

Waynesburg Central Junior/Senior High School



2024-2025

Faculty Handbook

Waynesburg Central Junior/Senior High School will continue to follow all mandated guidance by the PA Secretary of Health, Governor, or other governing authority. This may mean that policies and procedures found within this handbook will need to be changed during the current school year.

ABSENTEE REPORT (1st Period)

Teachers with first period classes are to enter their attendance into their classroom computers by 8:05 A.M. each morning by using Alma. Those teachers without computer access or whose computers are not operable should place their absentees on the absentee form and send it to the office with a student. If you have marked a student absent and he/she arrives late to your class be sure to check that he/she has notified the office of his arrival. (A stamped pass from the office is his proof of having signed in.) If he/she fails to provide a pass, you should immediately send him/her to the office.

ACCIDENT REPORT

This is a very important form! Any time a student has an accident when he is under your supervision, you should complete the building accident report form and turn it into Administration. This is for your protection. You never know when a lawsuit might occur. If you thoroughly document the incident, you have taken the first major step in preventing a legal problem down the road.

ACT 48

Requirements Under Act 48

As you know, on November 23, 1999, Gov. Tom Ridge signed into law House Bill 8, now known as Act 48, which changes the requirements for maintaining an active Pennsylvania professional educator certificate. Act 48 requires ongoing studies throughout each educator's career for all Educators holding Pennsylvania Public School certification, including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility and all vocational certificates, to participate in ongoing professional education.

The requirements under Act 48 are that all professional educators must obtain six credits of collegiate study; six credits of continuing professional education courses; 180 hours (6/6/180) of continuing professional education programs, activities or learning experiences; or any combination of credits or hours equivalent to 180 hours every five years to maintain active status. One credit equals 30 hours. All credits and hours must be related to an educator's certification, professional education assignment in Pennsylvania public schools or potential administrative certification. The administrator may approve exceptions if a change of assignment area is anticipated. Training in areas such as use of computers, safe schools, cooperative learning, differentiated instruction, etc. is appropriate for all certification areas. Extracurricular assignments such as coaching and being an athletic director are not professional education assignments. Therefore, coaching clinics are only appropriate for Act 48 hours for educators who are certified in Health and Physical Education.

The commencement date for Act 48 requirements for all professional educators certified after July 1, 2000 will be the date their initial certificate was granted. The requirements will be renewed at the end of each five-year period. It is important that all individuals holding a PA teaching certificate maintain and verify their continuing professional education hours/credits, which are reported to PDE by approved agencies.

You may receive Act 48 hours/credit only once for a workshop or conference.

Therefore, if you have two or more workshops/courses listed under the same title with Act 48 hours, at the end of the five years the hours will only be counted once by PDE even though it may be listed more than once on the records.

To check your hours/credits the website is as follows: <https://www.perm.ed.state.pa.us/> and click on Check an educator's Continuing Education progress. You must enter your Social Security number to access your record. At the top of the page, it will display the Continuing Education period for the teacher (*Note: for Newly Certified Teacher, the 5-year period may be different. As stated in the previous paragraph, if you have duplicate entries PDE will only count the hours/credits for one entry even though it may be listed more than once*). The website also shows a list of current course offerings and a list of approved providers including the contact information.

Please check the status of your hours/credits. If you have concerns, need more information or assistance, please notify the administration office and speak with Barb Moore at 724-627-8151 ext. 1228 or email her at bmoore@cgsd.org.

ANNOUNCEMENTS

If you would like to have an announcement read over the PA system during the day, be sure to complete the "Daily Announcement" form and give it to Office prior to the announcements being made at 10:12 A.M and 2:57 PM. Place the announcement in the correct folder or give it to one of the front office secretaries. Please make sure that all announcements are written clearly and in proper grammar to eliminate any confusion. Be sure to indicate on the top of the form the **dates it is to be announced** and whether it is to be included on the daily bulletin. Announcements will begin at the start of period 4A.

ARRIVAL - DEPARTURE TIME

All teachers, except those on morning duty, should be at their post, outside their classroom door by 7:45 AM. Teachers should not leave the building until 3:15 PM, unless they have morning duty, which allows them to leave at 3:00 PM.

ATHLETE GRADE CHECK FORMS

Student participation in athletics is governed by PIAA rules. Therefore it is vital that you keep the Athletic Office informed of students who are failing your class. A Google Doc form will be shared with you and at the beginning of each sport season and must be reviewed and completed weekly **on** Thursday by 3:00 PM. Please understand that this document is one of the main criteria used to determine eligibility for our student-athletes.

BELL SCHEDULES

See attached (page 21)

BUDGET PREPARATION

Each year we are faced with the task of ordering new textbooks, equipment, supplies, etc. You will be given a stack of Budget Preparation Forms by your section chairperson. With those forms you will receive a Budget Preparation Form Instruction Sheet. It is designed to make your task as simple as possible. You are reminded that you should only request items that are essential to the success of your classroom. Be sure to follow the instruction sheet carefully and include all information about the vendor. You also need to include the stock number and an accurate description of the item. When totaling the sheet, be sure to allow 15% for shipping charges. Be sure to include book rebinding in your budget.

Instructions

1. **FUNCTION** - Leave blank
2. **OBJECT** - 3 digit number from the list at the top of the budget form. (Only one number per page)
3. **SUBJECT** - Curriculum area. (Ex. Math)
4. **VENDOR NAME/ADDRESS** - Use complete name and address.
5. **DESCRIPTIONS** - Use current catalogs and include model numbers
6. **UNIT PRICE/TOTAL** - Check math. Base on unit costs.
7. **SHIPPING** - Always use 15% (No exceptions!)
8. **TOTAL** - Be sure to check your math!
9. **SIGNATURES** - Include your name, section chairperson and principal.

BUILDING REQUEST FORM

There may come a time when you need to use a room or other part of the high school at a time when school is not in session. In order to coordinate the building use, it is vital that we have a **"Building Request Form"** on record. You should complete the form and place it in Mr. Miner's mailbox who is in charge of coordinating all events in the building. After his approval the form goes to Mr. Stephenson and then Mrs. Valerie Brooks. She will determine whether there are any charges that need to be levied.

CAFETERIA LUNCHES

Adult's lunches will be **\$4.85** and breakfast **\$2.50** this school year.

CELL PHONES

Teachers are not to use cell phones during class time. Cell Phones should be used only in case of emergencies during educational time. **THIS ALSO INCLUDES TEXTING.** Make sure your phone is turned off (including the vibration) during class time.

CLUB PROCEDURE

During Club Meeting time, any student leaving your classroom **MUST** sign out. Club sponsors must sign up by using the Google Club calendar on the computer at least two days prior to their scheduled club meeting. No more than 2 meetings are permitted per day, regardless of club size. Sponsors should limit the frequency of club meetings to no more than two meetings per week for each club. After school meetings are exempt from these requirements.

CONFERENCE REQUEST FORM

Conference request forms are located in the office or the teacher's planning room.

COMMUNICATIONS/WEBSITES

It is recommended that you do not partake in Facebook or any other social media. You can be held responsible for information posted on these sites. It is imperative that you continually update your CGSD website and respond to communications in a timely manner. It is required that you include one new assignment/entry to Alma (gradebook) every week.

