the provisions of the Copyright Act of 1976. Teachers, administrators, media specialists, and other District personnel take an active role in assuring compliance with the United States copyright law and congressional guidelines. US copyright laws protect most creative works. Examples of creative works include books, computer software, music, and films.

The district does not sanction illegal use or duplication of copyrighted materials in any form. Unlawful copies may not be produced or used on district equipment, within district facilities, or at district sponsored functions. Employees or students who knowingly and/or willingly violate the district's copyright policies do so at their own risk and may be required to reimburse the district for expenses incurred as the result of a violation.

Principals and administrators are responsible for establishing procedures to ensure that offices and schools adhere to copyright law. These procedures should include informing students and staff members of district copyright policy, and periodically reminding them of their rights and responsibilities. All school sites and work locations must provide a copy of their computer software site license agreements to the district's Technology Center.

At no time may district technology be used to backup, copy, or store any information found on a personal electronic device (cell phone, music players, and tablets). This includes storing duplicate information of music, videos and any other copyrighted media regardless if it is legal copy or purchase. Any music, video or copyrighted materials found on district equipment will be immediately removed without warning.

Safety

To the greatest extent possible, users of the network will be protected from harassment and unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall report such immediately to a teacher or administrator. Students shall not reveal personal information to other users on the network, including chat rooms, e-mail, Internet, etc.

Any district computer/server utilized by students and staff shall be equipped with Internet blocking/filtering software or connected to content filtering through the network.

Internet safety measures shall effectively address the following:

1. Control of access by minors to inappropriate matter on the Internet.
2. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
3. Unauthorized disclosure, use and dissemination of personal information regarding minors.
4. Restriction of minors' access to materials harmful to them.

Remedies and Recourses

Anyone accused of any violation has all of the rights that would normally apply if such person were accused of school vandalism or any other illegal activity.

The district has the right to restrict or terminate information network access at any time for any reason. The district further has the right to monitor network activity in any form that it sees fit to maintain the integrity of the information network.

Procedure for Handling Request to Reconsider Information/Materials

No duly selected materials whose appropriateness is challenged shall be removed from the school except upon the recommendation of a review committee, as provided for below, with the concurrence of the Superintendent.

The following procedures are to be observed:

1. All complaints to staff members shall be reported to the building principal, whether received by telephone, letter or in personal conversation.
2. The principal shall contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of the school district and/or the library

media center.

3. If the complaint is not resolved informally, the complainant shall be supplied with the Wyoming Valley West School District's network policy statement, the procedure for handling objections and a complaint form. The complaint form must be completed and returned before consideration will be given to the complaint.
4. When the request is returned, the reasons for selection of the specific information shall be reestablished by the appropriate staff.
5. In accordance with statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for consideration, however, access to questionable materials can be denied to the child (or children) of the parents/guardians making the complaint, if they so desire.
6. Upon receipt of a completed objection form, the principal in the building involved will call together a committee to consider the complaint. This committee may consist of the principal, the technology coach, a teacher, the department chair, a member of the community, and a librarian.
7. The committee shall meet to discuss the material, following the guidelines set forth in the network policy, and shall prepare a report on the material containing their recommendations on disposition of the matter.
8. The principal shall notify the complainant of the decision and send a formal report and recommendation to the Superintendent. If the committee decides to keep the work that caused the complaint, the complainant shall be given an explanation. If the complaint is valid, the principal will acknowledge it and make recommended changes.
9. If the complainant is still not satisfied, s/he may appeal to the Superintendent who shall make a final determination of the issue. The Superintendent may seek assistance from outside organizations, such as the American Library Association, the Association for Supervision and Curriculum Development, etc., in making his/her determination.

