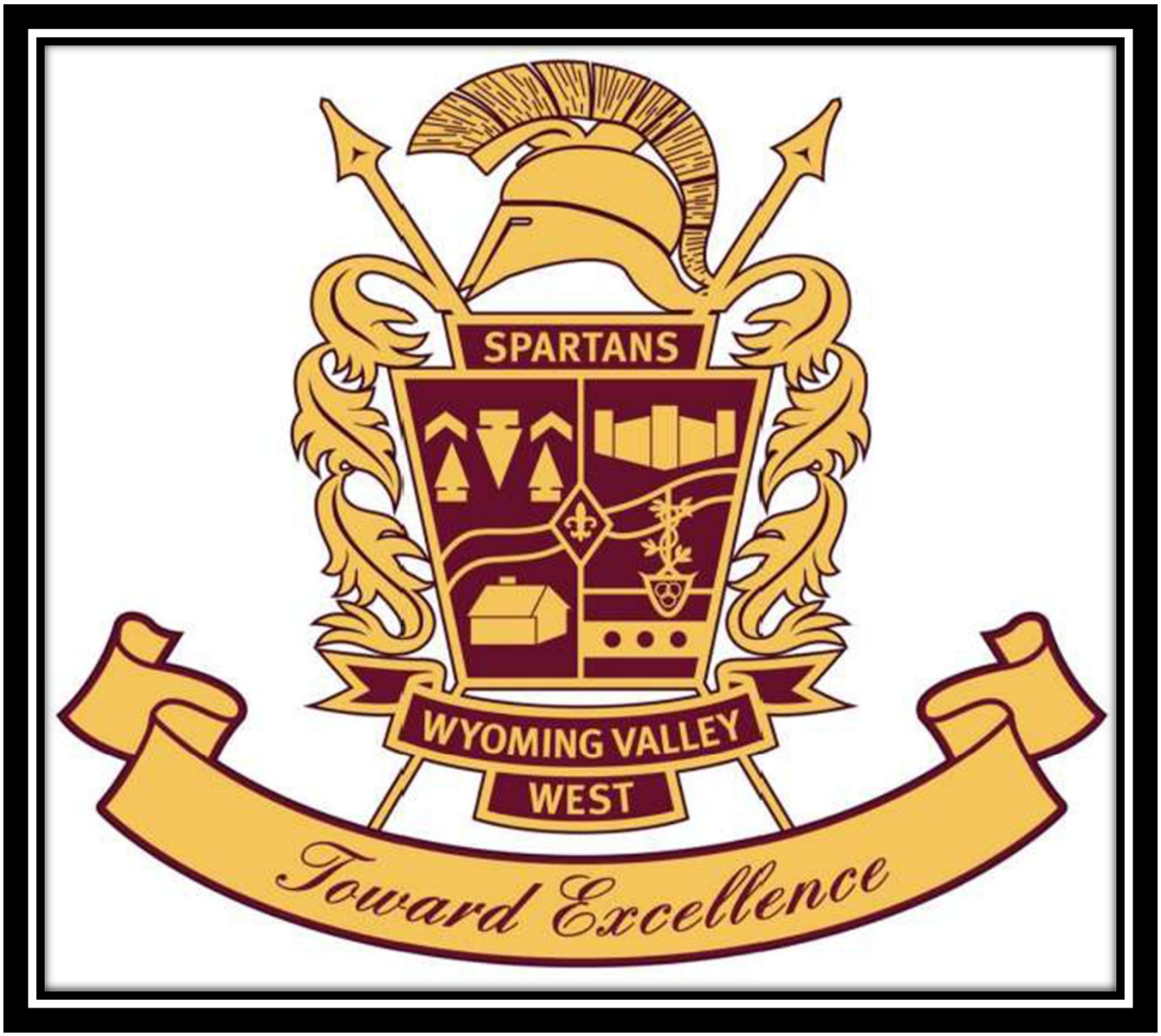
Wyoming Valley West High School

Student Handbook



2026-2027

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 Senior High School

Tara Carey
Principal

150 Wadham Street
Plymouth, PA 18651
570-779-5361 Fax: 570-779-9510

Administration
Joseph Jarski
Mallory Urbanski
Jason Naugle

Dear Students and Families,

Welcome to Wyoming Valley West High School! I am honored to welcome you to another exciting school year and look forward to partnering with you as we continue our tradition of excellence.

At Wyoming Valley West High School, we believe that every student has the ability to learn, grow, and succeed. Our faculty and staff are committed to providing a safe, supportive, and engaging learning environment where students are challenged academically, encouraged to become involved in school activities, and prepared for success beyond high school.

This Student Handbook is designed to serve as a guide to our school's expectations, procedures, and policies. It is an important resource that will help students and families understand their rights, responsibilities, and the standards that contribute to a positive school community. I encourage you to review the handbook carefully and refer to it throughout the school year.

Success at WVWHS is built on respect, responsibility, integrity, and perseverance. We ask every student to take pride in our school by attending regularly, arriving prepared to learn, treating others with kindness and respect, and making choices that reflect good character. When we work together as students, families, and staff, we create an environment where everyone has the opportunity to thrive.

High school is a time to explore new interests, develop meaningful relationships, and prepare for the future. I encourage every student to challenge themselves academically, participate in extracurricular activities, and take advantage of the many opportunities available at Wyoming Valley West High School. Your involvement will help make your high school experience both rewarding and memorable.

Thank you for your continued support and partnership. Together, we will make the 2026-2027 school year one of achievement, growth, and Spartan pride.

Best wishes for a successful school year!

Sincerely,
Tara Carey
Tara Carey
Principal

Regular Day		2 Hour Delay		3 Hour Delay		Club HR: 7:27 to 7:37 Clubs: 7:37 to 8:07		Act 80	
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	B Lunch	
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		
12:48 to 1:33	7	1:18 to 1:48	7	1:39 to 1:58	7	12:55 to 1:35	7	C Lunch	
1:36 to 2:22	8	1:52 to 2:22	8	2:03 to 2:22	8	1:40 to 2:22	8		

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STUDENT HANDBOOK

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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. Hard copies 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

For the purposes of federal accountability, students enrolled in Commonwealth public schools must participate in the Keystone Exams (end-of-course assessments in Algebra I, Literature, and Biology). Proficiency in all three Keystone Exams was also intended to serve as a statewide requirement for graduation beginning in 2017; however, the legislature enacted a series of moratoriums on the use of Keystone Exam Proficiency as a graduation requirement so that the Department of Education might put forth alternate recommendations that more fully illustrated college, career, and community readiness. Those recommendations formed the basis of legislation that altered the Pennsylvania Public School Code and Title 22 Chapter 4.

Students who do not demonstrate proficiency or attain a minimum composite score on the three Keystone Exams may demonstrate their proficiency on the Keystone-related content by meeting locally established, grade-based requirements. That demonstration of proficiency, in combination with student artifacts and/or student performance within another program, course, or assessment, may satisfy statewide requirements under the new Pathways to Graduation. In select circumstances, a chief school administrator may choose to waive pathway-specific requirements; however, excessive utilization of this prerogative may subject the local education agency to corrective action. Students with disabilities whose special education programs, by design, do not meet statewide requirements for graduation are granted diplomas for the satisfactory completion of their respective programs.
NOTE: Students who have met statewide requirements (minimally, by qualifying for waiver) but cannot meet local graduation requirements due to education instability may qualify for a Keystone diploma.

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 Manual on the district website.**

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB) TESTING

Students will participate in ASVAB testing during their junior year.

ASSEMBLIES

Assemblies will be scheduled on the basis of need. Therefore, assemblies are not scheduled on a student's schedule. All students at Wyoming Valley West High School are expected to display good manners and respect for others during assembly programs. Whistling, stamping of feet, and other manifestations of poor manners will not be tolerated. The use of cellphones is not permitted during assemblies. A student found guilty of displaying poor manners will forfeit his/her right to attend future assemblies and face disciplinary action.

ATHLETICS

INTER-SCHOLASTIC ATHLETIC PROGRAMS

GRADES 7 - 12

FALL SPORTS	GRADES	FALL SPORTS	GRADES
FOOTBALL		**GIRLS' FIELD HOCKEY**	
Varsity	9-12	Varsity	9-12
Jr. High	7-9	Jr. High	7-9
BOYS' SOCCER		**GIRLS' TENNIS**	
Varsity	9-12	Varsity	9-12
BOYS' CROSS COUNTRY		**CO-ED GOLF**	
Varsity	10-12	Varsity	9-12
Jr. High	7-9		
GIRLS' CROSS COUNTRY		**GIRLS' VOLLEYBALL**	
Varsity	10-12	Varsity	9-12
Jr. High	7-9		
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		**BOYS' SWIMMING/DIVING**	
Varsity	9-12	Varsity	9-12
Jr. High	7-9		
BOYS' BASKETBALL		**GIRLS' SWIMMING/DIVING**	
Varsity	9-12	Varsity	9-12
Jr. High	7-9		
GIRLS' BASKETBALL		**BOYS' WINTER TRACK**	
Varsity	9-12	Varsity	9-12
Jr. High	7-9		
CHEERLEADING		**GIRLS' WINTER TRACK**	
Varsity	9-12	Varsity	9-12

SPRING SPORTS	GRADES	SPRING SPORTS	GRADES
BOYS' VOLLEYBALL		**SOFTBALL**	
Varsity	9-12	Varsity	9-12
		Jr. High	7-9
BOYS' TRACK		**GIRLS' TRACK**	
Varsity	9-12	Varsity	9-12
Jr. High	7-9	Jr. High	7-9
BOYS' TENNIS		**BASEBALL**	
Varsity	9-12	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 the student 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 WVWSD Policy Manual on the district website.**

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 district students as a conduit for community involvement. For the purposes of this policy, the program of interscholastic athletics includes all activities relating to competitive sports contests, games or events, or sports exhibitions involving individual students or teams of students 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 without discrimination, in accordance with applicable laws, regulations, and Board policies. The Board shall approve 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 athletic program. Such standards shall require that each student, before participating in any interscholastic athletic activity, be covered by the Student Accident Insurance and undergo a physical examination by a licensed physician to ensure that there are no obvious illnesses and/or injuries that would place the student or others at enhanced risk of injury.

- The Board adopts the eligibility standards set by the Constitution and Bylaws of the Pennsylvania Interscholastic Athletic Association (P.I.A.A.) and shall review such standards annually so that they continue to be in conformity with the objectives of this district. The Board directs that no student may participate in interscholastic athletics who has not:
    1. Met the requirements for academic eligibility.
    2. Complied with the requirements of applicable handbooks, Board policies, and administrative regulations.
    3. Attended school regularly.
    4. Been in attendance on the day of the athletic event or practice for the hours required.
    5. Returned all school athletic equipment previously used.
    6. Adhered to other applicable conduct standards.
- The Superintendent or designee 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 or designee shall disseminate rules for the conduct of students participating in interscholastic athletics. Such rules shall be in conformity with regulations of the State Board of Education, the P.I.A.A, and the district.

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 2026-27, 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 2025-2026 school year to the fall of 2026-27.

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 the coach. In addition to the above, an athlete must fully satisfy 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 WVW Athletic Policies Handbook.**

ATTENDANCE POLICY

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.

Absences shall be treated as unexcused until the district receives a written excuse from the parent/legal guardian. The excuse must be written and signed by the parent/legal guardian, explain why the student was absent, and 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.

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

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

For students to receive an award decided upon by the faculty/administration of the WVWHS, 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.

BMI SCREENING

All public schools, including Wyoming Valley West, nurses collect student BMI (Body Mass Index) yearly from all students and report the results to the PA Dept. of Health. Pennsylvania has now given parents the right to opt out of such screenings. **See Opt-Out form in the Appendix.**

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 dispose of their trays and garbage in the proper areas in the cafeteria. 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 WVWHS 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 WVWHS.
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. One breakfast and one lunch is free daily for every student because Wyoming Valley West is approved for the Community Eligibility Program provided under guidelines from the USDA.
2. Students are to use their Student ID Badge for cafeteria purchases.
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. Students can view the amount of the transaction and the remaining balance when scanning their ID badge.

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, Pizza, Salad Bar, Made-to-order Cold Sandwiches, Special Sandwich of the Day, 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 2026-2027

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** in the main office to **Mrs. Swetz** 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. Elections will take place through Google Classroom. Votes/Ballots will be reviewed by the advisors for validity before being released.