CONFIDENTIALITY: HEALTH & SAFETY

A. What faculty members may repeat without parental permission:

1. Can repeat information from educational records to colleagues ***in the school*** who have a legitimate education interest in the information.
2. Legitimate Educational Interest – purposeful educational involvement with the student with direct responsibility for instructional or other supportive services.
3. Information from educational records the sharing of which is necessary for the health and/or safety of the student or others can be shared with emergency personnel such as EMTs or police officers in an emergency situation.
4. To the parents – including natural parents, guardian, or one acting in place of an absent parent – or student age 18 or older

B. What faculty members may not repeat without parental permission:

1. Cannot tell the class a student is disabled, or that they have such diagnosis
2. Cannot tell the class that a student has to “go and take his or her Ritalin now”
3. Cannot ask a student in front of the class, “Did you take your Ritalin today?” – Even if the answer may be obvious.
4. Cannot tell parents of another student that a second student has such a disability or illness
5. What educators should not write down in educational records:
 - a. When creating an educational record, remember that it may eventually be shared.
 - b. Do not give opinions unless specifically called for by the document. Say things like, “I observed”
 - c. Do not speculate or report rumors in an educational record. If it is necessary that the information from another person be written down, say that “it has been reported by so and so that such and such occurred” and make sure that they did make that report.
 - d. Do not mix information about one student in another student's educational record.
6. Confidential communications pertain to oral communications as well.

7. Discretion when speaking outside of school.
 - a. Keep confidential information that might end up in an educational record.

CURRICULUM COUNCIL

Each month a building Curriculum Council meeting is held in the Conference Room after school. In attendance will normally be the Director of Curriculum and Instruction, Mr. Stephenson, and the section chairpersons from each junior and senior high school department. These section chairpersons are nominated yearly and appointed by the Board. The representative will have monthly meetings with the department to discuss curriculum matters and to keep their members well informed as to the activities of the council.

DAILY BULLETIN/ATTENDANCE

One of the most important jobs you have as a teacher is to keep accurate attendance. Remember that we are responsible for the students in our class. If any of your students is truant from your class and you have not reported them to the office, you could face potential problems from the parents if the student is injured or gets in trouble with the authorities. Take a moment each period to check the daily bulletin and Alma. If a student is not in your class and there is no explanation anywhere on the bulletin or Alma as to their whereabouts, notify the office immediately. One of the deans will check as to the student's reason for not being in class. If he/she has illegally missed your class, the appropriate discipline will be assigned by the office.

DETENTION

- A. Students will serve lunch detention as soon as possible after the infraction. Teachers are to enter the infraction into Alma. **Teachers must notify the student of the infraction and the consequence.**
- B. Teachers will fill out a detention form and submit it to the office to be placed in student's discipline folder.
 1. If the student's name is not called because of some unforeseen error, the student may take his/her detention slip to the detention room and earn credit for his/her attendance.
 2. If the student is absent on the assigned day, he/she will be added to the next day's list and will attend the day of his/her return.
 3. If a student earns more than one detention in a day, the detentions will accumulate and be served on consecutive days until all detentions have been accounted for.
 4. Students will spend the entire lunch period in the detention room eating and working on schoolwork. Students will not be permitted to go to their lockers from the detention room.
 5. Failure to appear on the scheduled day may result in OSS being scheduled for the following day.
 6. The only way a student will be allowed to change a lunch detention is with written permission from the administration.

DISTRICT CALENDAR

See attached (page 22)

EMERGENCY PHONE LIST

Inclement weather pertaining to cancellations, delays, and or early dismissals will be notified by the district's one call system.

ENFORCING RULES

It's never easy to be the bad guy, but all our jobs will be much easier if we all enforce the rules uniformly. Therefore, you should not make exceptions for students just because you don't want the hassle. If a student is carrying a hat in your classroom, or has on an unacceptable shirt, address the problem immediately. If you meet any resistance, send the student to the office.

EVALUATION

An Administrator will present each professional employee with a written evaluation:

- **Non tenured:** At least two evaluations per semester.
- **Permanent Professional Employees:** At least one formal evaluation or two walkthroughs per year.
- **Permanent Professional Employees Rated Unsatisfactory:** Two per semester
- **Permanent Professional Employees with at least five need improvements or unsatisfactory ratings on the general observation rating form** will move to the focused assistance model.

FACULTY LUNCHEONS

One of the very nice features of working at Waynesburg Central High School is the faculty luncheon which accompanies most of the major holidays and the last day of school. The luncheons are well organized to provide some

of the best food you will ever eat!

FACULTY MEETINGS

A regular monthly faculty meeting will be scheduled each month at 3:05 P.M. in either the back of the auditorium or in the chorus room. Please arrange your schedule accordingly so you will be able to attend. Please refer to your WCHS Private Google calendar for the scheduled dates.

FIELD TRIP POLICY: ABSOLUTELY NO FIELD TRIPS ARE TO BE TAKEN DURING STANDARDIZED TESTING! NO EXCEPTIONS!

When a professional staff member has oversight responsibility for field trips, or other student activities where school district administrators are not immediately or conveniently present, and you have reasonable suspicion that a student, or students, is (are) in possession of an item or substance where that possession would violate a school district rule applicable to students, or would otherwise be clearly inappropriate, you are to investigate that reasonable suspicion. This could occur, for example, where you reasonably expect a student to be in possession of alcohol or other banned chemical substances, knives, firearms, etc. If it would be logical, as part of an investigation of your reasonable suspicion, for you to check student luggage, purses, book bags, etc., then you should do that and you are authorized by the school district to do so. While there could be any number of reasons justifying a search based upon reasonable suspicion, the issue which is most critical to the school district is student safety. Following are additional field trip forms and information. **ALL FIELD TRIPS MUST BE BACK BY 2:30.**

FIELD TRIP PERMISSION SLIPS

When students are taking approved field trips from the high school, we ask that you have parents sign a permission slip indicating their approval. A generic form is available in the office. If you would like to design your own, that's acceptable. Please be sure that you have a form in hand from any student attending before you depart school grounds.

FIELD TRIP ROSTER

When teachers are taking a class or club on a field trip, you are required to turn in an alphabetized list of students attending. This is to be given to the attendance secretary one to two days in advance of the trip so teachers can be notified. E-mail the list to the attendance secretary so it can be put on the bulletin. **On the day of the field trip, stop in the office with the names of those students that are not going.**

FIELD TRIP REQUEST FORM

If your club or class plans to take a field trip you must complete the appropriate form at least two weeks prior to the board meeting at which it will be acted upon. It's always a good idea to choose a date as early as possible and submit the form to Mr. Stephenson. He will approve the date and send it to the Superintendent for board approval.

FIRE DRILLS

We have at least one scheduled fire drill per month. On the wall near the door of each room should be posted an information sheet telling the students which doors to use when exiting the building. Be sure to review that exit plan with each class you teach in that particular room. If there is no information sheet posted in your room, check with the administration immediately to find out where your students should go during a drill.