Legal

1. 18 Pa. C.S.A. 6312
2. 18 U.S.C. 2256
3. 20 U.S.C. 6777
4. 47 U.S.C. 254
5. Pol. 218
6. Pol. 233
7. Pol. 317
8. Pol. 417
9. Pol. 517
10. 24 P.S. 4610
11. 17 U.S.C. 101 et seq
12. Pol. 814
- 18 Pa. C.S.A. 2709
- 18 Pa. C.S.A. 5903
- 24 P.S. 1303.1-A

24 P.S. 4601 et seq

24 P.S. 4604

47 CFR 54.520

Pol. 103

Pol. 103.1

Pol. 104

Pol. 218.2

Pol. 220

Pol. 237

Pol. 249

Book	Policy Manual
Section	200 Pupils
Title	Threat Assessment
Code	236.1
Status	Active
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Purpose

The Board is committed to protecting the health, safety and welfare of its students and the school community and providing the resources and support to address identified student needs. The Board adopts this policy to address student behavior that may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

Authority

The Board directs the Superintendent or designee, in consultation with the School Safety and Security Coordinator, to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community and others.[1]

Definitions

Behavioral service providers – includes, but is not limited to, a state, county or local behavioral health service provider, crisis intervention center or psychiatric hospital. The term includes a private service provider which contracts with a state, county or local government to act as a behavioral health agency.[2]

Bias – the attitudes or beliefs we have about a person or group that affects our understanding, actions and decisions in a conscious or subconscious manner.

Individualized Management Plan – a plan developed for a student who is referred to the threat assessment team that documents the concerns that brought a student to the team’s attention, as well as the resources and supports a student might need based on the information gathered during the assessment.

Threat assessment – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.

Delegation of Responsibility

The Superintendent or designee, in consultation with the School Safety and Security Coordinator, shall appoint individuals to a district threat assessment team.[1]

The Superintendent or designee shall designate a member of the team as team leader for the threat assessment team.[1]

The threat assessment team shall include the School Safety and Security Coordinator and individuals with expertise in school health; counseling, school psychology or social work; special education and school administration.[1]

The Superintendent or designee may assign additional staff members or designated community resources to the threat assessment team for assessment and response support.

The Superintendent or designee shall develop and implement administrative regulations to support the threat assessment process.

Guidelines

Training

The School Safety and Security Coordinator shall ensure that threat assessment team members are provided individual and/or group training annually on:[1]

1. Responsibilities of threat assessment team members.
2. Process of identifying, reporting, assessing, responding to and intervening with threats.
3. Identifying and avoiding racial, cultural or disability bias.[3]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[4][5][6][7][8]

Threat assessment team training shall be credited toward professional education requirements and school safety and security training requirements for staff, in accordance with applicable law and Board policy.[1][5][9][10][11][12]

Information for Students, Parents/Guardians and Staff

The district shall annually notify students, staff and parents/guardians about the existence and purpose of the threat assessment team through posting information on the district website, publishing in handbooks and through other appropriate methods.[1]

The threat assessment team shall make available age-appropriate informational materials to students regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines or methods. Informational materials shall be available for review by parents/guardians.[1][3][13][14][15][16]

The threat assessment team shall make available informational materials for school employees regarding recognition of threatening or at-risk behavior that may present a threat to the student, other students, school employees, school facilities, the community or others and how to report concerns, including through the Safe2Say Something program and other district reporting hotlines

or methods. Information for school employees shall include a list of the staff members who have been appointed to the threat assessment team.[1][3][13][14][16]

The district shall annually provide mandatory training for school staff on identification or recognition of student behavior that may indicate a threat to the safety of the student, other students, school employees, other individuals, school facilities or the community, in accordance with law, Board policy and the standards specified by the state's School Safety and Security Committee.[5][11]

Reporting and Identification

The threat assessment team shall document, assess and respond to reports received regarding students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others.[1]

The threat assessment team shall assist in assessing and responding to reports that are received through the Safe2Say Something Program identifying students who may be a threat to themselves or others.[1][5]

The threat assessment team shall assist in assessing and responding to reports of students exhibiting self-harm or suicide risk factors or warning signs, as identified in accordance with applicable law and Board policy.[1][13]

When the threat assessment team has made a preliminary determination that a student's reported behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community or others, the team shall immediately take the following steps:[1]

1. Notify the Superintendent or designee and School Safety and Security Coordinator of the reported threat.
2. Notify the building principal of the school the student attends of the reported threat, who shall notify the student's parent/guardian of the reported threat.