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 voting during the school day – Announce winners.
6. Campaign for General Election
7. General Election voting during the school day- 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 THE MAIN OFFICE BY DISMISSAL BY THE ANNOUNCED DATE**

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 voting during the school day
TBA	Campaign for General Election
TBA	General Election voting during the school day

CLASS AND ORGANIZATION FUNDS

****No organization or group may engage in fundraising, in accordance with school board policy, 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 or bank card.
4. The graduating senior class must make plans to expend all class funds prior to graduation.
   ***Additional information can be found in the WVWSD Policy Manual on the district website.**

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 is to be issued an online pass through Securly by the respective teacher. It is the student's responsibility to ask for a pass to the next 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

Aevidum/Sources of Strength Club	Hunting and Fishing Club (Zoology)
All Over the World Club	Interim Literary Arts Magazine
American History through Hollywood	Key Club
American Sign Language Club	Mickey Mouse Club
Aquatics Club	PEER2PEER Club
Armed Forces Club	Rubik's Cube Club
Black Youth in Action	Spanish Club
Chess	Spartan Horror Club
Class of 2027,2028,2029, 2030 Clubs	Spartan Ski and Board Club
Computer Programming Club	Stock Market Club
Dance Club	Strength and Conditioning Club
Debate Club	Student Council
Drama Club	Tri-M Music Honor Society
Faith in Action Club	Unified Sports Club
Fantasy Game Card	Varsity Math Club
F.B.L.A.	Volleyball Club
French Club	WVW Gamers and Esports Club
Gay Straight Alliance (GSA)	Yearbook/Newspaper
Hockey 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 but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized school activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. 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 agency.
    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 agency. 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 2026-2027 school year.

DRUG AWARENESS POLICY
Refer to the Wyoming Valley West School District 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.

ELEVATOR USE
Students are not permitted to use the elevator without a pass from the nurse's office. Students caught using the elevator without a pass are subject to school discipline, including in-school suspension and out-of-school suspension.

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 strive to maintain a safe and orderly learning environment. Fighting will not be tolerated. Fighting in school or on school property is prohibited. Students involved in a physical altercation or fight will be sent to the Administrator/Dean, who will complete an investigation of the incident, including witness statements. Any student involved in a physical altercation or fight will be suspended for up to ten (10) school days and cited accordingly. In addition to suspension, students may be assigned to the Wyoming Valley West Cyber Academy for a duration ranging from one academic quarter (45 days) to one semester (90 days), depending on the severity of the incident and the student's age. The imposition and length of any disciplinary action, including suspension and placement in the Cyber Academy, will be determined at the sole discretion of district administration based on the circumstances of the fight post investigation.

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. In addition, students who engage in fighting, instigate a fight, or engage in any act of violence may be reported to law enforcement authorities and charged with a violation of the Pennsylvania Criminal Code. 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 who contribute to a school disruption or unsafe environment, including video recording, 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.

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.

GIFTED EDUCATION

Refer to Wyoming Valley West Gifted Education Policy located in the Student Handbook Appendix.

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. Students shall be required to complete Family and Consumer Science as an elective.
5. Beginning with the Class of 2030, students shall be required to complete Personal Finance as an elective.
6. 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 and wait for it to be approved by Faculty/Staff. 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 the 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

The purpose of homework assignments should be to: provide practice and reinforcement of skills presented by the teacher; broaden areas of interest through enrichment; provide opportunities for parents or guardians to know what their child is studying; and encourage parent or guardian and child interaction.

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 the 4 department chairpersons 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.

Subject	High Honors W/Distinction	High Honors	Honors
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 Securly 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, et cetera. 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	

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
							66		1.0
B	=	86	=	3.0			65		0.9
		85		2.9			64		0.8
		84		2.8			63		0.7
		83		2.7			62		0.6
		82		2.6					
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) 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.
- Primary nighttime residence is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children living in the above circumstances.
- 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 competition 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), sweatpants, 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 11-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, skateboards, mini-bikes, ATVs, and unauthorized vehicles.

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 who 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.

PSAT and AP Exam Registration and Payment

Payment for PSAT and AP Examinations is required at the time of registration. Students will not be registered for an exam unless they are paid in full and a receipt of payment from the high school finance clerk is presented. No exceptions will be made.

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.
The 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 are 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 Main 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, 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 in the Student Handbook Appendix**.

SEXUAL HARASSMENT POLICY

Refer to the Discrimination/Title IX Sexual Harassment Affecting Students policy on the district website.

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 electronic cigarettes, present a health and safety hazard that can have serious consequences for users, nonusers, and the school environment. The purpose of this policy is to prohibit student possession, use, purchase, and sale of tobacco and vaping products.

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 may 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.

For purposes of this policy, **tobacco product** encompasses not only tobacco but also vaping products including 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 products, 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.

STEM Endorsement Program

Wyoming Valley West Senior High School will offer students the opportunity to earn a STEM (Science, Technology, Engineering, and Mathematics) Endorsement on their high school transcript. The STEM Endorsement recognizes students who demonstrate a strong commitment to academic excellence and career readiness in STEM-related fields.

To earn the STEM Endorsement, students must successfully complete the required sequence of STEM coursework established by the school, maintain satisfactory academic standing, and fulfill any additional program requirements, which may include participation in STEM-related experiences such as research projects, competitions, or other approved learning opportunities.

The STEM Endorsement is designed to prepare students for postsecondary education and careers in science, technology, engineering, mathematics, and other high-demand technical fields by promoting critical thinking, innovation, collaboration, and real-world problem-solving skills.

Students interested in pursuing the STEM Endorsement should consult with their school counselor to develop an individualized four-year academic plan that aligns with the program requirements and their postsecondary goals.

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.

Student Assistance Program (SAP) – is a systematic process using effective and accountable professional techniques to mobilize school resources to remove the barriers to learning and, when the problem is beyond the scope of the school, to assist the parent/guardian and student with information so they may access services within the community.

The Student Assistance Program (SAP) shall provide assistance in:

1. Identifying issues that pose a barrier to a student's learning and/or academic achievement.
2. Determining whether or not the identified problem lies within the responsibility of the school.
3. Informing the parent/guardian of a problem affecting the student's learning and/or academic achievement.
4. Making recommendations to assist the student and the parent/guardian.
5. Providing information on community resources and options to deal with the problem
6. Establishing links with resources to help resolve the problem.
7. Collaborating with the parent/guardian and agency when students are involved in treatment through a community agency.
8. Providing a plan for in-school support services for the student during and after treatment.

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 recognizes that student conduct is closely related to learning. An effective educational program requires a safe and orderly school environment.

This policy and the Code of Student Conduct apply to the behavior of students at all times during the time they are under the supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities or at other times while riding in school-provided means of transportation ("on-campus"). This policy and the Code of Student Conduct also apply to student behavior that occurs at other times and places ("off-campus") when:

1. The conduct involves, threatens or makes more likely violence, use of force or other serious harm directed at students, staff or the school environment;

2. The conduct materially and substantially disrupts or interferes with the school environment or the educational process, such as school activities, school work, discipline, safety and order on school property or at school functions;

3. The conduct interferes with or threatens to interfere with the rights of students or school staff or the safe and orderly operation of the schools and their programs;

4. The conduct involves the theft or vandalism of school property; or

5. The proximity, timing or motive for the conduct in question or other factors pertaining to the conduct otherwise establish a direct connection to attendance at school, to the school community, or to a school-sponsored activity. This would include, for example, but not be limited to, conduct that would violate the Code of Student Conduct if it occurred in school that is committed in furtherance of a plan made or agreed to in school, or acts of vandalism directed at the property of school staff because of their status as school staff.

- The Superintendent or designee shall ensure that reasonable and necessary rules and regulations are developed to implement Board policy governing student conduct.
- The Superintendent or designee shall publish and distribute to all staff, students and parents/guardians the rules and regulations for student behavior contained in the Code of Student Conduct, the sanctions that may be imposed for violations of those rules, and a listing of students' rights and responsibilities. A copy of the Code of Student Conduct shall be available in each school library and school office and may be included in student handbooks and on the district website.
- The building principal or designee shall have the authority to assign discipline to students, subject to Board policies, administrative regulations, the Code of Student Conduct and school rules, and to the student's due process right to notice, hearing, and appeal.
- Teaching staff and other district employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of this Board, and when such conduct interferes with the educational program of the schools or threatens the health and safety of others, in accordance with Board policy, administrative regulations, the Code of Student Conduct and school rules.
- Reasonable force may be used by teachers and school administration under the following circumstances:
    1. To quell a disturbance; or
    2. To obtain possession of weapons or other dangerous objects; or
    3. For the use of self-defense; and/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, eighteen (18) years old has been designated 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 office 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 Manual on the district website.**

STUDENT EXPRESSION POLICY

The Board respects the right of students to express themselves in word or symbol and to disseminate non-school materials to others as a part of that expression. The Board also recognizes that the exercise of that right is not unlimited and must be balanced with the district's responsibility to maintain a safe and orderly school environment and to protect the rights of all members of the school community.

***Additional information can be found in the WVWSD Policy Manual on the district website.**

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 and responsibilities are determined, consistent with law and regulations.**

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, assistant principal, and/or dean of students. 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 WVWSD Policy Manual on the district website.**

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 & CONSEQUENCES

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.

TARDINESS 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 Manual on the district website.**

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 Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, religious creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, or handicap/disability.

The Board also declares it to be the policy of this district to comply with federal law and regulations under Title IX prohibiting sexual harassment, which is a form of unlawful discrimination on the basis of sex. Such discrimination shall be referred to throughout this policy as Title IX sexual harassment. Inquiries regarding the application of Title IX to the district may be referred to the Title IX Coordinator, to the Office of Civil Rights of the U.S. Department of Education, or both.

The district is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students admission, course offerings, counseling, assistance, services, employment, athletics, and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the district and is prohibited at or in the course of district-sponsored programs or activities, including transportation to or from school or school-sponsored activities.

Violations of this policy, including acts of retaliation as described in this policy, or knowingly providing false information, may result in disciplinary consequences under applicable Board policy and procedures.
Refer to the Discrimination/Title IX Sexual Harassment Affecting Students policy on the district website.

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:

Ms. Kim Hogan – Director of Human Resources	570-288-6551	khogan@wvwsd.org
Mr. Nick Gill – Athletic Director	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.

DRAFT

Wyoming Valley West High School

Student Handbook

Appendix

Policy Number	204
Title	Attendance
Adopted	3/13/2024
Revised	5/13/2026
Last Reviewed	7/30/2026

204

Attendance

Adopted: 3/13/2024 Last Revised: 5/13/2026 Last Reviewed: 7/30/2026

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 Requirements

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. Include a description of the consequences if the student becomes habitually truant;
2. Be in the mode and language of communication preferred by the person in parental relation and:
   a. Include notice that a habitually truant student may not transfer, during the school year, to a cyber charter school unless a judge determines that the transfer is in the best interest of the student;
   b. Include resources available to assist the student and the person in parental relation with returning the student to compliant compulsory attendance and opportunities for academic recovery in response to the truant behavior.

When the notice is transmitted to a person who is not the biological or adoptive parent, it shall 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.[32]

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]

Unless a judge determines that it is in the student's best interest, a habitually truant student will not be permitted to transfer to a cyber charter school during the school year.[32]

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]

Footnotes

[1] 22 PA Code 11.41
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[2] 24 P.S. 1327
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[3] 24 P.S. 1329
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[4] 24 P.S. 1330
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[5] 22 PA Code 11.23
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[6] 22 PA Code 11.25
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[7] 22 PA Code 12.1
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[8] 24 P.S. 1326
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[9] 22 PA Code 11.13
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[10] 42 Pa. C.S.A. 6302
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[11] 24 P.S. 510.2
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[12] 24 P.S. 1332
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[13] 24 P.S. 1339
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[14] 22 PA Code 11.22
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[15] 22 PA Code 11.28
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[16] Pol. 113
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[17] Pol. 115
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[18] Pol. 116
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[19] Pol. 117
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[20] Pol. 118
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[21] 22 PA Code 11.34
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[22] 22 PA Code 11.32
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[23] 22 PA Code 11.5
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[24] 24 P.S. 1327.1
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[25] 22 PA Code 11.31
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[26] 22 PA Code 11.31a
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[27] Pol. 137
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[28] 22 PA Code 11.21
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[29] 22 PA Code 11.26
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[30] Pol. 251
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[31] 24 P.S. 1546
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[32] 24 P.S. 1333
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[33] 24 P.S. 1333.1
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[34] 24 P.S. 1333.2
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[35] Pol. 103.1
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[36] Pol. 113.3
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[37] Pol. 114
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BMI Screening Exemption Form

All public schools including Wyoming Valley West school nurses collect student BMI(Body Mass Index) yearly from all students and report the results to the PA dept of Health.