HOMEBOUND PROCEDURES

This procedure is to be followed for all students who are approved for homebound instruction:

- You will receive a request for work from the guidance office. That is the only time you will receive a request for assignments.
- Every student who is receiving home bound instruction will have an individualized folder in Ms. Throckmorton's office.
- A signature form will be placed on the outside of that folder. Both the sending teacher, and the home bound teacher must sign that form when dropping off or picking up work.
- All work must be turned into the Guidance Office by 3:00 each Friday.
- All assignments must have a "Due Date" written on the assignment. If there is no due date, that student has until the end of the nine weeks to complete and return those assignments.
- The folder signature form can be reviewed at any time, by administration, to verify that work is being provided to the home bound student.
- We will encourage our homebound instructors to communicate directly with you, via e-mail or phone.

It is your responsibility to provide the necessary textbooks/materials. Please keep documentation of all loaned

materials and be sure to collect them at the end of the homebound period. Please understand that you must continue to provide **weekly assignments for the entire length of the homebound instruction**; we will no longer allow students to drop a class because assignments cannot be made. (Even in the case where assignments are not being completed by the student, continue to provide weekly assignments.)

INTERCOM SYSTEM

This is to be used for emergencies only. Please refrain from using it for non-emergency reasons.

INTRASYSTEM REQUEST FORM

We use this form more than any other in the district. Any time you want to request supplies from the warehouse you must complete this form. Place "Warehouse" on the Vendor Name line at the top. If you are ordering textbooks or any other item which must be paid for you are also to complete this form. Be sure to provide all the information about the company and stock numbers of the items. Do not expect the Business Office to look up the information for you. You are reminded to allow 15% for shipping costs when figuring your total. Any money that is spent must be included in your budget.

KEYS

Each teacher will receive a key to his/her classroom. You are expected to leave this key in your mailbox at the end of each school day. There is nothing more frustrating than a substitute teacher being unable to get into your room in the morning. Over the summer teachers are expected to hand in their keys.

LATE FOR SCHOOL

In the event you feel you will be late for school. Please call the school so we can get coverage for your class.

LESSON PLANS

Planning and organizational skills are vital to a successful classroom. Please refer to the list of required components along with Instructional Strategies, Forms of Assessment and Adaptations below.

If you are absent for any reason, you are expected to have more detailed plans in your classroom which should be available to the substitute who replaces you. At no time should the sub be expected to give the class a study hall. If you have an unforeseen absence, it is suggested that you email lesson plans to a co-worker for that day, if possible. Lesson plans will need be submitted in eDoctrina by 8:00 AM on Monday for that particular week.

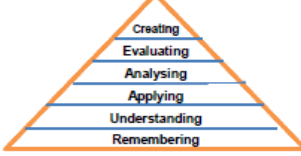
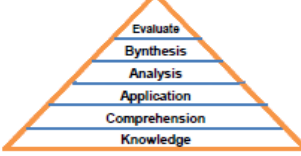
Components to Lesson Planning			
Standard(s)	Objective(s)	Assessment	Text/Materials

Listed below are instructional activities, forms of assessment and adaptations – the list is a small sample of ideas and possibilities. Lesson plans may be typed, but must possess the 4 components.

Instructional Strategies			
Class Discussion	Graphic Organizers	Learning Centers	Peer Editing
Cooperative Learning	Homework	Lecture	Portfolios
Creative Projects	Jigsaw	Multiple Intelligences	Small Group Instruction
Differentiated Instruction	Journals	Oral Presentations	Writing

Forms of Assessment			
Benchmarks	Demonstrations	Performance Tasks	Role Play
Checklists	Dairy/Journals	PSSA Assessment Anchor	Rubrics
Class Participation	Final Test	Portfolios	Simulations
Computer Products	Group Work	Projects	Speeches
Conferences	Interviews	Publisher Tests	Student Self-Evaluation
Criterion-Reference	Math Boxes	Quizzes	Teacher-Made Tests

Bloom's Taxonomy

 NEW Version	In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologist, lead by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. The graphic is a representation of the NEW verbage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs to describe the different levels of the taxonomy.	 OLD Version
	<i>Note that the top two levels are essentially exchanged from the Old to the New Version.</i>	
Remembering: can the student recall or remember the information?		
Understanding: can the student explain ideas or concepts?	define, duplicate, list, memorize, recall, repeat, reproduce state	
Applying: can the student use the in a new way?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase	
Analysing: can the student distinguish between the different parts?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write	
Evaluating: can the student justify a stand or decision?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test	
Creating: can the student create new product or point of view?	appraise, argue, defend, judge, select, support, value, evaluate	
	assemble, construct, create, design, develop, formulate, write.	

Michael Pohl's Website about Bloom's Taxonomy
Example of Questions at different levels (done using OLD taxonomy)

Tests			
Tests	Observations	Research Projects	Unit Tests

Adaptations			
Acceleration	Extended Time	Mentorship	Tiered Assignments
Additional Practice	Hands-On Activities	Note Taker	Wait Time
Advanced Organizers	Independent Study	Peer Tutors	Word Banks
Alternative Assessments	Individual Assistance	Preferential Seating	
Computation Aides	Key Words	Study Guide	

LOCKER ASSIGNMENT SHEET

All homeroom teachers will receive a Locker Assignment Sheet. All lockers will be assigned to each 9th, 10th, 11th and 12th grade student. Keep your locker assignments up to date by adding any new students assigned to your homeroom and deleting those who withdraw from our school. Notify the office of any locker changes.

MISSING STUDENTS

Any time a student is missing from your class, you should immediately check the bulletin and Alma to see if you can account for his/her absence. If he/she is not listed anywhere on the bulletin, you should immediately send his/her name to the office on the "Missing Student" form. One of the Deans will check on the student's whereabouts and assign the appropriate discipline if necessary.

One of the problems we often encounter is that students are not turned in as absent by the first period teacher, therefore the name does not appear on the bulletin, yet many teachers do not turn in the "Missing Student" form and we can't account for the student.

OBSERVATIONS

Teachers will continue to be observed using the three (3) year cycle that was developed in the 2024-25 school year.

OPEN HOUSE

Wednesday, September 25, 2024

PARKING LOT ASSIGNMENTS

See attached sheet (page 26)

PEP RALLIES/ASSEMBLIES

During the normal school year we try to minimize interruptions; however we do have Pep Rallies and assemblies scattered throughout the year. Each teacher is expected to be at the Pep Rallies. Each teacher should report to the designated area and follow instructions of the administration in maintaining control of the activity.

PERMIT

All students must have a permit in their possession any time they are in the hall other than during class change or lunch. In order to keep track of all our students and eliminate problems which might occur, it is very important that a permit is written for any student when he/she leaves your class. Only one student's name is to appear on a permit.

Students arriving late for school will arrive to your class with a permit from the office. One of the bottom blocks labeled "Excused" or "Unexcused" will be checked. Teachers should also check the daily bulletin and Alma to verify the student's late arrival or the student's need to leave for an early dismissal.

PERMIT SHEET

When a student leaves your classroom, they must sign out on the Hall Permit Sheet. They should also have a permit with them at all times.

PERSONAL DAY REQUESTS

At the high school we ask that you complete the Personal Day Request Form in advance of your personal day whenever possible. You are to indicate the day(s) you are requesting and sign the form. Place your request in Mr. Stephenson's mailbox for his signature. Personal days are not to be taken in smaller units than ½ days. Although personal days are not to be used to extend a holiday, special cases may be approved. If you would like to request a personal day which extends a vacation, you should attach a letter to the Superintendent with your reasons for the request.