When a reported student's behavior indicates that there may be an imminent threat to the safety of the student or others, or an emergency situation, a threat assessment team member shall take immediate action, which may include promptly reporting to the appropriate law enforcement agency and school administration.[1][5][17][18]

Where a threat assessment team member has reasonable cause to suspect that a reported situation indicates that a student may be a victim of child abuse, the member shall make a report of suspected child abuse in accordance with law and Board policy.[1][19][20]

Inquiry and Assessment

In investigating, assessing and responding to threat reports, the threat assessment team shall make a determination if the report should be addressed under one or more specific Board policies or administrative regulations, based on the subject matter of the report and the requirements of law, regulations and Board policy, including, but not limited to, reports involving:

1. Discrimination/Title IX Sexual Harassment.[3][14]
2. Bullying/Cyberbullying.[16]
3. Suicide Awareness, Prevention and Response.[13]
4. Hazing.[21]
5. Dating Violence.

Members of the threat assessment team shall engage in an assessment of the reported student behavior that may indicate a threat, in accordance with training and established procedures.

The threat assessment team shall establish and implement procedures, in accordance with the district's Memorandum of Understanding, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[17][18]

The threat assessment team may request that the county agency or juvenile probation department consult and cooperate with the team in assessing the student who is the subject of a preliminary determination regarding a threat.[1]

When assessment of a student's behavior determines that it is not a threat to the student, other students, school employees, school facilities, the community or others, the threat assessment team shall document the assessment and may refer the student to other appropriate resources such as a child study team, the Student Assistance Program team, an IEP or Section 504 Team or other district supports and services.

Response and Intervention

The threat assessment team shall develop an Individualized Management Plan for each student identified and assessed as posing a threat to the student, other students, school employees, school facilities, the community or others. The plan should document the team's evaluation of the threat and recommendations for disposition of the threat, including the information gathered during the assessment and recommendations for response and intervention.

Following notification to the student's parent/guardian, the threat assessment team may refer the student to an appropriate program or take action to address the reported situation in accordance with applicable Board policy, which may include, but is not limited to:[1]

1. A referral to the Student Assistance Program.[4]
2. A referral to the appropriate law enforcement agency.[5][17][18]
3. An appropriate evaluation to determine whether the student is a qualified student with a disability in need of a Section 504 Service Agreement or in need of special education services through an Individualized Education Program (IEP), in accordance with applicable law and Board policy.[22][23][24]

4. A referral to the student's IEP Team to review and address the student's IEP and/or Positive Behavior Support Plan. This could include, but is not limited to, a manifestation determination or functional behavioral assessment in accordance with applicable law, regulations and Board policy.[23][24][25][26]
5. A referral to the student's Section 504 Team to review and address the student's Section 504 Service Agreement and/or Positive Behavior Support Plan.[22]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[27]
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[28][29][30][31]
8. Ongoing monitoring of the student by the threat assessment team, a child study team, Student Assistance Program team or other appropriate school personnel.
9. Taking steps to address the safety of any potential targets identified by the reported threat.[5][32]

Safe Schools Incident Reporting –

For Safe Schools reporting purposes, the term **incident** means an instance involving an act of violence; the possession of a weapon; the possession, use or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.[17][33][34][35]

When a reported threat also meets the definition of an incident under the Safe Schools Act, in accordance with reporting requirements, the Superintendent or designee shall immediately report required incidents, if not previously reported by district staff, and may report discretionary incidents committed by students on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity to the local police department that has jurisdiction over the school's property, in accordance with state law and regulations, the procedures set forth in the Memorandum of Understanding with local law enforcement and Board policies.[17][28][33][34][36][37][38]