Pennsylvania has now given parents the right to opt out of such screening. The process must be a signature by the parent or guardian, and the form must be returned to the nurse via email or in person.

I ***Parent name*** do not want ***Student Name*** to have their BMI calculated for the 26-27 school year. Please return this form properly filled out to your child's school nurse.

Student Name(Print)_____Grade:_____

Parent Name (Print):_____

Parent Signature:_____Date:_____

Wyoming Valley West School Nurses:

WVW High School—James Fender

WVW Middle School—Mary Theroux

State El Ctr—Eileen Kobylski,
Nadia Zukosky
Kristy Harchar

Dana El Ctr—Donna Giza

Chester St El—Nicole Coyne

Policy Number	249
Title	Bullying/Cyberbullying
Adopted	5/8/2024
Revised	5/13/2026
Last Reviewed	7/30/2026

249

Bullying/Cyberbullying

Adopted: 5/8/2024 Last Revised: 5/13/2026 Last Reviewed: 7/30/2026

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]

Discrimination/Harassment

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 or harassment 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 or harassment 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 or harassment 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 school safety and security incident report:[1][6]

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][7][8]

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][9][10][11]

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][7][12]

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.

Attachments

249-Attach 1 Report Form.pdf
FILE · 155 KB

Footnotes

[1] 24 P.S. 1303.1-A
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[2] 24 P.S. 1302-E
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[3] Pol. 236.1
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[4] Pol. 103
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[5] Pol. 103.1
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[6] Pol. 805.1
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[7] Pol. 218
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[8] 22 PA Code 12.3
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[9] 20 U.S.C. 7118
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[10] 24 P.S. 1302-A
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[11] Pol. 236
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[12] Pol. 233
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Wyoming Valley West School District
CAFETERIA PURCHASE CHARGING and INSUFFICIENT FUNDS POLICY
2026-2027 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 2026-2027 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.

Policy Number	227
Title	Controlled Substances/Paraphernalia
Adopted	5/8/2024
Revised	5/13/2026
Last Reviewed	7/30/2026

227

Controlled Substances/Paraphernalia

Adopted: 5/8/2024 Last Revised: 5/13/2026 Last Reviewed: 7/30/2026

PURPOSE

The Board recognizes that the use and abuse of controlled substances as defined in this policy is a serious problem with legal, physical and social implications for the whole school community. The purpose of this policy is to prohibit student possession, use and/or distribution of controlled substances, except as permitted by applicable state or federal law and Board policy.[1][2]

DEFINITIONS

For purposes of this policy, **controlled substances** shall include:[3][4]

1. Any controlled substance prohibited by federal or Pennsylvania 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 laws.
8. Prescription or nonprescription (over-the-counter) medications, except those for which permission for use in school has been granted pursuant to Board policy.[1][2]

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 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 the prohibited 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 law enforcement agency 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 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 the prohibited 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 law enforcement agency 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 prohibited possession, use or sale of controlled substances to the PA Department of Education on the required form.[13][15][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 unauthorized use, 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.

Footnotes

[1] Pol. 210
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[2] Pol. 210.1
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[3] 35 P.S. 780-102
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[4] 21 U.S.C. 812
law.cornell.edu
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[5] 24 P.S. 510
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[6] 24 P.S. 511
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[7] 22 PA Code 12.3
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[8] 22 PA Code 10.23
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[9] 20 U.S.C. 1400
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[10] Pol. 103.1
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[11] Pol. 113.1
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[12] Pol. 113.2
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[13] Pol. 805.1
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[14] Pol. 218
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[15] 24 P.S. 1306.2-B
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[16] 24 P.S. 1319-B
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[17] 42 Pa. C.S.A. 8337
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[18] Pol. 233
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[19] Pol. 236
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[20] 22 PA Code 10.2
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[21] 22 PA Code 10.21
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[22] 22 PA Code 10.22
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[23] 22 PA Code 10.25
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[24] 35 P.S. 807.1
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[25] 35 P.S. 807.2
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WYOMING VALLEY WEST SCHOOL DISTRICT

Situational Category	Immediate Action	Investigation	Notification of Parents/ Guardians	Disposition of Substance	Notification of Police	Discipline Rehabilitation
First offense: The student is found to be in possession, use, distribution, or under the influence of any controlled substances.	Staff member will confiscate drug(s) and/or alcohol. Student is escorted to administrative offices. Staff member writes a report of the incident. Principal is notified. School Resource Officer and/or Local Law Enforcement notified.	The student, his/her locker, and other possessions will be searched.	Yes, requested to come to school immediately.	Provided to law enforcement.	Required.	• Ten (10) days out-of-school suspension with an informal due process hearing. • Recommend drug/alcohol counseling. • Mandatory forty-five (45) day expulsion to WVW Cyber School. • Referral to Student Assistance Program (SAP).
Second offense: The student is found to be in possession, use, distribution or under the influence of any controlled substances.	Staff member will confiscate drug(s) and/or alcohol. Student is escorted to administrative offices. Staff member writes a report of the incident. Principal is notified. School Resource Officer and/or Local Law Enforcement notified.	The student, his/her locker, and other possessions will be searched.	Yes, requested to come to school immediately.	Provided to law enforcement.	Required.	• Ten (10) day out-of-school suspension with an informal due process hearing. • Recommend drug/alcohol counseling • Referral to WVW School Board for expulsion. • Referral to Student Assistance Program (SAP).

Situation: In possession, use or under the influence of alcohol, drugs, drug paraphernalia and/or any controlled substances.

1st offense:

- Mandatory ten (10) day out-of-school suspension with an informal due process hearing.
- Mandatory forty-five (45) day expulsion to WVW Cyber School.

2nd offense:

- Mandatory ten (10) day out-of-school suspension with an informal due process hearing.
- Expulsion of up to one (1) year.

* The duration of the consequence is 45 calendar/school days depending on the circumstances of the offense.
* The Superintendent of Schools may recommend discipline short of expulsion on a case-by-case basis. In the case of an exceptional student, all steps necessary to comply with the Federal Individuals with Disabilities Act are to be taken.
* When students voluntarily request assistance for their own drug and/or alcohol use, they shall be fully informed of services available. The Robinson Clinic, 335 South Franklin Street, Wilkes-Barre, PA, phone: 570-825-6425, works cooperatively with the Wyoming Valley West School District to ensure access to assessment and treatment in a timely manner. Students will be encouraged to include their parent(s)/guardian(s) in any treatment experience

Policy Number	221
Title	Dress and Grooming
Adopted	8/14/2013
Revised	5/13/2026
Last Reviewed	7/30/2026

221

Dress and Grooming

Adopted: 8/14/2013 Last Revised: 5/13/2026 Last Reviewed: 7/30/2026

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]

AUTHORITY

The Board directs compliance with Board policy and law prohibiting discrimination, including but not limited to protections addressing:[3][4]

1. Protective hairstyles, including but not limited to hairstyles such as locs, braids, twists, coils, Bantu knots, afros and extensions.
2. Religious creed including head covering and hairstyles historically associated with religious creeds.

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
1st 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.
2nd 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.
3rd 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
1st 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.
2nd 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.
3rd 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.

Footnotes

[1] 22 PA Code 12.11
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference
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[2] 24 P.S. 1317.3
palegis.us
palegis.us
Legal Reference
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[3] 43 P.S. 951
palegis.us
palegis.us
Legal Reference
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[4] Pol. 103
Policy Reference
Policy reference not found

Policy Number	237
Title	Electronic Devices
Adopted	5/8/2024

237

Electronic Devices

Adopted: 5/8/2024

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.

Footnotes

[1] 24 P.S. 510
palegis.us
palegis.us
Legal Reference
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[2] Pol. 103.1
Policy Reference
Policy reference not found

[3] Pol. 113
Policy Reference
Policy reference not found

[4] Pol. 218
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Policy reference not found

[5] Pol. 226
Policy Reference
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[6] Pol. 233
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WYOMING VALLEY WEST SCHOOL DISTRICT GIFTED EDUCATION

The Wyoming Valley West School District has adopted and utilizes a system to identify all students within the district who are thought to be gifted and in need of specially designed instruction. The Wyoming Valley West School District adheres to a screening and evaluation process which meets the requirements of Chapter 16 guidelines for gifted education. Awareness activities to inform the public of gifted education service and programs and the manner by which these services and programs can be requested are provided annually and include but are not limited to providing information in student handbooks, on the district website and other media sources.

PHILOSOPHY:

In accordance with Chapter 16, Pennsylvania Special Education for Gifted Students, The Wyoming Valley West School District will provide a quality program which will meet the unique needs of our gifted students. This program will provide gifted students with access to an accelerated and enriched program in accordance with their assessed intellectual and academic needs and abilities. The district will provide a program of differentiated instruction and curriculum for its gifted population. The program offers a more elaborate, complex, and in-depth study of major ideas, problems and themes that integrate knowledge within and across systems of thought. It will provide opportunities to develop higher order thinking skills to enable students to recognize existing knowledge and/or generate new knowledge. Instruction will provide the opportunity for students to involve themselves in self-initiated and self-directed learning activities based on their interest.

We believe that the learning environment in the WVWSD schools should be one in which students are given ample opportunity to develop critical thinking and problem-solving skills, productive interpersonal and social skills, and instructional activities which will enhance and stimulate each gifted student's growth and potential, addressing both strengths and needs of students.

REFERRAL PROCESS:

A referral for a gifted multidisciplinary evaluation shall be made when the student is suspected by teachers or parents of being gifted and not receiving an appropriate education under Chapter 4 and one or more of the following criteria exist:

- A request has been made by the student's parents the student is thought to be gifted because the school district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom a hearing officer or judicial decision orders a gifted multidisciplinary evaluation

The referral process is initiated when a teacher or other professional school personnel familiar with the child or a parent suspects that the child demonstrates high potential consistent with giftedness or a performance level that exceeds that of other students in the classroom.

- The teacher/professional school personnel or parent notifies the school counselor in the respective home school building.

- The school counselor begins the screening process (please refer to the Screening Process in the following section) to determine if further assessment is necessary by the School Psychologist.
- If the student meets eligibility criteria for further assessment the school psychologist and special education department as well as the parent(s) are notified of the findings.
- A Permission to Evaluate for Gifted Support and Parental Rights and Procedural Safeguards is forwarded by the special education office to the parent(s) within 10 calendar days.
- If a child does not meet screening criteria for further assessment the school counselor notifies the parent(s) and referring teacher/professional school personnel of the findings.
- A parent who suspects that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per school year. The request must be in writing. The school district shall make the permission to evaluate form readily available for that purpose.
- If a request is made orally to any professional employee or administrator of the school district, that individual shall notify the special education office in the district to provide a copy of the permission to evaluate form to the parents within 10 calendar days of the oral request.

SCREENING PROCEDURES:

When a teacher recommendation or parent request or other outside request is made for a gifted evaluation the School Counselor will coordinate the screening process in the following manner:

- Intelligence Screening-the School Counselor will utilize an appropriate individual screening instrument which measures intelligence(SIT-R, SFRIT, KBIT) to determine if the student meets screening criteria with a score of 1 15 or higher.
- Data Collection-the Gifted Student Referral form will be issued to collect and review educational history to include: grades, formal and informal achievement tests results, classroom observations, demographic information, significant family/social/developmental history, and any intervening variables.
- Parents and teachers will be provided with the multiple criteria for gifted students
- Students who meet the Screening Criteria will be referred for a gifted multidisciplinary evaluation to be conducted by a certified School Psychologist. The Permission to Evaluate from the Wyoming Valley West School District Special Education Department will be issued. Parents will receive Notice of Parental Rights and be provided a means to submit Parent Input to be included in the GWR. The Wyoming valley West School District recognizes the parental right to request the process proceed to a full multidisciplinary evaluation even if the screening criterion is not met.
- Transfer students-students who have been identified gifted in another school district will have their GIEP transferred. If the previous district was in the process but had not completed the evaluation prior to the transfer, the Wyoming Valley West School District will obtain records and initiate the process for that student.

Multiple criteria for screening:

- Renaissance- assessed in K-5, quarterly
- Individual or group achievement and aptitude tests (Key Math, GMADE, GRADE, SORT, SDMS, AIMSWeb, Compass) report card grades (indicating continuous high achievement)
- Record of in-class observations Chuska Scale for Rate of Acquisition

EVALUATION PROCEDURES:

A gifted multidisciplinary evaluation (GIVIDE) shall be conducted within 60 calendar days from Wyoming Valley West School District's receipt of the signed Permission to Evaluate form.