POLICIES

As policies are continually revised, please make sure that you stay current by reading updated policies. Current policies that you should be familiar with are:

- 214 Class Rank

POSTING GRADE UPDATES

Each week you must submit one new grade to your Alma gradebook by 3:00 p.m. on Friday. The grade update must reflect an accurate account of a student's current grade. A minimum of 1 new grade per week is required.

POSTING VIDEO CONTENT

If we are forced into remote/hybrid learning model, teachers are required to post video containing the content of any direct instruction that takes place in the classroom.

PROGRESS REPORTS

It is imperative that we keep parents informed about their child's progress. For that reason, we send home progress reports at the midpoint of each nine week grading period. Dates for progress reports will be posted on the school calendar. Please use the progress report form available through Alma.

Once a student's progress report is completed please file one copy in the faculty lounge bin, which guidance will then mail.

Always send a progress report if a student is in danger of failing your class!

REQUEST FOR LESSON ASSIGNMENTS

When students are going to be absent for an extended period of time, it is important that we provide them with sufficient work to keep up with the rest of the class. Although it is a time consuming process, you are expected to provide detailed assignments for the student. Please be **prompt** in returning your assignments to the guidance office.

SCHOOL COMMUNICATIONS

A copy of all communication sent home to parents pertaining to club activities, field trips, fundraising, etc. needs to be turned in to the front office for approval.

Please inform the office staff of these events including times and dates.

SEIZURE MANAGEMENT

“Generalized seizures affect all the muscles and motor functions of the body. The child loses consciousness, falls, stiffens and then begins to jerk as the muscles alternately tense and relax. Breathing may stop briefly and the skin may become bluish. After a minute or two the jerking will slow down and stop, normal breathing will start again and the child will slowly regain consciousness.” (Epilepsy Foundation of America)

If a seizure occurs, here are a few Dos and Don'ts: **Do** Stay with the child and send someone for the nurse.

- **Do** move any sharp or hard objects out of the way (such as desks and chairs).
- **Do** remember, if he or she stops breathing for a few moments or shows temporary blueness or paleness, this is a naturally occurring part of the seizure and the child will begin normal breathing again.
- **Do** loosen tight clothing, especially around the neck, and wipe away any saliva around the mouth.
- **Do** turn the child on his/her side in case of vomiting during the seizure. This will keep the airway clear.
- **Do** try to provide something soft under the head to prevent injury, but do not try to restrain movement or hold the child down.
- **Do** try to observe (and if possible, write down) what happens during the seizure (how long did it last, what parts of the body were moving, and any other behavior noted.)
- **Do** reassure the child when the seizure is over. The child may have a bowel or bladder accident during the seizure. Keep a change of clothes handy.
- **Do Not** try to bring him/her out of the seizure by using cold water, slapping or shaking. It will not work.
- **Do Not** try to give medication or any other substance during the seizure.
- **Do Not** put anything hard in the mouth to keep the child from biting the tongue. This can cause harm.

SMOKING/TOBACCO/VAPING

The Central Greene Board of School Directors passed a No Smoking/Tobacco/Vaping Policy which means that the use of tobacco or vaping is not permitted anywhere on school district property. Violators face prosecution.

SOCIAL DISTANCING

At all times, teachers are required to practice and model social distancing while on the campus of Waynesburg Central High School.

SOCIAL MEDIA

If you are communicating with students using social media, make sure that you are following the principles below:

- » All social media communications between staff and students must be related to school activities only — coursework, school events, athletic activities, etc.;
- » All social media communications between staff and students must include another adult (parent, other school staff, etc.);
- » Staff members are prohibited from “friending” or otherwise connecting with individual students on social media sites or platforms;
- » Unsolicited communications from students that do not relate to legitimate school matters must be reported to superiors in the district;
- » Staff use of social media for personal communications unrelated to their employment must be kept completely separate from employment-related social media use;
- » Texting with individual students is prohibited, except when absolutely necessary (emergency purpose) and should always include third-party adults;
- » Social media posts intended for students should be formal and professional in tone and language and should not include photos or images unrelated to the professional purpose of the communication; and
- » Social media communications may never include confidential information about other students or staff.

Violation of these principles may result in disciplinary action.

STUDENT ASSISTANCE TEAM

We are very fortunate to have an excellent Student Assistance Team (SAP) at Waynesburg Central High School. The team presently consists of:

Mr. Bob Stephenson
Mrs. Becky Karluk

Mr. Chris McCabe
Mrs Molly Radaker

Mrs. Kiera Mccabe

STUDENT DRESS CODE

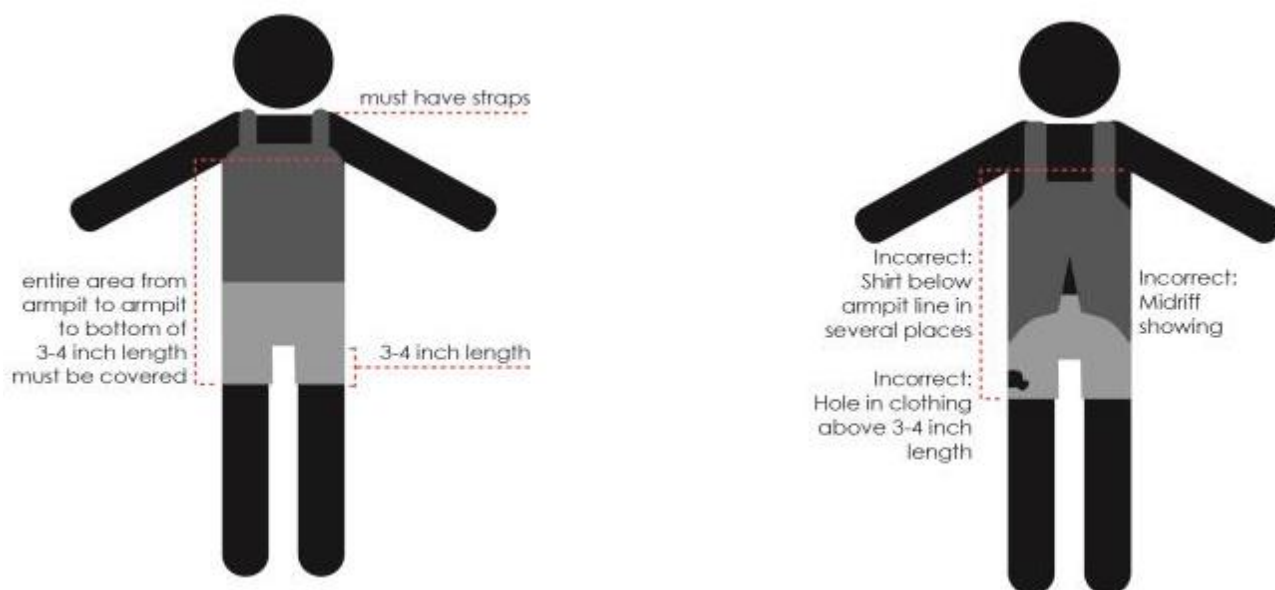
Clothing should not be so immodest or so inappropriate to the school setting as to disrupt the educational process. Therefore, the district will not permit clothing deemed distracting, revealing, overly suggestive, or otherwise disruptive.