The Superintendent or designee shall notify the parent/guardian, if not previously notified by district staff, of any student directly involved in an incident on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity, who is a victim or suspect, immediately, as soon as practicable. The Superintendent or designee will inform the parent/guardian whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. The Superintendent or designee will document attempts made to reach the parent/guardian.[17][34][39]

Students With Disabilities –

When reporting an incident committed by a student with a disability or referring a student with a disability to a law enforcement agency, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall ensure compliance with the Family Educational Rights and Privacy Act when transmitting copies of the student's special education and disciplinary records.[6][8][40][41][42][43]

Monitoring and Management

If a student has an Individualized Management Plan, the threat assessment team shall monitor the Individualized Management Plan and coordinate with the designated team or resource to provide support and follow-up assessment as necessary. Follow-up assessments, referrals, re-entry plans and other supports shall be documented as part of the student's Individualized Management Plan.

The threat assessment team, in coordination with other appropriate teams and supports, shall determine when the student's Individualized Management Plan is no longer needed for disposition of the threat(s), and may transfer appropriate information in accordance with applicable law, regulations and Board policy.[4][6][8][13][22][23]

Records Access and Confidentiality

In order to carry out their duties and facilitate the timely assessment of and intervention with students whose behavior may indicate a threat, the threat assessment team shall have access to the following student information to the extent permitted under applicable law and regulations:[1]

1. Student health records.[44][45]
2. Prior school disciplinary records.[6][8][46]
3. Records related to adjudication under applicable law and regulations.[46][47][48][49][50][51]
4. Records of prior behavioral or mental health or psychological evaluations or screenings maintained by the district.
5. Other records or information that may be relevant to evaluating a threat or determining treatment or referral options for a student that are maintained by the district.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.[1]

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan and the district's legal and investigative obligations.[4][6][7][8][13][16][40][42][46][52]

Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy and administrative regulations.^{[7][53][54][55][56]}

Annual Board Report

The threat assessment team shall provide the required information to the Superintendent, in consultation with the School Safety and Security Coordinator, to annually develop and present to the Board, at an executive session, a report outlining the district's approach to threat assessment, which shall include:^[1]

1. Verification that the district's threat assessment team and process complies with applicable law and regulations.
2. The number of threat assessment teams assigned in the district, and their composition.
3. The total number of threats assessed that year.
4. A summary of interactions with outside law enforcement agencies, juvenile probation and behavioral service providers.
5. An assessment of the district's threat assessment team(s) operation.
6. Recommendations for improvement of the district's threat assessment processes.
7. Any additional information required by the Superintendent or designee.

The annual threat assessment report shall be presented as part of the annual report to the Board by the School Safety and Security Coordinator on district safety and security practices.^{[1][18]}

The threat assessment team's information addressing verification of compliance with law and regulations, the number of threat assessment teams assigned in the district and their composition, the total number of threats assessed that year, and additional information required by the Superintendent or designee shall be included in the School Safety and Security Coordinator's annual report on district safety and security practices that is submitted to the state's School Safety and Security Committee.^{[1][18][57]}

Legal

1. 24 P.S. 1302-E

2. 24 P.S. 1301-E

3. Pol. 103

4. Pol. 236

5. Pol. 805

6. Pol. 113.4

7. Pol. 207
8. Pol. 216
9. 24 P.S. 1205.2
10. 24 P.S. 1205.5
11. 24 P.S. 1310-B
12. Pol. 333
13. Pol. 819
14. Pol. 104
15. Pol. 105.1
16. Pol. 249
17. Pol. 805.1
18. Pol. 805.2
19. 23 Pa. C.S.A. 6311
20. Pol. 806
21. Pol. 247
22. Pol. 103.1
23. Pol. 113
24. Pol. 113.3
25. Pol. 113.1
26. Pol. 113.2
27. Pol. 146
28. Pol. 218
29. Pol. 218.1
30. Pol. 218.2
31. Pol. 233
32. Pol. 709
33. 24 P.S. 1303-A
34. 22 PA Code 10.2
35. 35 P.S. 780-102