The Multidisciplinary Evaluations shall be conducted by the Gifted Multidisciplinary Teams (GMDT). The GMDT consists of the following: a Certified School Psychologist, student's parent(s), person(s) familiar with the student's educational experience and performance, persons trained in the appropriate evaluation techniques, one or more of the student's current teachers, or other persons familiar with the student's cultural background.

- A single member of the GMDT may meet two or more qualifications specified above. The GMDT should be formed based on the student's needs.

- Only a certified school psychologist can administer tests and evaluation materials to determine giftedness.

- During the gifted evaluation process the Gifted Multidisciplinary Team collects and assesses data from a variety of sources including but not limited to tests of intellectual functioning, achievement tests, gifted rating scales, parent and teacher information, review of existing school records, screening data and observation.

MULTIPLE CRITERIA FOR GIFTED DETERMINATION:

- The Wyoming Valley West School District uses Multiple Criteria when determining gifted eligibility.

- Multiple criteria are considered for all students being evaluated for gifted eligibility as set forth in Chapter 16 guidelines.

- The district considers multiple criteria including achievement test scores, observed or measured rates of acquisition and retention of new academic content or skills that reflect gifted ability, demonstrated achievement, and/or performance or expertise in one or more academic area as evidenced by excellence of products, portfolios, or research, as well as criterion referenced team judgment.

- The team also considers high level thinking skills, academic creativity, leadership skills, academic interest areas, communication skills, foreign language aptitude or technology expertise, in addition to intelligence test scores.

- The team considers, validates, and documents the existence of any intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation that could mask gifted abilities.

The Wyoming Valley West School District considers the following when making gifted eligibility determination:

- An IQ score of 125 or greater on an individual test of intellectual assessment
- Standard Scores of 125 or greater on both Verbal Comprehension and Perceptual Reasoning on test of intellectual functioning
- IQ score of 125 or greater (group or individualized assessment) plus 97th percentile (reading or math, group or individualized assessments within two years) plus 90th percentile in other areas on group or individualized assessment within two years plus grades within the A average range as per the district rating system. Advanced PSSA in reading or math (when percentiles are not available), with teacher input, classroom observations and checklists of leadership and creativity
- Students with a score of 125-129 on a test of intellectual functioning, who have achieved a standard score of 125 or higher in reading or math on an individual assessment
- A student who earned standard score on BOTH Verbal Comprehension and Perceptual Reasoning on tests of intellectual functioning plus a standard score of 125 or greater in reading or math on an individual assessment
- A student who has earned a General Ability Index (GAI) as per test guidelines of 125 or greater
- For the student who earns a GAI of 125- 129 plus a standard score of 125 or greater in reading or math on an individual assessment.

GIFTED WRITTEN REPORT (GWR):

- Upon completion of the evaluation process, the Gifted Multidisciplinary Team (GMDT) completes the Gifted Written Report (GWR) which presents the information obtained from the evaluation or reevaluation concerning the student's educational needs and strengths.
- The recommendation is made within the report as to whether the student is gifted and in need of specially designed instruction, indicates the basis for the recommendations, and includes recommendations för the student's programming, as well as names and members of the GMDT.
- The GWR requires names and positions but not signatures.
- The GWR must be presented to the parent within 60 calendar days after receiving Permission to Evaluate or after the district receives an order from a court or hearing officer to conduct the gifted multidisciplinary evaluation, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term may not be counted.

- If a student is found eligible for gifted and in need of specially designed instruction, and after the GWR is presented to the parents, the team will issue a notification to the parents and others for attendance at a Gifted Individualized Education Plan Meeting (GIEP).

- This invitation to the GIEP meeting must be presented at least 10 calendar days in advance of the meeting unless otherwise waived by the parent.

- The team would then proceed to the GIEP process.

- If a student is found not to be eligible for gifted and/or not in need of specially designed instruction, the parent is presented with a Notice of Recommended Assignment (NORA), at which time the recommendation for the student to remain in the regular education setting would be made.

REEVALUATION PROCEDURES:

The Wyoming Valley West school district will conduct a reevaluation before a change in educational placement is recommended for the student.

- The gifted students may be reevaluated at any time under the recommendation of the GIEP team.

- The parent or any GIEP team member should contact the school counselor with the request.

- The school counselor will begin the data collection process and request the special education office sends a Permission to Reevaluate to the parent.

- A reevaluation must include a review of the student's GIEP, a determination of which instructional activities have been successful, and recommendations for the revision of the GIEP.

- The reevaluation timeline for gifted students is 60 calendar days, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term may not be counted.

- The Wyoming Valley West School District follows current Chapter 16 guidelines, which indicates that a reevaluation for gifted education is no longer required every two years.

DUAL EXCEPTIONALITIES:

Students that demonstrate dual exceptionality receive services under Chapter 14 Pennsylvania State Standards and Guidelines for special education. The Chapter 14 IEP addresses both special education and gifted needs.

- Students that are currently in gifted education and are suspected of possibly being in need of special education undergo the Chapter 14 referral process which includes child study meetings and child centered data being collected.

- The Wyoming Valley West School District uses the same written procedure in place for Chapter 14 referrals when a student in gifted education is suspected of needing special education.

GIFTED INDIVIDUALIZED EDUCATION PROGRAM (GIEP)

A GIEP is developed for all students within the Wyoming Valley West School District who have been identified as mentally gifted as determined by the gifted multidisciplinary evaluation. The GIEP team is appointed to review the recommendations resulting from the gifted multidisciplinary evaluation. Parents of the gifted student are offered the opportunity to be present at the GIEP meeting. Each GIEP includes, as required in section 16.32 of 22 PA Code the following:

l . a statement of the student's present levels of educational performance.
2. a statement of annual goals and short-term learning outcomes which are responsive to the learning needs identified in the evaluation report.
3. a statement of the specially designed instruction and support services to be provided to the student.
4. projected dates for initiation and duration of gifted education
5. appropriate objective criteria, assessment procedures and timelines for determining, on at least an annual basis, whether the goals and learning outcomes are being achieved.
6. the names and positions of the GIEP team participants and the date of the meeting.

EDUCATIONAL PLACEMENT AND PROGRAM ELEMENTS:

- Students who meet the qualifications established under Chapter 16 of the PA School Code will be provided with access to a high-quality gifted education program within the Wyoming Valley West School District.
- Placement is based on the opportunity for a student to benefit meaningfully from the rate, level, and manner of instruction.
-

The District program of gifted education services includes:

- Processes to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction;

- Screening and evaluation processes and procedures to determine if a student is mentally gifted, in conformity with Pennsylvania School Code (22 Pa. Code Chapter 16);

- Individualized Gifted Written Reports (GWR) identifying eligibility and unique needs and strengths of each student; e Development of Gifted Individualized Education Plans (GIEP) based on the unique needs of each student, not just on the student's classification;

- Continuum of WVW Gifted Educational Services in elementary, middle and high school, including participation in GIEP-based acceleration and/or enrichment programs and services according to the student's intellectual and academic abilities and needs.

GIFTED SUPPORT IMPLEMENTATION: All professional staff involved in Gifted Education Services may be required to _participate in regular trainings regarding Gifted Education Services, the development and implementation of GIEPs, and/or other topics related to the provision of Gifted Education Services.

ELEMENTARY: Gifted Support through specially designed instruction based on the student's GIEP shall be provided to identified students in district elementary buildings by appropriately certified personnel, including

but not limited to designated gifted support teachers and/or by classroom teachers assigned to each student. Specially designed instruction may include enrichment, acceleration, and/or flexible grouping based on the individual need of each gifted student.

MIDDLE SCHOOL/HIGH SCHOOL: Gifted Support shall be provided to identified Middle School/High School students by appropriately certified classroom teachers in the students' respective Areas of Enrichment; these teachers shall be those who work with the students whenever possible.

Each teacher shall be responsible for implementation of existing GIEP and shall provide specially designed instruction in the identified content area. In addition, each teacher may be assigned as case manger to identified students. Case managers shall be responsible for monitoring implementation of the GIEPs. Each student with multiple areas of enrichment shall be assigned to a specific case manager, assigned from among the teachers who are providing specially designed instruction to that student. Specially designed instruction may include enrichment, acceleration, and/or flexible grouping, based on the individual need of each gifted student.

Glossary

AimsWeb — Benchmark progress monitoring system
Compass Learning — Scaffold learning for all instructional content
GMADE — Group mathematics assessment and diagnostic evaluation
GRADE - Group reading assessment and diagnostic evaluation
KBIT - Kaufman Brief Intelligence Test
KeyMath — Individually administered measurement of mathematical concepts and skills
SFRIT - Slosson Full Range Intelligence Test
SIT-R Slosson Intelligence Test Revised
SORT - Slosson Oral Reading Test

Contact your student 's school counselor for more information.

ELEMENTARY SCHOOL COUNSELORS:

- Maylan Nicholson, Dana Elementary Center, (570) 283-0591
- Maureen Boich, (4-5), Santina Prociak, (K-1), Hayley Sassaman, (2-3), State St Elementary Center, (570) 779-5381
- Allison Cryan, Chester St., Third Ave, (570) 288-6551, ext. 17910
- MIDDLE SCHOOL COUNSELORS:
- Jessica DePhillips, Alexa Yankoski, Kristen Kaminski (570)287-2131
- HIGH SCHOOL COUNSELORS:

  Shelly Bartolomei, Luke Ruseskus, Brenda Christian, Shawn Kelly (570) 779-5361

DIRECTOR OF CURRICULUM. INSTRUCTION and PUPIL SERVICES: David Novrocki, (570) 288-6551

Policy Number	210
Title	Medications
Adopted	5/8/2024

210

Medications

Adopted: 5/8/2024

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.

Attachments

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Footnotes

[1] 24 P.S. 510
palegis.us
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Legal Reference
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[2] 22 PA Code 12.41
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference
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[3] 42 Pa. C.S.A. 8337.1
palegis.us
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Legal Reference
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[4] Pol. 103.1
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Policy reference not found

[5] Pol. 113
Policy Reference
Policy reference not found

[6] 24 P.S. 1409
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[7] Pol. 216
Policy Reference
Policy reference not found

[8] 24 P.S. 1414.1
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[9] Pol. 210.1
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Policy reference not found

[10] Pol. 121
Policy Reference
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Policy Number	907
Title	School Visitors
Adopted	6/4/2025

907

School Visitors

Adopted: 6/4/2025

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.[1]

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 and building principal may limit visitors to designated areas or may limit the number of visitors to a district school when necessary to protect the health and safety of students, staff and the public.

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 must provide any required information or identification to protect the health and safety of students, staff and the school community. Visitors will receive a pass and will be informed of the school's health and safety rules, which must be followed prior to entry and while the visitor is in the school building and on school property.[2]

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

Only one (1) designated entrance that is monitored and capable of controlling visitor entry shall be used by visitors to the school. All other entrances shall be locked.[3]

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

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

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

Failure to comply with this policy shall result in more limited access to the school as determined by the building principal, consistent with Board policies, administrative regulations, 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][4]

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 the 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:[5][6]

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.

Footnotes

[1] 24 P.S. 510
palegis.us
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[2] Pol. 705
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Policy reference not found

[3] Pol. 709
Policy Reference
Policy reference not found

[4] 22 PA Code 14.108
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[5] 24 P.S. 2402
palegis.us
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[6] Pol. 250
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Policy Number	226
Title	Searches
Adopted	5/8/2024

226

Searches

Adopted: 5/8/2024

Purpose

The Board acknowledges the need to respect the rights of students to be free from unreasonable searches and seizures while fulfilling the district's interest in protecting and preserving the health, safety and welfare of the school population, enforcing rules of conduct, and maintaining an appropriate atmosphere conducive to learning.

Authority

School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, without a warrant, when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.[1][2][3][4]

The district has a compelling interest in protecting and preserving the health, safety and welfare of the school population, which under certain circumstances may warrant general or random searches of students and their lockers, vehicles or other belongings without individualized suspicion, for the purpose of finding or preventing entry onto school property of controlled substances, weapons or other dangerous materials.[5][6][7]

Delegation of Responsibility

The Board authorizes the administration to conduct searches of students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions in accordance with the standards set forth in this policy.

The Superintendent or designee, in consultation with the district solicitor, shall develop guidelines and procedures to implement this policy, and shall ensure that school staff who are involved in carrying out searches or determining when searches will be conducted receive appropriate periodic training about such procedures and currently applicable legal standards.[3]

Students, parents/guardians and staff shall be notified at least annually, or more often if deemed appropriate by administration, about the standards and procedures in effect pursuant to this policy.