This includes:

- Halter tops/one-strap shirts/tank tops with straps less than 1 inch in width
- Spaghetti straps without an over shirt
- See-through shirts, tops, or blouses without a tank top underneath
- Undergarments (including bra straps), cleavage or midriffs should not be exposed
- Low-cut shirts, tops, or blouses
- Pajamas
- Blankets
- Tights, Leggings, yoga pants or other types of hosiery must be accompanied by a fingertip length or longer top or dress.
- Capes or costumes
- Sunglasses
- The district will not permit clothing that displays vulgar, obscene, or otherwise inappropriate symbols, language, or wording.
- The district will not permit clothing or accessories (i.e. book bags, jewelry, hats, T-shirts, etc.) that display or make reference to alcohol, tobacco, or other illegal substances.
- Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
- Students may not wear or display gang attire, gang colors, or gang symbols on their clothing or accessories.
- Under most conditions, students may not wear hats, hoods, head stockings, or kerchiefs in buildings. Head bands 1" in width or less are permitted.
- Hats/Hoods are **NOT** to be worn inside the building. Hats are not to be carried with the student during the regular school day. Please remove your hat upon entering the building. They are not to be worn again until you are outside of the building. Some classes require that students wear safety hats. Permission to wear headgear for medical purpose(s) must be arranged through the main office and/or the nurse's office.
- Students must wear proper shoes at all times.
- Students may wear special dress or costumes for specific events or special occasions during the school day when approved by the principal.
- Students may not wear accessories or clothing that could pose a safety threat to them or others. This includes heavy chains, fish hooks, multi-finger rings, studded bracelets or collars, nose/lip to ear chains, etc.
- The district does not allow unusual body/facial piercing that disrupts the order of school or that compromises the learning environment. No visible facial or tongue piercing below the nose will be permitted. The piercing will have to be removed while in school.
- Students may not wear overly tight/short shorts, skirts, skorts, or dresses. The district does not allow bike shorts unless worn under another pair of shorts.
- Students must wear their pants at the natural waistline.

- Students' undergarments must not show.
- Students shall not wear their undergarments outside their clothing.
- Each student and his/her parents/guardian are responsible for that student's dress and appearance.

Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see images below). Tops must have shoulder straps. Rips or tears in clothing should be lower than the 3 to 4 inches in length.



Every teacher is provided with dress code violation forms. Before sending a student to the office, make sure that you have addressed the issue with them and given them the opportunity to correct the dress code violation. School administration will make the final judgment on the appropriateness of any student's dress and reserves the right to prohibit students from wearing any article of clothing or accessory, which may result in the disruption of the school environment. Upon every offense students are required to change immediately.

STUDENT SCHEDULE CHANGE FORM

Although our schedule change policy has changed drastically over the last few years, there are still instances when schedules must be changed. When that occurs, an audit trail form will be printed from Alma and placed in the teacher's mailbox. If an individual teacher or the IEP team needs to request a schedule change, please pick up a form from the guidance office and return it to the appropriate counselor.

STUDENT SERVICES

Chapter 14 Special Education Services

The Central Greene School District provides a free, appropriate, public education (FAPE) to exceptional students residing in the district. All children with a disability between the ages of three to twenty-one who have been identified as needing special education and related services have the right to FAPE. The determination that a child is eligible for special education and related services is made on an individual basis by a team of qualified professionals and the parent of the child following a multidisciplinary evaluation and the completion of an evaluation report. A student qualifies as exceptional if he or she is found to be a child with a disability and in need of specially designed instruction and related services under the provisions of the Individuals with Disabilities Act (IDEA) and Chapter 14 of the Pa. School Code. The following are disability categories under IDEA: autism, deafness, deaf/blindness, emotional disturbance, traumatic brain injury, hearing impairment, specific learning disability, mental retardation, multiple disabilities, other health impairment, speech and language impairment, orthopedic impairment and visual impairment including blindness. If you believe your child is in need of services, you may contact your child's school principal or Edith Woods, Director of Special Education.

Chapter 15: 504 Service Agreement

The Central Greene School District provides to each protected handicapped student those related aids, services, or accommodations that are needed to provide equal opportunity to participate in a benefit from the public school program and extracurricular activities. Services are provided without discrimination or cost to the student or family.

To qualify for services under a Chapter 15/Section 504 Service Agreement, a student must be school age and have a physical or mental disability or condition that substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, concentrating, thinking, reading, communicating and working. The disability or condition impacts the student's access to participate in the public school program.

Through an evaluation process, if a student is identified as a protected handicapped student, a Chapter 15 Section 504 Service Agreement is drafted to provide equal access and opportunity to a Free Appropriate Public Education (FAPE).

If you believe your child is in need of services, you may contact your child's school principal or Edith Woods, Director of Special Education.

Chapter 16 Gifted Education Services

According to 22 Pa. Code Chapter 16, the definition of mentally gifted is part of a "multiple step" criteria. Below is a listing of the criteria which will be reviewed by the school, parents and other pertinent team members when determining whether a student qualifies for the Central Greene School District's gifted program:

IQ 130 or more

The term "mentally gifted" includes a person who has an IQ of 130 or higher, when multiple criteria as set forth in Pennsylvania Department Education Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone.... The determination shall include an assessment by a certified school psychologist. (22 Pa. Code §16.21(d))

No one test or measure is sufficient to determine giftedness.

IQ Lower than 130

A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. (22 Pa. Code §16.21(d))

If a student's IQ is less than 130, other factors, such as academic performance, demonstrated achievement and other observed skills must strongly indicate gifted ability in order for that student to be admitted to a gifted program.

Factors Considered When Determining Mental Giftedness:

1. The child performs a year or more above grade achievement level in one or more subjects as measured by a nationally normed and validated achievement test.
2. The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability.
3. The child demonstrates achievement, performance, or expertise in one or more academic areas as evidenced by products, portfolios or research, as well as criterion-referenced team judgment.
4. The child demonstrates early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, or technology expertise.
5. The child demonstrates that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

If you would like your child tested for gifted education services, please send the written request to your child's school counselor or to Edith Woods, Director of Special Education.

English as a Second Language (ESL) Services

In accordance with the Board's philosophy to provide a quality educational program to all students, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services.

Homeless Services

In compliance with the federal McKinney-Vento Homeless Assistance Act, as reauthorized in 2015 by the Every Student Succeeds Act (ESSA), Central Greene School District is attempting to identify all children within the district that may be experiencing homelessness.

The term homeless children and youth is defined as individuals who lack a fixed, regular and adequate nighttime residence. This includes individuals:

- Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- Living in a motel, hotel, trailer park or campground due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar settings;
- Living in substandard housing (no running water or working utilities, etc.).

Children who are experiencing homelessness may qualify for assistance with free school lunch, school supplies/materials, tutoring and transportation so that they can remain in their school of origin.