36. 24 P.S. 1302.1-A
37. 22 PA Code 10.21
38. 22 PA Code 10.22
39. 22 PA Code 10.25
40. 20 U.S.C. 1232g
41. 20 U.S.C. 1415
42. 34 CFR Part 99
43. 34 CFR Part 300
44. 24 P.S. 1409
45. Pol. 209
46. Pol. 216.1
47. 24 P.S. 1304-A
48. 24 P.S. 1305-A
49. 24 P.S. 1307-A
50. 42 Pa. C.S.A. 6341
51. Pol. 218.3
52. 24 P.S. 1304-D
53. 22 PA Code 12.12
54. 42 Pa. C.S.A. 5945
55. 42 Pa. C.S.A. 8337
56. 42 CFR Part 2
57. 24 P.S. 1309-B
20 U.S.C. 1400 et seq
35 P.S. 7601 et seq
Pol. 146.1
Pol. 203.1

Pennsylvania Pathways to Graduation

Keystone Proficiency Pathway *Numeric or Non-Numeric Scores*

Algebra I
Proficient or Advanced

Biology
Proficient or Advanced

Literature
Proficient or Advanced

Keystone Composite Pathway *Numeric Scores Only*

At least 1 Keystone Exam scaled score is
1500 or Greater

No Keystone Exam score is
Below Basic

The Keystone Exam 3-score composite is
4452 or Greater
The Keystone Exam 2-score composite is
2939 or Greater
(where eligible under §121.1)

CTE Concentrator

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

CTE Concentrator

1 Artifact from pathway criteria

Alternative Assessment

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

Alternative Assessment

1 Artifact from pathway criteria

Evidence-Based Pathways

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

Evidence-Based

3 Artifacts from pathway criteria

Waiver

A student in 12th grade, or experiencing extenuating circumstances, who meets locally established grade-based requirements for Keystone content area(s) in which the student is less than proficient, and is unable to satisfy the requirements of a graduation pathway may be granted a waiver by the chief school administrator.

Individualized Education Plan

A student with a disability who is unable to satisfy pathway requirements but who satisfactorily completes a special education program is granted a diploma under Title 22 §4.24.

NOTE: Although this infographic displays a sequential progression, students may fulfill criteria under the CTE Concentrator, Alternative Assessment, or Evidence-Based Pathways prior to demonstrating proficiency in Keystone academic content through Keystone Exam scores or locally established grade-based requirements.

Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
1 Artifact	1 Artifact	3 Artifacts consistent w/student goals ONE or more from Section One No more than TWO from Section Two
<p>Industry-based competency certification</p> <p>Likelihood of industry-based competency assessment success</p> <p>Readiness for continued engagement in CTE Concentrator program of study</p>	<p>Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)</p> <p>Attainment of Gold Level or better on ACT WorkKeys</p> <p>Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient</p> <p>Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient</p> <p>Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient</p> <p>Successful completion of a pre-apprenticeship program</p> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework</p>	<p>Section 1</p> <p>Attainment of 630 or better on any SAT Subject Test</p> <p>Attainment of Silver Level or better on ACT WorkKeys</p> <p>Attainment of 3 or better on any AP Exam</p> <p>Attainment of 3 or better on any IB Exam</p> <p>Successful completion of any concurrent enrollment or postsecondary course</p> <p>Industry-recognized credentialization</p> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program</p> <p>Section 2</p> <p>Attainment of Proficient or Advanced on any Keystone Exam</p> <p>Successful completion of a service-learning project</p> <p>Letter guaranteeing full-time employment or military enlistment Completion of an internship, externship, or cooperative education program</p> <p>Compliance with NCAA Division II academic requirements</p>