Guidelines

Individualized Suspicion Searches

Students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions, may be searched without a warrant when in school, on school grounds or when otherwise under school supervision, if there is a reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety and welfare of the school population, or evidence that there has been a violation of the law, Board policy, or school rules. The scope and extent of searches must be reasonable in relation to the nature of the suspected evidence, contraband or dangerous material and to the grounds for suspecting that it may be found in the place or thing being searched.[3]

In determining whether reasonable suspicion exists, the principal or designee always should be able to articulate what is being looked for, and why it is thought to be located in the particular place to be searched. The scope of a search should be limited to the place or places the item sought is believed to be.

Examination by school staff of text messages, call logs, files, images or other data contained in a student's mobile telephone or other electronic device, without the student's consent, normally constitutes a search that must be justified by reasonable suspicion that material in violation of law, district policy or school rules, or evidence of such a violation, is contained in the particular files, directories or other data locations being examined in the device.

Random or General Searches Without Individualized Suspicion

Under certain circumstances, random or general searches of students and their belongings, including student lockers or vehicles parked on school property, may be conducted during the school day or upon entry into school buildings or school activities, in the absence of suspicion focused on a particular student or students, for the purpose of finding or preventing entry onto school property or activities of controlled substances, weapons or other dangerous materials. Such searches normally will be conducted in a minimally intrusive manner using screening methods such as dogs or other animals trained to detect controlled substances, explosives or other harmful materials by smell, as well as metal detectors and other technology. When such screening methods provide a reasonable suspicion that particular students, items or places possess or contain controlled substances, weapons or other dangerous material, screening may be followed by physical searches of those particular students, items or places on an individualized basis.

Random or general searches for weapons may be conducted when there are circumstances, information or events tending to indicate increased likelihood that students may be armed or headed for physical confrontation because of community strife or tensions, or as a continuation or escalation of a prior incident, in or out of school, which threatens to spill over into school, into a school-sponsored activity, or into other times and places that students are under school supervision.

Random or general searches for controlled substances may be conducted when there are circumstances, events or information tending to indicate significant drug use, possession or trafficking among students in school.

Random or general searches not based on individualized suspicion must be approved in advance by the Superintendent or designee, in consultation with the district solicitor. Coordination with law enforcement officials will be accomplished as provided in the memorandum of understanding with the applicable law enforcement agency.[8]

Searches Upon Consent

Searches may be conducted at any time, with or without reasonable suspicion, if the student has given knowing and voluntary consent specific to the place to be searched.

The administration may establish rules and procedures governing certain privileges enjoyed by students, such as the privilege of parking a vehicle on school grounds, that make the student's consent to random searches or inspections a condition of access to the privilege.[6]

Searches by or at the Request of Law Enforcement Officials

The legal standards governing searches initiated by school officials are less strict than the standards applicable to law enforcement authorities in many situations. When searches of students, student belongings, vehicles or lockers are conducted by or at the request of law enforcement officials, with or without the involvement of school staff, the law enforcement officials are solely responsible for ensuring that a warrant has been issued or that the circumstances otherwise permit the search to be lawfully conducted in accordance with the standards applicable to law enforcement actions. School staff will not interfere with or obstruct searches initiated by law enforcement, but may assist when law enforcement officials have requested such assistance and have represented that a warrant has been issued or that they otherwise have proper authority for a lawful search.[8]

Locker Inspections and Searches

Lockers are assigned to or otherwise made available to students as a convenience for the safe storage of books, clothing, school materials and limited personal property, and to facilitate movement between classes and activities and to and from school. Such lockers are and shall remain the property of the school district, and to the extent students have any expectation of privacy of lockers at all, it is very limited.

No student may place or keep in a locker any substance or object that is prohibited by law, Board policy or school rules, or that constitutes a threat to the health, safety or welfare of the occupants of the school building or the building itself. Students are required to ensure that their lockers do not contain spoiled food items or beverages, or soiled clothing which may attract pests, create odors or cause unhealthy conditions. A student locker may be opened and inspected for cleanliness, with or without the consent of the student, whenever there are odors, pests or other indications that a locker contains spoiled food, soiled clothing in need of laundering or similarly unhealthy matter.

Students are exclusively responsible for locking their assigned lockers to ensure the security of their personal belongings and school property entrusted to them. Students are permitted to secure their assigned lockers only with locks provided by the district, or if the district does not provide locks, personal combination locks for which the combination has been provided to designated school staff.

Prior to an individual locker search or inspection, the student to whom the locker is assigned shall be notified and be given a reasonable opportunity to be present. However, when there is a reasonable suspicion that a locker contains materials which pose a threat to the health, welfare or safety of the school population, student lockers may be searched without prior notice to the student.

The principal or a designated staff person shall be present whenever a student locker is inspected for cleanliness or is searched. The principal or designee shall maintain written records of all occasions when a locker is searched or inspected. Such records shall include the reason(s) for the search, persons present, objects found and their disposition.

Searches Involving Removal of Clothing or Examination Beneath Clothing

Searches of students involving the removal of undergarments or examination beneath undergarments are subject to stricter standards than are required to justify other searches of a student's person or belongings. Such searches are permitted only when the basis for suspicion establishes either:

1. That the reasons for believing that the items being searched for are concealed specifically inside undergarments are stronger reasons than grounds that would support only a more general reasonable suspicion that the student is in possession of the items or has them somewhere on the student’s person; or,

2. That the quantity or nature of the items being sought present a higher level of danger to the school population than other kinds of contraband.

Searches involving the removal of or examination beneath any clothing of a student, other than jackets, coats or other outerwear, shall be conducted only by a staff person of the same gender as the student, with at least one (1) other staff person of the same gender present as a witness, and in a location assuring privacy from observation by persons not involved in the search or of the opposite sex.

Searches involving the removal of undergarments or examination beneath undergarments will be conducted only after consultation with the district solicitor.

Handling and Disposal of Items Found in the Course of Searches

Any items or material found during a search or inspection, the student's possession of which is in violation of law, district policies or school rules, or otherwise is evidence of such a violation, may be confiscated, and may be used as evidence in student discipline proceedings or a criminal investigation, even if such items or material were not the original objective of the search or inspection.

The principal shall be responsible to ensure that confiscated items or material are properly inventoried and secured until the conclusion of disciplinary action, if any, and are then properly disposed of if not appropriate to be returned to the student. Items or materials that are evidence of a criminal offense, or that are not lawful for ordinary citizens to possess will be promptly turned over to proper law enforcement authorities for custody or disposal.

Footnotes

[1] PA Const. Art. I Sec. 8
palegis.us
palegis.us
Legal Reference
View source

[2] 24 P.S. 510
palegis.us
palegis.us
Legal Reference
View source

[3] 22 PA Code 12.14
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference
View source

[4] U.S. Const. Amend. IV
law.cornell.edu
law.cornell.edu
Legal Reference
View source

[5] Pol. 218.1
Policy Reference
Policy reference not found

[6] Pol. 223
Policy Reference
Policy reference not found

[7] Pol. 227
Policy Reference
Policy reference not found

[8] Pol. 805.1
Policy Reference

Policy reference not found

Notice of Special Education Services

All the public schools of Luzerne Intermediate Unit 18 (LIU), 368 Tioga Ave. Kingston, Pennsylvania provide special education and related services 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 aged 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 student) physical 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 students 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 consider 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 always ensure meaningful educational progress for the student. 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 to receive services and/or dually enroll in both public and non-public settings. 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 students 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 re-evaluate, 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 decide 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 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 parents will discuss the Due Process Hearing Request, and the LEA will be provided with 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 parents 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, confront, and cross-exam 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 parent's 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 receives 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 service 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 fees may not be awarded for time spent attending any meeting of the IEP team unless the meeting is convened because of an administrative proceeding or judicial action. A due process resolution session is not considered to be a meeting convened because 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 proceedings if the court finds that the State or LEA unreasonably protracted the final resolution of the action or proceedings.

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 needs special education

Policy Number	815
Title	Acceptable Use of Internet, Computers and Network Facilities
Adopted	5/14/2025

815

Acceptable Use of Internet, Computers and Network Facilities

Adopted: 5/14/2025

Purpose

The Board recognizes that information technology tools and network facilities are used in the district's instructional and operational programs to support learning, enhance instruction and support daily operations through interpersonal communications and access to information, research and collaboration.

The district provides students, staff and other authorized individuals with access to the district's computers, electronic communication systems and network, which includes Internet access, whether wired or wireless, or by any other means.

For instructional purposes, the use of the district's information technology tools and network facilities shall be consistent with the district's mission, the curriculum adopted by the district, as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

Definitions

The term child pornography is defined under both federal and state law.

Child pornography - under federal law, is 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]

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 from, that of a minor engaging in sexually explicit conduct; or

3. Such visual depiction has been created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Child pornography - under state law, is any book, magazine, pamphlet, slide, photograph, film, videotape, computer depiction or other material depicting a child under the age of eighteen (18) years engaging in a prohibited sexual act or in the simulation of such act.[2]

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 district's curriculum, Board policies, administrative regulations 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.

The term harmful to minors is defined under both federal and state law.

Harmful to minors - under federal law, is any picture, image, graphic image file or other visual depiction that:[3][4]

1. Taken as a whole, with respect to minors, appeals to a prurient 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 lewd exhibition of the genitals; and

3. Taken as a whole lacks serious literary, artistic, political or scientific value as to minors.

Harmful to minors - under state law, is any depiction or representation in whatever form, of nudity, sexual conduct, sexual excitement or sadomasochistic abuse, when it:[5]

1. Predominantly appeals to the prurient, shameful or morbid interest of minors;
2. Is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
3. Taken as a whole, lacks serious literary, artistic, political, educational or scientific value for minors.

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 federal 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.[3][4]

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.

Obscene - any material or performance, if:[5]

1. The average person applying contemporary community standards would find that the subject matter taken as a whole appeals to the prurient interest;

2. The subject matter depicts or describes in a patently offensive way, sexual conduct described in the law to be obscene; and

3. The subject matter, taken as a whole, lacks serious literary, artistic, political, educational or scientific value.

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 Board policies, administrative regulations, district procedures and rules, 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 to visual depictions that are obscene, child pornography or harmful to minors.[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.

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 availability of access to electronic information does not imply endorsement by the district of the content, nor does the district guarantee the accuracy of information received. The district shall not be responsible for any information that may be lost,

damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet or other network facilities.

The Board declares that the use of information technology tools, the Internet and network facilities is a privilege, not a right. The district's information technology tools and network facilities are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, delete, access, receive or display on or over the district's Internet, information technology tools and network facilities, including personal files. The district reserves the right to monitor, track and log network access and use on district computers and network facilities; monitor fileserver space and file storage utilization by district users; or deny access to prevent unauthorized, inappropriate or illegal activity and may revoke access privileges and/or administer appropriate disciplinary action. The district shall cooperate to the extent legally required with the Internet Service Provider (ISP), local, state and federal officials in any investigation concerning or related to the misuse of the district's Internet, information technology tools and network facilities.[6][7][8]

The Board requires all users to fully comply with this policy and to immediately report any violations or suspicious activities to the building principal or designee.

The Board establishes the following list of subject areas as inappropriate matter, in addition to those stated in law and defined in this policy, which shall not be accessed by minors:[4]

1. Hate speech.[9][10]

2. Lewd, vulgar or profane.

3. Threatening.[11][12]

4. Harassing or discriminatory.[9][10][13]

5. Bullying.[14]

6. Consisting of/Relating to weapons.[15]

7. Terroristic.[16]

The district reserves the right to restrict access to any Internet sites or network functions it deems inappropriate through established Board policy, or the use of software and/or online server blocking/filtering. Specifically, the district operates and enforces a technology protection measure(s) that blocks or filters access to inappropriate matter by minors on its computers and network facilities used and accessible to adults and students. The technology protection measure shall be enforced during use of computers and network facilities with Internet access.[3][4][17]

Upon request by students or staff, the Superintendent or designee shall expedite a review and may authorize the adjustment of technology protection measures to enable access to material that is blocked or filtered but is not prohibited by this policy.[17]

Upon request by students or staff, building administrators may authorize the temporary adjustment of technology protection measures to enable access for bona fide research or for other lawful purposes. Written permission from the parent/guardian is required prior to adjusting Internet blocking/filtering for a student's use. If a request for temporary adjustment of technology protection measures is denied, the requesting student or staff member may appeal the denial to the Superintendent or designee for expedited review.[3][18]

Delegation of Responsibility

The district shall make every effort to ensure that district resources are used responsibly by students and staff.

The district shall inform staff, students, parents/guardians and other users about this policy through staff and student handbooks, posting on the district website and by other appropriate methods. A copy of this policy shall be provided to parents/guardians, upon written request.[17]

Users of district networks or district-owned equipment shall, prior to being given access or being issued equipment, sign user agreements acknowledging awareness of the provisions of this policy and awareness that the district uses monitoring systems to monitor and detect inappropriate use.