If you believe your child(ren) may qualify for this service, please contact the principal or school counselor of your child(ren)'s school. You may also contact Edith Woods, Homeless Liaison at 724-627-8151 x 1232

If your living situation changes during the school year, and you and your children become homeless, please be sure to contact the school. We will work with you so that your child(ren)'s education is disrupted as little as possible.

Raider Wellness Program

Central Greene School District has teamed up with Family Behavior Resources, the Care Center and Greene County Human Resources Department to provide mental health and drug/alcohol counseling services to students in the school setting.

- Family Behavior Resources provides Mental Health Services
- The Care Center provides Drug and Alcohol Counseling
- Drug and Alcohol Program Specialist from Greene County Human Services provides classroom prevention programs
- Engagement Specialist from Beacon/Value and Greene County Human Services that assists families with obtaining insurance
- Once a month, a Child Psychiatrist visits the school for evaluations and medication management

If you believe your child needs counseling services, please contact the school counselor at your child's school.

STUDENT WITHDRAWAL FORM

When a student is leaving Waynesburg Central for any reason, you can expect a Withdrawal Form from the guidance office. It is your responsibility to sign the form and indicate whether or not he/she has turned in the textbook for your class. You are also to place a current grade on the form for your class.

SUB CALLING PROCEDURE

Please make sure to enter all absences in Frontline (formerly Aesop).

SUBSTITUTE TEACHERS

We are fortunate to have some high quality substitute teachers in the Central Greene School District. However, occasionally we find one that does not carry out your plans or has difficulty in managing your classroom. If you have any serious concerns about a substitute teacher, be sure to notify the high school administration of your problems. It is imperative that detailed plans are available for substitute teachers when you are absent. It is your responsibility to make sure that the plans are in your mailbox or your classroom. Remember the sub's job is difficult enough without having proper lesson plans. If you have an unforeseen absence, it is suggested that you email lesson plans to a co-worker for that day, if possible.

SUPPLEMENTAL PAY RECORD

This is the form we use to pay teachers for their hours of extra service. Whether its curriculum writing, homebound instruction, covering for another teacher during your prep you must complete this form and place it in Mr. Stephenson's mailbox for his signature. Be sure to indicate the dates, hours, and total amount that you are due.

TEACHER DUTIES

Attendance

- You are responsible for checking the attendance report and calling students who are absent.
- It is important to record appropriate times and phone numbers of students called.

Commons Duties

- Position yourself in a highly visible spot.
- Encourage respectful and appropriate behavior.
- In case of fights, attempt to break them up by having the combatants to stop. It is your decision as to whether you want to step between the fighters. If you don't feel comfortable, notify the office immediately.

Cafeteria Duties

- Please be in the cafeteria at the beginning of the lunch period.
- Oversee the lunch detention students when they pick up their lunches to carry to the detention room.
- Once the majority of students are seated, move to a strategic spot where you can observe the activities of most of the students.
- Students are expected to place all trash in the proper receptacles. Any student failing to cooperate with the established rules should be first isolated from the rest of the group. If that fails to correct the problem, the students should be escorted to the office.
- Strategic seating locations by the monitors will often make handling the discipline easier.

Deans

- Deans are to be available in the office for any minor discipline matters.
- Deans are also to handle everyday office decisions that do not require being of an administrative nature.
- Deans are to notify the administration in any case they deem necessary.
- Attendance Dean should telephone the homes of absent students to verify absences.
- Deans may assign detention when needed.

Hall/Parking Lot Patrol Duty

- If you notice students roaming the academic areas or outside the building, find out if she/he has permission and notify the office immediately.
- A student in the academic areas must have a written permit from the teacher or the office.
- Check the appropriate restrooms on your duty and report any safety issues to the office immediately.

TELEPHONE

We realize that there are times during the day when you must use the telephone. Please utilize the phone in your classroom during your prep to make communications. Naturally, teachers are only to use the phone during nonteaching times (prep and lunch) except in an emergency.

If you should receive telephone messages during the day, they will be placed in your voicemail, unless it is considered to be an emergency.

VISITOR POLICY

Your first priority is to teach. Visitors should be scheduled to come after school. Returning students should also be asked to come in after school. The office will convey this to ALL visitors.

WEATHER DRILL

When we are scheduled to participate in a state-wide severe weather drill, an announcement will be made over the P.A. system and all classes are to move to the designated areas in an orderly manner. Faculty members are to:

1. Take your grade book/attendance roster with you.
2. Leave your room door open.
3. Turn off your lights.
4. Move your students to their safety area with no talking or running.
5. Make sure that students are standing facing away from the windows.

201
202
203
215
216

**Report to the hallway
between 102 and 104**

204
205
206
207
208
217
219
220

**Report to the hallway
between 105B and 108.**

209
210
211
212
213
214
218

**Report to the hallway
between 109 and 111.**

S101
S102
S103
S104
S105
S106
S107
S108

**Report to the hallway
between the rooms of
the science wing.**

101A
101B
102
103
104
105A
105B
150
152

**Report the the hallway
between the commons
and the entrance to the
cafeteria opposite the
auditorium.**

111
112
146
147
Gym

**Report the hallway
between the cafeteria and
the gym.**

Aud
T113
T114
T115
T116
T117/118
M119
M120
M121

**Report to the hallway
between T113 and T118.
Overflow into the hall in
front of M119.**

106
107
108
109
110
151

**Report the the main
hallway from the fire
extinguisher near 101A to
the entrance of 101A.
Overflow into the hall
from the faculty lounge to
the nurse's office on both
sides.**

XEROX REQUEST FORM

We all know the importance of having our Xerox material back on time. In order to make the system work effectively, we must allow one week lead time. Please complete the form below and paper clip it to the material you want copied and an Inter-Departmental Envelope marked Xerox. Place them in Mr. Stephenson's mailbox in the office. He will sign the form and send it to Xerox.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

- (a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a) (10).
- (b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

3. Purpose

- (a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
- (b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

- (a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
 - (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
 - (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
 - (3) Professional educators shall maintain high levels of competence throughout their careers.
 - (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs,

socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

- (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
- (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
- (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
- (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
- (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
- (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141)
(24 P.S. § § 12-1251-12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
 - (1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.
 - (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee Ethics Law.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

- (1) Accept employment, when not properly certificated, in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

- (1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

- (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

For further information, please contact:

Carolyn Angelo, Executive Director
Suzanne Markowicz, Administrative Assistant
Professional Standards and Practices Commission
9th Floor - 333 Market Street
Harrisburg, PA 17126-0333
(717) 787-6576

WCHS CLUB BANKING PROCEDURES

Deposits:

- ❖ Will be sent to the bank once a week.
- ❖ Will not be entered into your account until the slip is returned from the bank (approx. 3 days).
- ❖ When a deposit is returned to the school from the bank, you will receive a copy of the deposit slip to keep for your records.

Checks:

- ❖ Will not be written if there are nonsufficient funds in the account unless approved by administration.
- ❖ **CHECKS WILL NOT BE WRITTEN ON THE DAY OF AN EVENT.** You must allow up to 3 days for a check to be written in order to obtain the appropriate signatures.
- ❖ All requests for checks **MUST** be accompanied by an invoice of some sort: a **FAX OR EMAIL** from the company with a total amount due is sufficient, **HOWEVER**, an **actual receipt** must be turned in to the office upon return of the event/trip or pickup of goods.
- ❖ All requests for checks and deposits **MUST** be accompanied by the appropriate slip signed by the sponsor and student treasurer, it is your responsibility to obtain these signatures, slips without these signatures will not be processed, which may cause a delay.