Student user agreements shall also be signed by a parent/guardian.

Administrators, teachers and staff have a professional responsibility to work together to help students develop the intellectual skills necessary to discern among information sources, to identify information appropriate to their age and developmental levels and to

evaluate and use the information to meet their educational goals.

Students, staff and other authorized individuals have the responsibility to respect and protect the rights of every other user in the district and on the Internet.

Building principals shall make initial determinations of whether inappropriate use has occurred, and may consult with the Superintendent or designee and the school solicitor when necessary.

The Superintendent or designee shall be responsible for recommending technology and 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:[3][4][19]

1. Utilizing a technology protection measure that blocks or filters Internet access for minors and 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.

2. Maintaining and securing a usage log.

3. Monitoring online activities of minors on district technology tools and network facilities.

The Superintendent or designee shall develop and implement administrative regulations that ensure students are educated on network etiquette and other appropriate online behavior, including:[4]

1. Interaction with other individuals on social networking websites and in chat rooms.

2. Cyberbullying awareness and response.[14][20]

Guidelines

District computers and network accounts shall be used only by the authorized user of the computer or account for its approved purpose. Network accounts will be made available according to established district procedures. 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 Technology Coordinator or designee if there is a specific district-related purpose requiring such access. Guests assigned a network account must sign a user agreement as stated in this policy and must comply with this policy and all other Board policies, administrative regulations, procedures and rules, as well as local, state and federal laws. A parental signature will be required if the guest is a minor.

Safety

It is the district's goal to protect users of the network from harassment and unwanted or unsolicited electronic communications. Any network user who receives threatening or unwelcome electronic communications or inadvertently visits or accesses an inappropriate site shall report such immediately to a teacher, building administrator or other appropriate school staff. Network users shall not reveal personal information to other users on the network or Internet, including chat rooms, email, social networking websites, etc.

Internet safety measures shall effectively address the following:[4][19]

1. Control of access by minors to inappropriate matter on the Internet and World Wide Web.

2. Safety and security of minors when using electronic mail, chat rooms, social networking websites and other forms of direct electronic communications.

3. Prevention of unauthorized online access by minors, including hacking and other unlawful activities.

4. Unauthorized disclosure, use and dissemination of personal information regarding minors.[21][22][23]

5. Restriction of minors' access to materials harmful to them or which have been designated as inappropriate matter in Board policy.

Prohibitions

Users are expected to act in a responsible, ethical and legal manner in accordance with Board policy, accepted rules of network etiquette and federal and state law and regulations. Specifically, the following are prohibited uses of district computers and/or network facilities:

1. Facilitating illegal activity.
2. Commercial or for-profit purposes.
3. Nonwork or nonschool related work.
4. Product advertisement.
5. Bullying/Cyberbullying.[14][20]
6. Hate mail, discriminatory remarks, harassment and offensive or inflammatory communication.[9][10][14][24]
7. Unauthorized or illegal installation, distribution, reproduction or use of copyrighted materials.[25]
8. Accessing, sending, receiving, transferring, viewing, sharing or downloading obscene, pornographic, lewd or otherwise illegal materials, images or photographs.[26]
9. Access by students and minors to material that is harmful to minors or is determined inappropriate for minors in accordance with Board policy.
10. Vulgar language or profanity.
11. Transmission of material that a reasonable person would know to be offensive or objectionable to recipients.
12. Intentional obtaining or modifying of files, passwords and data belonging to other users.
13. Impersonation of another user, anonymity and pseudonyms.
14. Fraudulent copying, communications or modification of materials in violation of copyright laws.[25]
15. Loading or accessing unauthorized games, programs, files or other electronic media.
16. Disruption of the work of other users.
17. Destruction, modification, abuse or unauthorized access to network hardware, software, systems and files.

18. 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.

19. Accessing the Internet, district computers or other network facilities without authorization.

20. Attempting to use network facilities while access privileges are suspended or revoked.

21. Disabling, circumventing, adjusting or bypassing the Internet blocking/filtering technology protection measure(s) or other security measure without authorization.

22. Accessing, sending, receiving, transferring, viewing, sharing, deleting or downloading confidential information without authorization.

23. Attaching personal technology tools directly to the network without the express permission of the Superintendent or designee.

Security

System security is protected through the use of passwords and/or encryption and district security procedures. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, these guidelines shall be followed:[23][27][28]

1. Staff, students and other authorized users shall not reveal their passwords to another individual or use any other user's password.

2. Users are responsible to log off a computer or secure the computer when 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 computers or network systems may be denied access to the district’s computers and network facilities.

Copyright

The illegal use of copyrighted materials is prohibited. Any data uploaded to or downloaded from the network or Internet shall be subject to fair use guidelines and applicable laws and regulations.[25][29]

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

District Website

The district shall establish and maintain a website and shall develop and modify its web pages to present information about the district under the direction of the Superintendent or designee. All authorized users publishing content on the district website shall receive appropriate training and comply with this and other applicable district policies.

Users shall not copy or download information from the district website and disseminate such information on unauthorized web pages without authorization from the building principal.

Accessibility –

District staff who maintain district websites and web pages shall post content which is accessible to individuals with disabilities, to the same extent that it is available to other users, based on the needs of the individuals and limitations of the platform. This shall include, but is not limited to:[9][10][13][30][31][32]

1. Including alternate text descriptions or captions for images.
2. Including captions for video content.
3. Avoiding text that is posted as an image or conveyed using only color cues.
4. Creating links and attachments in formats that are accessible to screen readers and other assistive technology, and may be accessed through keyboard or speech navigation.
5. Formatting text so that it is accessible to screen readers and other assistive technology, and may be accessed through keyboard or speech navigation.

All district websites shall contain clear contact information that may be used by members of the public to request accommodations or assistance.

Consequences for Inappropriate Use

Users of district computers and network facilities shall be responsible for damages to the equipment, systems, platforms and software resulting from deliberate or willful acts.[17]

Illegal use of the district computers and network facilities; intentional deletion or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

General rules and Board policies for behavior and communications apply when using the district computers, network facilities and Internet, in addition to the stipulations of this policy.

Vandalism shall result in loss of access privileges, disciplinary action and/or referral to legal authorities. **Vandalism** is defined as any malicious attempt to harm or destroy data of another user, the district, the Internet or other networks; this includes but is not limited to uploading or creating computer viruses.

Failure to comply with this policy or inappropriate use of the Internet, district facilities or computers shall result in usage restrictions, loss of access privileges, disciplinary action and/or referral to legal authorities.[6][7][8]

Footnotes

[1] 18 U.S.C. 2256
law.cornell.edu
law.cornell.edu
Legal Reference
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[2] 18 Pa. C.S.A. 6312
palegis.us
palegis.us
Legal Reference
View source

[3] 20 U.S.C. 7131
uscode.house.gov
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Legal Reference
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[4] 47 U.S.C. 254
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[5] 18 Pa. C.S.A. 5903
palegis.us
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[6] Pol. 218
Policy Reference
Policy reference not found

[7] Pol. 233
Policy Reference
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[8] Pol. 317
Policy Reference
Policy reference not found

[9] Pol. 103
Policy Reference
Policy reference not found

[10] Pol. 104
Policy Reference
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[11] 24 P.S. 1302-E
palegis.us
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[12] Pol. 236.1
Policy Reference
Policy reference not found

[13] Pol. 103.1
Policy Reference
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[14] Pol. 249
Policy Reference
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[15] Pol. 218.1
Policy Reference
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[16] Pol. 218.2
Policy Reference
Policy reference not found

[17] 24 P.S. 4604
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[18] 24 P.S. 4610
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[19] 47 CFR 54.520
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[20] 24 P.S. 1303.1-A
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[21] Pol. 113.4
Policy Reference
Policy reference not found

[22] Pol. 216
Policy Reference
Policy reference not found

[23] Pol. 830
Policy Reference
Policy reference not found

[24] Pol. 247
Policy Reference
Policy reference not found

[25] Pol. 814
Policy Reference
Policy reference not found

[26] Pol. 237
Policy Reference
Policy reference not found

[27] Pol. 800
Policy Reference
Policy reference not found

[28] Pol. 830.1
Policy Reference
Policy reference not found

[29] 17 U.S.C. 101
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[30] 42 U.S.C. 12101
law.cornell.edu
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[31] 29 U.S.C. 794
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[32] 28 CFR 35.160
law.cornell.edu
law.cornell.edu
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Book	Policy Manual
Section	800 OPERATIONS
Title	Use of Generative Artificial Intelligence in Education
Code	815.1 Vol II 2024
Status	Review

Purpose

The district recognizes the potential that Generative Artificial Intelligence (Generative AI) offers in enhancing educational opportunities, streamlining operations and preparing students for a future that demands adaptability, critical thinking and digital literacy. When incorporated and used in a responsible and ethical manner, Generative AI can support a dynamic working and learning experience.

This policy addresses guidelines for the proper management and responsible use of Generative AI in the district's educational environment.

Authority

The Board directs that the use of Generative AI in the educational environment shall be limited to approved educational purposes and shall comply with applicable state and federal laws, regulations, Board policies, administrative regulations and school rules including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), the Children's Internet Protection Act (CIPA), the Children's Online Privacy Protection Act (COPPA), as well as Board policies related to acceptable use of computers and network resources, student and staff conduct, copyright protections, student records, personnel records, bullying and cyberbullying, nondiscrimination and harassment, data security and staff and student expression.[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]

The availability of access to Generative AI tools and resources by students and staff does not imply endorsement by the district of the Generative AI tool or resource, nor does the district guarantee the accuracy of the information received from Generative AI tools or resources. The district shall not be responsible for any information that may be lost, damaged or unavailable when using a Generative AI tool or resource.

The district shall not be responsible for the dissemination, replication or alteration of information or data input by any student or staff into any Generative AI tool or resource. Nothing in this policy is intended to limit the district's obligations under applicable law or regulations.

The district shall not be responsible for any unauthorized charges or fees resulting from access or use of Generative AI tools or resources.

Definitions

AI literacy – the ability to understand, use and interact with AI systems effectively, efficiently and responsibly.

Artificial Intelligence (AI) – technology designed to mimic human intelligence, such as analyzing data, recognizing patterns and making decisions.

Generative Artificial Intelligence (Generative AI) – an advanced subset of AI that is capable of generating new content from learned data and pattern recognition across various mediums such as text, code, images, audio and video data. Generative AI is the focus of this policy.

Open-source AI – AI tools and resources that are built on publicly accessible platforms and use and share data among all users who access the platform, both within and outside of the district.

Delegation of Responsibility

The district shall make every effort to ensure that Generative AI tools and resources are used responsibly by students and staff. The effective integration of Generative AI into education requires a collaborative effort between administration, teachers, staff, students and families.

The district shall inform staff, students, parents/guardians and other users about this policy by posting on the district website and by other efficient methods.

{X} The district shall obtain prior informed consent from parents/guardians before allowing a student to use Generative AI tools and resources in school.[3]

Generative AI tools and resources used in district schools and programs shall be evaluated and authorized on an ongoing basis for age-appropriateness, bias, privacy protections, accessibility standards and data security by the following individuals:[8][9][10][27][28]

1. {X} Superintendent.
2. {X} Building principals.
3. {X} Solicitor.
4. {X} Director of Information Technology.
5. {X} Director of Curriculum and Instruction.

The Board directs that only district-authorized Generative AI tools and resources may be used on district computers and in district schools and programs. Staff shall consult the district's list of authorized Generative AI tools and resources prior to implementation in the educational environment. Unauthorized Generative AI tools and resources may not adhere to required data privacy, monitoring and security standards.[3][25][27]

The Superintendent or designee shall be responsible for developing procedures to address student safety measures and to determine whether Generative AI tools and resources are being used for purposes prohibited by law, Board policy or for accessing inappropriate materials.[2][25][29][30][31][32][33]

The district solicitor, in coordination with the Director of Information Technology, shall evaluate new and existing vendor contracts, collective bargaining agreements and related agreements for impacts related to district use of Generative AI.[34][35]

Guidelines

CIPA COMPLIANCE

The Director of Technology shall ensure that the District's internet content and message filters prevent users from accessing any AI website, tool, or application that is capable of generating obscene or pornographic material on both school district owned devices and on the school provided internet.

FERPA COMPLIANCE

All teachers, administrators, and staff are required to adhere strictly to the regulations outlined in the Family Educational Rights and Privacy Act (FERPA) when utilizing any AI resources. The District prohibits the use of the personally identifiable information of students while using AI websites, tools, or applications that have not been pre-approved by the Director of Technology or his/her designee. The Director of Technology shall establish a process by which teachers and administrators can request the approval of new AI resources. The vetting process shall include a review of the tool's privacy policy, data handling practices, and compliance with FERPA. The Director of Technology or designee shall maintain a list of all such approved resources.

AI Literacy

Staff –

The district shall provide staff with professional development opportunities addressing the effective and safe integration of Generative AI to enhance teaching and learning. Professional development opportunities may include, but not be limited to:

1. Ethical use of Generative AI.
2. The capabilities and limitations of Generative AI.
3. Critical analysis of content produced by Generative AI.
4. How to monitor and evaluate student inputs into Generative AI systems.
5. The parameters established by the district for integrating Generative AI tools into classroom instructional design.
6. Use of Personally Identifiable Information.

{X} Beyond formal professional development opportunities, the district encourages staff to explore Generative AI to discover lesson plan ideas, create templates or assessments and to generate ideas for the personalization of student learning. Generative AI tools and resources shall be used in accordance with applicable laws, regulations and this Board policy.

Students –

The district shall provide training for students, which may include, but not be limited to:

1. Establishment of expectations regarding the ethical use of Generative AI.
2. The capabilities and limitations of Generative AI.
3. Critical analysis of content produced by Generative AI.
4. How to disclose use and cite Generative AI resources.
5. The importance of not disclosing personally identifiable information when using an open-source Generative AI tool or resource.

Ethical Considerations

The district shall prioritize the educational value in the use of Generative AI tools and resources and will take measures to mitigate associated risks. The district shall only authorize Generative AI systems and platforms appropriately equipped for preventing breach of personally identifiable information and addressing the district's prohibitions against discrimination, harassment, bullying, bias and access to sexually explicit materials, or those which are harmful to minors or prohibited by Board policy.[8][9][10][20][25]

The district's technology protection measures shall be enforced during use of Generative AI on district computers and network resources.[25]

The district shall provide additional training, when needed, and address accessibility needs to provide equitable access to Generative AI tools and resources for students and staff including, but not limited to, individuals with disabilities and English Learner students.[8][9][10][11][36]

The district prohibits the use of Generative AI in making decisions regarding employee recruitment, hiring, retention, promotion, transfer, evaluation, demotion or dismissal.[10]

The district prohibits the use of Generative AI in making final determinations on student assessments and evaluations.[8][9][11][14][37][38]

Academic Integrity –

The use of Generative AI by students to complete assignments or assessments shall only be allowed to the extent stated and outlined by the teacher for the individual assignment or course. Students shall be notified in advance of the parameters for use of Generative AI in assignments and assessments.

{x} Teachers shall outline use of Generative AI tools and resources in their required lesson plans.[39]

When access to AI is allowed for students, it is the responsibility of all teachers to provide students with notice of whether AI use is permitted on a particular assignment or project. Teachers should use the following scale for guidance:

No AI Use	The assignment is completed independently without the assistance of AI	No disclosure required.
AI-Assisted Idea Generation	AI is used for brainstorming and generating ideas only.	No disclosure required
AI-Assisted Editing	AI is used to edit or refine student work, but not to generate content.	Student must disclose how AI was used.
AI for Specified Task Completion	AI is used to complete certain elements of a task or part of a project with human oversight and evaluation of all AI-generated content.	Student must disclose how AI was used.
Full AI Use with Human Oversight	AI may be used throughout the assignment. The student is responsible for providing human oversight and evaluating the AI-generated content.	Student must disclose how AI was used.

(Adapted from the North Carolina Department of Public Instruction and its work adapting the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe PHEA, and Dr. Jason McVaugh.)

Students and staff shall receive training and be expected to appropriately cite original sources for quotations, facts, information, statistics, dates or the paraphrased statements of others. A Generative AI resource shall be cited when the system's generated content is quoted, paraphrased or otherwise used in the student's work. Lack of citation to AI generated work improperly implies that the work is entirely that of the student.[16]

The Board permits the use of AI detection tools as an aid to identify potential academic integrity issues, but prohibits reliance on results from AI detection tools as the sole determination of academic integrity.

Copyright -

Individuals using Generative AI tools and resources must comply with federal law and Board policy regarding the duplication or use of copyrighted materials.[4][24]

AI USE IN OPERATIONS

The Superintendent shall establish protocols to verify the accuracy and reliability of the output from AI tools prior to the use of such tools for budgeting, payroll, financial or population forecasting, HR analytics, and similar operational tasks.

While AI tools may be used to assist in HR processes so long as the protocols above are in place, the board directs that final decision-making regarding employee evaluations, promotions, and hiring be human decisions and not solely by AI technology to ensure fairness, equity, and compliance with anti-discrimination laws.

AI-Generated Content Verification -

Individuals using Generative AI tools and resources have a responsibility to apply proper oversight and evaluation of generated information. Generative AI tools shall not be the sole determining factor used to make decisions related to student learning, assessment, academic integrity or conduct. Staff and students should critically evaluate content produced by Generative AI for potential biases or inaccuracies and understand the importance of cross-referencing with trusted resources.

Evaluation and Monitoring of Generative AI

Administrators, network supervisors and teaching staff shall establish processes for ongoing evaluation and monitoring of Generative AI tools and resources used within the district and on district computers and network resources, including periodic assessments of the impact on student learning.

Issues identified during the evaluation and monitoring process shall be reported to the

{x} Superintendent.

{x} Building principal.

{x} Director of Information Technology.

{x} Director of Curriculum and Instruction.

Consequences for Inappropriate Use

Failure to comply with this policy or district rules regarding appropriate use of Generative AI including, but not limited to, acceptable use of computer and network resources, shall result in usage restrictions, loss of access privileges, disciplinary action and/or referral to legal authorities.[12][16][21][25][40]

Students and staff must immediately report any violations or suspicious activity to the building principal or designee.

Users of Generative AI shall be responsible for damages to the equipment, systems, platforms and software resulting from deliberate, malicious or willful acts.[25][41]

Illegal use of Generative AI; intentional modification without permission or damage to files or data belonging to others; copyright violations; and theft of services shall be reported to the appropriate legal authorities for possible prosecution.

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.[12][16][25][40]

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Legal

1. 24 P.S. 4601 et seq
2. 47 U.S.C. 254
3. 15 U.S.C. 6501 et seq
4. 17 U.S.C. 101 et seq
5. 20 U.S.C. 1232g
6. 20 U.S.C. 1400 et seq
7. 42 U.S.C. 12101 et seq
8. Pol. 103
9. Pol. 103.1
10. Pol. 104
11. Pol. 113
12. Pol. 113.1
13. Pol. 113.4
14. Pol. 114
15. Pol. 216
16. Pol. 218
17. Pol. 220
18. Pol. 237
19. Pol. 247
20. Pol. 249
21. Pol. 317
22. Pol. 320
23. Pol. 324
24. Pol. 814
25. Pol. 815

26. Pol. 830

27. Pol. 830.1

28. Pol. 105

29. 18 Pa. C.S.A. 5903

30. 18 Pa. C.S.A. 6312

31. 18 U.S.C. 2256

32. 20 U.S.C. 7131

33. 47 CFR 54.520

34. Pol. 308

35. Pol. 818

36. Pol. 138

37. Pol. 113.3

38. Pol. 127

39. Pol. 111

40. Pol. 233

41. 24 P.S. 4604

18 Pa. C.S.A. 2709

29 U.S.C. 794

28 CFR Part 35

28 CFR Part 36

34 CFR Part 99

34 CFR Part 104

34 CFR Part 300

Pol. 304

Pol. 824

Policy Number	236.1
Title	Threat Assessment
Adopted	5/8/2024
Revised	5/13/2024
Last Reviewed	7/30/2026

236.1

Threat Assessment

Adopted: 5/8/2024 Last Revised: 5/13/2024 Last Reviewed: 7/30/2026

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]

The established procedures must include protocols for the timely consultation between the team and law enforcement, juvenile justice agencies, county agencies, health care providers or behavioral service providers, as appropriate, to refer students whose behavior indicates a potential threat for additional interventions or supports, including the exchange of relevant information in accordance with federal and state law.[1][2][3]

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.[4]

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.[9][10]
4. Confidentiality requirements under state and federal laws and regulations, and Board policies.[5][7][11][12][13]

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][7][15][16][17][18]

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][8][9][19][20][21]

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][8][9][19][21]

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.[7][17]

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][7]

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][8]

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][6][7][22]

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][23][24]

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/Harassment.[9][19]
2. Bullying/Cyberbullying.[21]
3. Suicide Awareness, Prevention and Response.[8]
4. Hazing.[25]
5. Dating Violence.[26]

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. This process may include, but is not limited to:

The threat assessment team shall establish and implement procedures, in accordance with the district's memorandum of understanding with each law enforcement agency having jurisdiction over school property, to address situations where the investigation of a reported threat shall be transferred to the appropriate law enforcement agency.[6][22]

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.[5]
2. A referral to the appropriate law enforcement agency.[6][7][22]
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.[10][28][31]

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.[28][29][30][31]
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.[10]
6. With prior parental consent, a referral to a behavioral service provider, health care provider or county agency.[32]
7. Addressing behavior in accordance with applicable discipline policies and the Code of Student Conduct.[33][34][35][36]
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.[7][37]

School Safety and Security Incident Reporting –

For 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 products; or conduct that constitutes an offense listed in the school safety and security provisions of School Code. [22][38][39][40]

When a reported threat also meets the definition of an incident, 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 law enforcement agency 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 law enforcement and Board policies.[22][33][38][39][41][42][43]

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 law enforcement agency 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.[22][39][44]

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.[2][3][11][13][45][46]

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.[5][8][10][11][13][28]

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.[47][48]
2. Prior school disciplinary records.[11][13][49]
3. Records related to adjudication under applicable law and regulations.[49][50][51][52][53][54]
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.[2][3][5][8][11][12][13][21][49][55]

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.[12][56][57][58][59]

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][6]

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][6][60]

Footnotes

[1] 24 P.S. 1302-E
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[2] 20 U.S.C. 1232g
law.cornell.edu
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[3] 34 CFR Part 99
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[4] 24 P.S. 1301-E
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[5] Pol. 236
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[6] Pol. 805.2
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[7] Pol. 805
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[8] Pol. 819
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[9] Pol. 103
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[10] Pol. 103.1
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[11] Pol. 113.4
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[12] Pol. 207
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[13] Pol. 216
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[15] 24 P.S. 1205.2
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[16] 24 P.S. 1205.5
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[17] 24 P.S. 1310-B
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[18] Pol. 333
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[19] Pol. 104
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[20] Pol. 105.1
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[21] Pol. 249
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[22] Pol. 805.1
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[23] 23 Pa. C.S.A. 6311
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[24] Pol. 806
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[25] Pol. 247
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[26] Pol. 252
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[28] Pol. 113
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[29] Pol. 113.1
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[30] Pol. 113.2
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[31] Pol. 113.3
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[32] Pol. 146
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[34] Pol. 218.1
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[35] Pol. 218.2
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[36] Pol. 233
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[38] 24 P.S. 1319-B
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[39] 22 PA Code 10.2
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[40] 35 P.S. 780-102
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[41] 24 P.S. 1306.2-B
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[42] 22 PA Code 10.21
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[43] 22 PA Code 10.22
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[44] 22 PA Code 10.25
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[45] 20 U.S.C. 1415
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[46] 34 CFR Part 300
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[47] 24 P.S. 1409
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[48] Pol. 209
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[49] Pol. 216.1
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[50] 24 P.S. 1304-A
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[51] 24 P.S. 1305-A
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[52] 24 P.S. 1307-A
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[53] 42 Pa. C.S.A. 6341
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[54] Pol. 218.3
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[55] 24 P.S. 1304-D
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[56] 22 PA Code 12.12
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[57] 42 Pa. C.S.A. 5945
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[58] 42 Pa. C.S.A. 8337
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[59] 42 CFR Part 2
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[60] 24 P.S. 1309-B
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Policy Number	810.2
Title	Transportation - Video/Audio Recording
Adopted	5/14/2025

810.2

Transportation - Video/Audio Recording

Adopted: 5/14/2025

Purpose

The use of video and audio recording equipment supports efforts to maintain discipline and to ensure the safety and security of all students, staff, contractors and others being transported on district-owned, operated, or contracted school buses or school vehicles.