Club deposit slips (blue) and club withdrawal slips (pink) are available upon request at any time in the office. Please use these slips.

PLEASE NOTE: You may request a print out of your account at any time.

Bell Schedules 2024-2025

Regular Schedule	
Period 1 - 8:00-8:40 AM	
Period 2 - 8:44-9:24 AM	
Period 3 - 9:28-10:08 AM	
Period 4A - 10:12-10:46 AM	
Period 4 - 10:50-11:20 AM	
Period 5 - 11:24-11:30 AM	
Period 6 - 11:34-12:04 PM	
Period 7 - 12:08-12:14 PM	
Period 8 - 12:18-12:48 AM	
Period 9 - 12:52-1:32 PM	
Period 10 - 1:36-2:16 PM	
Period 11 - 2:20-3:00 PM	
<u>C.T.C. Students</u> ✂ Morning Career & Technology students will return to the building at 10:08 ✂ Afternoon Career & Technology students will leave at 12:04 and return at 2:16	

2hr Delay	
Period 1 - 10:00-10:30 AM	
Period 2 - 10:34-11:04 AM	
Period 3 - 11:08-11:38 AM	
Period 4 - 11:42-12:12 AM	Lunch 1
Period 6 - 12:16-12:46 AM	Lunch 2
Period 8 - 12:50-1:20 AM	Lunch 3
Period 9 - 1:24-1:54 PM	
Period 10 - 1:58-2:28 PM	
Period 11 - 2:32-3:00 PM	
<u>C.T.C. Students</u> ✂ Morning Career & Technology students will return to the building at 11:38 ✂ Afternoon Career & Technology students will leave at 12:46 and return at 2:28	

2hr Early Dismissal	
Period 1 - 8:00-8:30 AM	
Period 2 - 8:34-9:04 AM	
Period 3 - 9:08-9:38 AM	
Period 9 - 9:42-10:12 AM	
Period 10 - 10:16-10:46 AM	
Period 4 - 10:50-11:20 AM	Lunch 1
Period 6 - 11:24-11:54 PM	Lunch 2
Period 8 - 11:58-12:28 PM	Lunch 3
Period 11 - 12:32-1:00 PM	
<u>C.T.C. Students</u> ✂ Morning Career & Technology students will return to the building at 9:38	
Pep Rally	
Period 1 - 8:00-8:40 AM	
Period 2 - 8:44-9:24 AM	
Period 3 - 9:28-10:08 AM	
Period 11 - 10:12-10:52 AM	
Period 4 - 10:56-11:26 AM	Lunch 1
Period 5 - 11:30-11:36 AM	
Period 6 - 11:40-12:10 PM	Lunch 2
Period 7 - 12:14-12:20 PM	
Period 8 - 12:24-12:54 AM	Lunch 3
Period 9 - 12:58 -1:38 PM	
Period 10 - 1:42-2:22 PM	
Pep Rally - 2:26-3:00 PM	
<u>C.T.C. Students</u> ✂ Morning Career & Technology students will return to the building at 10:08 ✂ Afternoon Career & Technology students will leave at 12:10 and return at 2:20	

Tentative School Calendar 2024-2025

Tuesday, August 27	-	First Day For Students				Friday, January 3	-	Teacher In-Service
Monday, September 2	-	Labor Day/ No School				Monday, January 6	-	Students Return to School
Wednesday, September 25	-	Open House				Thursday, January 16	-	End of the 2 nd 9 Weeks
Friday, September 27	-	Progress Notices Sent Home				Friday, January 17	-	Records Day (No School)
Monday, September 16	-	Picture Day				Monday, January 20	-	MLK Day (No School)
Monday, October 21		-Picture Re-takes				Friday, January 24	-	Report Cards Go Home
Friday, October 25		End of 1 st Nine Weeks				Monday, February 17	-	Presidents' Day (No School)
Monday, October 28	-	Teacher In-Service				Friday, February 21	-	Progress Notices Sent Home
Tuesday, October 29	-	Records Day (No School)				Monday, March 10	-	Teacher In-Service (Act 80)
Saturday, November 2	-	Cinderella Ball				Monday, March 24	-	Records Day (No School)
Friday, November 1	-	Report Cards Go Home				Tuesday, March 25	-	End of the 3 rd Nine Weeks
Monday, November 11	-	Veterans Day (No School)				Wednesday, April 16	-	2 Hr. Early Dismissal
Wednesday, November 27	-	2 Hour Early Dismissal				Thursday, April 17	-	Easter Holiday
Thursday, November 28	-	Thanksgiving Holiday/No School				Friday, April 18	-	Easter Holiday
Friday, November 29	-	Thanksgiving Holiday/No School				Monday, April 21	-	Easter Holiday
Monday, December 2	-	Thanksgiving Holiday/No School				Tuesday, April 1	-	Report Cards Go Home
Friday, December 6	-	Progress Notices Sent Home				Friday, May 2	-	Teacher In-Service
Friday, December 20	-	2 Hr. Early Dismissal				Tuesday, May 6	-	Progress Notices Sent Home
Monday, December 23	-	Holiday Break/No School				Thursday, May 22	-	Odd Period Finals
Tuesday, December 24	-	Holiday Break/No School				Friday, May 23	-	Even Period Finals
Wednesday, December 25	-	Holiday Break/No School				Monday, May 26	-	Memorial Day (No School)
Thursday, December 26	-	Holiday Break/No School				Tuesday, May 27	-	Graduation Practice for Seniors
Friday, December 27	-	Holiday Break/No School				Wednesday, May 28	-	Graduation Practice for Seniors
Monday, December 30	-	Holiday Break/No School				Friday, May 30	-	Last Day of School
Tuesday, December 31	-	Holiday Break/No School				Friday, May 30	-	Report Cards Go Home
Wednesday, January 1		Holiday Break/No School				Friday, May 30	-	Graduation Commencements
Thursday, January 2		Holiday Break/No School				TBA	-	Prom
						Monday, June 2		Teacher In-Service

Central Greene School District 2024-2025



July 24						
Su	M	Tu	W	Th	F	Sa
	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			

August 24						
Su	M	Tu	W	Th	F	Sa
				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 24						
Su	M	Tu	W	Th	F	Sa
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 24						
Su	M	Tu	W	Th	F	Sa
	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 24						
Su	M	Tu	W	Th	F	Sa
				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 24						
Su	M	Tu	W	Th	F	Sa
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 25						
Su	M	Tu	W	Th	F	Sa
		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	

February 25						
Su	M	Tu	W	Th	F	Sa
						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 25						
Su	M	Tu	W	Th	F	Sa
						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 25						
Su	M	Tu	W	Th	F	Sa
	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 25						
Su	M	Tu	W	Th	F	Sa
				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

June 25						
Su	M	Tu	W	Th	F	Sa
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					

Potential Weather Makeup
 1. December 2, 2024
 2. December 23, 2024
 3. January 20, 2025
 4. February 17, 2025
 5. March 24, 2025
 6. April 21, 2025
 7. June 2-20, 2025

End of Nine Weeks
 1st October 25, 2024
 2nd January 16, 2025
 3rd March 25, 2025
 4th May 30, 2025

School Days
 Students 179
 Staff 184

- ED Early Dismissal
- SC School Closed
- FD First Day of Class
- LD Last Day of Class
- H Holiday - No Classes

IMPORTANT DATES

August 19, 20 New Teacher Induction
 August 21, 22, 23 Teacher In-Service
 August 26 Teacher Clerical (No School)
 August 27 Students Begin
 September 2 Labor Day (No School)
 October 28 Teacher In-Service
 October 29 Records Day (No School)
 November 11 Veterans Day (No School)
 November 27 2 Hour Early Dismissal
 November 28, 29, December 2 Fall Break
 December 20 2 Hour Early Dismissal
 December 23-January 2 Winter Break
 January 3 Teacher In-Service
 January 17 Records Day (No School)
 January 20 MLK Day (No School)
 February 17 Presidents Day (No School)
 March 10 Teacher In-Service
 March 24 Records Day (No School)
 April 16 2 Hour Early Dismissal
 April 17, 18, 21 Spring Break
 May 2 Teacher In-Service
 May 26 Memorial Day (No School)
 May 30 Last Day for Students
 May 30 Graduation
 June 2 Teacher In-Service

Potential Weather Make Up Days

December 2, 2024, December 23, 2024, January 20, 2025, February 17, 2025
 March 24, 2025, April 21, 2025, June 2-20, 2025 (Weekdays)

CENTRAL GREENE SCHOOL DISTRICT

ASSESSMENT CALENDAR 2024-2025

DATE	ASSESSMENT	GRADE LEVEL
8/30/2024-9/30/2024	Acadience (Dibels) Assessment	Reading Grades K, 1, 2
8/30/2024-9/27/2024	iReady Diagnostic Math Assessment	Math Grades 1-6
9/16/2024-9/27/2024	iReady Diagnostic Math Assessment	Math Grade K
9/17/2024	ASVAB Test (Military Battery Test)	Grades 11 and 12 as assigned
10/1/2024-10/11/2024	IXL Diagnostic Snapshot CDT Diagnostic Snapshot	Grades K-2 Grades 3-11
10/14/2024-10/31/2024	PASS	Grades K-12
10/16/2024	PSAT	Grade 10/11 (may Sign Up/Fee)
10/30/2024	SAT School Day	Optional to any student
11/13/2024-03/12/2025	Pilot Benchmark Testing	Grades 3 -11
12/4/2024-12/18/2024	Keystone Exam (Winter Wave 1) Window <i>Algebra 1, Literature and Biology</i>	Any Grade 11 student who has completed the Keystone Exam Courses and <u>did not score proficient or did not take the exam.</u>
1/13/2025-1/31/2025	IXL Diagnostic Snapshot CDT Diagnostic Snapshot	Grades K-2 Grades 3-11
1/6/2025-1/31/2025	Acadience (Dibels) Assessment	Reading Grades K, 1, 2

2/3/2025-2/28/2025	iReady Diagnostic Math Assessment	Math Grades K-6
DATE	ASSESSMENT	GRADE LEVEL
2/4/2025-2/5/2025	ASVAB Test (Military Battery Test)	Optional to any student and assigned students needing pathway
3/11/2025-3/28/2025	IXL Diagnostic Snapshot CDT Diagnostic Snapshot	Grades K-2 Grades 3-11
03/12/2025	SAT School Day	Optional to any student
3/31/2025-4/16/2025	PASS	Grades K-12
4/21/2025-4/25/2025	PSSA English Language Arts	Grades 3-8
4/28/2025-5/2/2025	PSSA Math, Science, and Makeups	Math: Grades 3-8 Science: Grades 4 and 8
5/5/2025-5/9/2025	PSSA Math and Science Makeups (Optional)	Math: Grades 3-8 Science: Grades 4 and 8
5/5/2025-5/23/2025	Acadience (Dibels) Assessment	Reading Grades K, 1, 2
5/5/2025-5/23/2025	iReady Diagnostic Math Assessment	Math Grades K-6
TBD	A.P. Testing	Sign Up/Fee
5/12/2025-5/23/2025	Keystone Exam (Spring Window) <i>Algebra 1, Biology, Literature</i>	Any 11 th grade student who has completed the Keystone Exam Courses and <u>did not score proficient</u> on the Winter Keystone Assessment will retake it. Any 7-11 th grade students who are completing Keystone Exam Courses this year will take the exam.

WCJSHS Parking Lot						
	XXXXXXXXXXXXX	Russell, R.	69	106	Moore, C.	Handicapped
	XXXXXXXXXXXXX	Munn, J.	68	105	Brown, J.	
	XXXXXXXXXXXXX	McGowan, J.	67	104	Propheter, A.	
32	Speakman, W	McCabe, K.	66	103	Bish, M.	
31	Kerr, C.	Lindsay, D.	65	102	Morris, H.	
30	Higinbotham, D.	Taylor, R.	64	101	Eddy, S.	
29	Bowers, D.	Brandstetter, M.	63	100	Gyurke, A.	
28	Wilson, R.	McCabe, C.	62	99	Stewart, P.	FRONT LOT
	STEPS	Mason, D	61	98	Tustin, J.	1 Stephenson, R.
27	Zimmer, A.	Brewer, C.	60	97	Chiprich, R.	2 Stephenson, J.
26	Willis, M.	Evans, S.	59	96	Migyanko, A.	3 Miner, C.
25	Coss, J.	Morris, S.	58	95	Diamond, T.	4 Whipkey K.
24	Rossi, N	Moore, J.	57	94	Blair, H.	5 Karluk, R.
23	Kelly, W.	Keller-John, K.	56	93	Willson, J.	6 Thompson, M.
22	Gibbons, R.	Camilli, M.	55	92	Hitt, C.	7 Deurlein, A.
21	Friend, K.	Golsky, J.	54	91	Lantz, S.	8 Dean, K.
20	Sommer, K.	Ryan, W.	53	90	Clemens, R.	9 XXXXXXXXXXXXX
19	Carpenter, L.	Plisko, A.	52	89	Ringer, H.	10 Fox, C.
18	Love, C.	Kuhn, J.	51	88	Sanders, M.	11 Evans, S.
17	McCracken, K.	Brumley, K.	50	87	Pre-K	12 Cunningham, E.
16	Cernaloger, J.	Krantz, D.	49	86	Pre-K	13 Sara, D.
15	Giorgi, A.	Siget, J.	48	85	Pre-K	14 Strelick, B.
14	Gunsallus, A.		47	84	Pre-K	15 Lipscomb, R.
13			46	83		16 Kozich, H.
12			45	82		17 Eberhart, T.
11			44	81		18 Layton, A.
10			43	80		19 Weld, L.
9			42	79		
8			41	78		
7			40	77		
6			39	76		
5			38	75		
4	School Van		37	74		
3	School Van		36	73		
2	School Van		35	72		
1	School Car		34	71		
	XXXXXXXXXXXXX		33	70		
					Entrance/Exit	
	Student teachers	Students				