Definitions

School bus means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of preprimary, primary or secondary school students to or from public, private or parochial schools or events related to such schools or school-related activities.[1]

School vehicle means a motor vehicle, except a motorcycle, designed for carrying no more than ten (10) passengers, including the driver, and used for the transportation of preprimary, primary or secondary school students while registered by or under contract to the school district. The term includes vehicles having chartered, group and party rights under the Pennsylvania Public Utility Commission and used for the transportation of school children.[1]

Authority

The Board authorizes the use of video and audio recording on school buses and school vehicles for disciplinary and security purposes.[2]

The Board prohibits the use of audio recording on any school bus or school vehicle that is not being used for a school-related purpose.[2]

Delegation of Responsibility

The Board directs the Superintendent or designee to ensure that:

1. Each school bus and school vehicle that is equipped with video and audio recording equipment contains a clearly posted notice informing drivers and passengers of the potential for video and audio recording.[2]

2. This policy is posted on the district's publicly accessible website.[2][3]

3. Each school year, this policy is included in the student handbook and in any other district publication that sets forth the comprehensive rules, procedures and standards of conduct.[2]

Guidelines

The district shall comply with the provisions of federal and state laws and regulations regarding student record requirements as applicable to the district's use and disclosure of recordings. Recordings considered part of a student's educational record shall be maintained in accordance with established student record procedures governing access, review and disclosure of student records.[4][5]

Footnotes

[1] 75 Pa. C.S.A. 102
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[2] 18 Pa. C.S.A. 5704
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[3] 24 P.S. 510.2
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[4] Pol. 113.4
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[5] Pol. 216
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Pennsylvania Graduation Requirements
INTRODUCTION

Act 158 of 2018 (Act 158) and Act 6 of 2017 (Act 6) amended §121 of the Pennsylvania Public School Code, establishing five different pathways by which students may meet the statewide graduation requirements under Title 22 Chapter 4. The Keystone Proficiency and Keystone Composite Pathways rely on student performance in three academic areas (Algebra I, Biology, and Literature), proven to be predictive of postsecondary success; whereas the Career & Technical Education (CTE) Concentrator, Alternative Assessment, and Evidence-Based Pathways were designed to more fully illustrate students' college, career, and community readiness through other student artifacts and experiences.

In response to the pandemic, Act 136 of 2020 (Act 136) further amended §121 to delay implementation of Act 158 by one year, making statewide graduation requirements first effective with the graduating class of 2023.

All students 21 years of age or younger legally entitled to attend a commonwealth public school and enrolled in school entities as defined are subject to Pennsylvania graduation requirements. Special considerations are provided for students in specific situations; however, no students are exempted.

This document is designed to provide guidance on each of the five pathways to graduation, as well as other diploma options, and on the implementation of statewide graduation requirements. Additional information and resources are available at https://www.pdesas.org/Page/Viewer/ViewPage/56/.

LEA POLICIES & PRACTICES

This section is a compendium of select key actions related to policies and practices that Local Education Agencies (LEAs) should implement on an ongoing basis:

- Ensuring stakeholders have a clear understanding of graduation requirements and responsibilities
- Tracking student progress toward meeting graduation requirements
- Providing student services and supports to ensure on-time graduation
- Evaluating the adequacy, accessibility, and appropriateness of available opportunities
- Reviewing the continued alignment of local graduation policies

NOTE: The above is not a comprehensive checklist or representative of all protocols and procedures necessary to ensure students graduate on time and are prepared for post-secondary success.

LOCAL & STATE GRADUATION REQUIREMENTS

Minimally, local graduation policies must include statewide graduation requirements – but LEAs are not required to offer every option identified in legislation (e.g., not all schools offer International Baccalaureate coursework or CTE Concentrator Programs).

Conversely, LEAs may expand upon statewide requirements with local board approval. By way of example, an LEA might require:

- Options beyond those delineated in statute or PDE guidance be met
- More rigorous options be met (such as Proficiency or better on all three Keystone Exams)

However, local requirements may only supplement, not supplant, statewide graduation requirements.

COMMUNICATING REQUIREMENTS

LEAs are encouraged to work with their solicitors to ensure their local high school graduation policies comply with Section 121 of the Pennsylvania Public School Code (24 P.S. § 1-121) and Title 22, Chapter 4 of the Pennsylvania Code.

No later than the beginning of each school year, every LEA must publish on its publicly accessible website its board-approved high school graduation requirements (including statewide requirements as well as any additional requirements established by the LEA). Education stakeholders, including staff and community partners, should be apprised of expectations regarding their roles in assisting students to graduate prepared for post-secondary success.

No later than the beginning of the school year in which a student may start to satisfy graduation requirements, an LEA should notify the student and their parent(s) or guardian(s) of the requirements and engage them in an ongoing, reciprocal dialog designed to support the student in graduating on time. Communications should allow for student voice when considering which pathway options best exemplify their aspirations and abilities and should identify potential barriers to student participation or circumstances that might suggest other diploma options.

MONITORING STUDENT PROGRESS AND EVALUATING OPTIONS

LEAs should have robust systems and processes for ensuring students stay on track and should actively maintain a team, including school leaders as well as educators and counselors, who can support those efforts.

The team should closely monitor progress toward meeting graduation requirements so that interventions or alternative options may be offered before a student is identified as at risk of not graduating. Frequent conferences provide the opportunity to adjust a student's path based upon not only academic performance but also evolving student interests and goals; parents or guardians should be notified of a student's off-track status and be engaged in assisting the student to re-orient and graduate on time.

The team should also regularly evaluate whether there are sufficient and appropriate opportunities for the student to graduate and consider how the LEA might enhance or expand offerings to better meet student needs. For example:

- Are currently available pathway options timely and easily accessible, with participation barriers (such as scheduling, transportation, fees, or language) removed?
- Are currently available pathway options aligned to students' abilities and interests?
- Might additional student experiences or evidence (such as a service-learning project) be embedded within existing curricular or extra-curricular offerings?
- What would be needed to offer new options (such as work-based learning experiences through community partnerships)?

REPORTING GRADUATION DATA

Between October 1 and December 1, each LEA must submit a Grad Report annually via the Future Ready Comprehensive Planning Portal (FRCPP) indicating the aggregate numbers of students graduating by pathway/option and by exception (e.g., waiver, IEP).

The Grad Report should reflect students *eligible to graduate* during the prior school year: i.e., students completing their academic requirements prior to October 1. *Eligible to graduate* refers to LEA-enrolled students (including outplaced students) who were on-track to graduate by the end of the prior school year, students in Grade 12, students identified as seniors based upon credits earned, and multi-year seniors. This number should include dropouts – but not students who transferred out of the LEA.

Students with IEPs who will graduate via successful completion of their special education program or who will reach age 21 without having completed their academic requirements should be reported as eligible to graduate *only* for the year in which they will either be issued a diploma or based on age are no longer eligible to participate in the program (whichever comes first).

REPORTING GRADUATES BY PATHWAY OR EXCEPTION

For the **Proficiency Pathway** (numeric and non-numeric), **Composite Pathway** (2-score and 3-score), or the **CTE Concentrator Pathway**, LEAs will report the total number of students who graduated via the pathway.

For the **Alternative Assessment Pathway** or the **Evidence-Based Pathway**, LEAs will report the total number of students who graduated via the pathway and, by criterion, the number of students who utilized that criterion to satisfy the pathway. Where a student completes more criteria than required for the pathway, the LEA may select which to report for that student.

For the **Alternative Assessment Pathway**, the subtotals will *equal* the total number of students satisfying the pathway because students are only required to meet one criterion.

For the **Evidence-Based Pathway**:

- Section One subtotals *must equal or exceed* the total number of students reported as graduating via this pathway because students are required to meet at least one of the criteria listed in this section.
- The Sections One and Section Two combined subtotals will *never exceed* three times the total number of students satisfying the pathway; however, the combined subtotals *might equal* an amount less than three times the total number of students satisfying the pathway. LEAs report the number of students utilizing the criteria - not the number of artifacts/evidence produced.

For **Waivers**, LEAs will report by reason the number of waivers granted to students in Grade 12 or who experience an extenuating circumstance: serious illness, death in the student's immediate family, family emergency, frequent school transfers, transfer from an out-of-state school in Grade 12, or pandemic (for the graduating classes of 2023, 2024, and 2025 only).

For reporting students with disabilities, LEAs will report the number of students who graduated based upon successful completion of their **Special Education Program**.

For students who experience education instability (Act 1 of 2022) and are unable to meet local graduation requirements but meet minimal statewide graduation requirements, LEAs will report the number of students for whom they are requesting **Keystone Diplomas**. NOTE: Students who graduate via a Keystone Diploma are reported as non-graduates for the LEA.

SPECIAL POPULATIONS GUIDANCE

STUDENTS WITH DISABILITIES

Most students with disabilities should be able to graduate via one of the five pathways. When a student's Individualized Education Program (IEP) team determines the pathways are not appropriate, it is their responsibility to determine how successful completion is defined based on completion of IEP goals in accordance with Pa. Code.
It is important to note that Pa. Act 158 of 2018 did not alter the existing provision under Chapter 4.24 (High School Graduation Requirements). That provision was designed to accommodate students whose special education programs, by design, would not meet the statewide graduation requirements:

"Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act and this part shall be granted and issued a regular high school diploma by the school district of residence, charter school (including cyber charter school) or AVTS, if applicable. This subsection applies if the special education program of a child with a disability does not otherwise meet the requirements of this chapter." [Title 22 Chapter 4.24(d)] NOTE: Students who graduate in this manner are not considered to have been granted waivers under Act 158.

ENGLISH LEARNERS (EL)

EL students who do not participate in one or more Keystone Exams or who do not qualify for non-numeric
Proficient scores may meet graduation requirements utilizing pathways other than those reliant on Keystone Exams or may graduate via a waiver. However, students who do not participate in one or more Keystone Exams or who do not qualify for non-numeric Proficient scores must meet locally established grade-based requirements for academic content associated with each Keystone Exam in which they did not have a Proficient or Advanced.

When satisfying the Alternative Assessment or Evidence-Based pathway, ELs may utilize evidence attained in a foreign language or from outside the United States provided it meets both the definition and parameters of the criterion. By way of example:

- Work-based or service-learning experiences occurring in a foreign language setting
- Concurrent enrollment or postsecondary courses conducted in a foreign language
- Exams (such as for an industry-recognized credential) conducted in a foreign language
- Postsecondary acceptance into an accredited nonprofit institution of higher education situated in an independent territory or foreign country
- Offer of employment or enlistment with an entity situated in an independent territory or foreign country

STUDENTS EXPERIENCING EDUCATION INSTABILITY

Act 1 of 2022 (Act 1) was enacted to promote timely high school graduation and to facilitate equal access to academics and extracurricular activities and the removal of systemic barriers for students who experience "education instability", defined by the legislation as one or more LEA changes due to homelessness, foster care, adjudication, or involvement with the juvenile justice system.

If a student identified as experiencing education instability is not eligible to graduate on time, the LEA may collaborate with the chief school administrator of the sending school to determine whether the student meets the local graduation requirements of the prior entity. Regardless of which school entity confers the diploma, the LEA in which the student is enrolled at the time of graduation shall report the student as part of its graduating class (FRCPP Grad Report) and graduation cohort (PIMS).

If the student is unable to meet local graduation requirements at either their current or prior school entities despite the LEA's exhaustive measures, the LEA may request a PDE-issued Keystone Diploma; however, a student granted a Keystone Diploma will be considered a non-graduate at the local level – reducing the LEA's Grad Rate in the FRPA Index.

NOTE: A student requesting a Keystone Diploma minimally must meet locally established, grade-based requirements for each Keystone content area in which the student does not have a numeric or non-numeric Proficient or Advanced.

KEYSTONE ACADEMIC CONTENT

NUMERIC AND NON-NUMERIC PROFICIENCY

Numeric scores are attained through participation in Keystone Exams. A student who participates in a Keystone Exam receives both a numeric score (e.g., 1500) and a corresponding performance level (e.g., Proficient).

Non-numeric 'scores' (performance level only) are attained by demonstrated proficiency through comparable coursework and an equivalent assessment in a prior educational setting (transfer student), or through successful completion of a Keystone-associated course during the 19/20 school year (per Pa. Act 136 of 2020). Non-numeric scores may not be assigned a numeric equivalency; *Proficient* is the only non-numeric score that may be awarded.

To award a non-numeric Proficient for student performance in a prior educational setting (during a school year other 19/20), the LEA must:

- Determine a standardized assessment the student completed aligns with the state academic standards assessed by the Keystone Exam, AND
- Evaluate the student's performance to be commensurate with a Keystone Exam score of Proficient or better, AND
- Verify the transcript shows credit earned in the associated academic content (Algebra 1 or equivalent, Literature or equivalent, Biology 1 or equivalent).

Where a student has earned an NNP and has also tested, whichever score (numeric or non-numeric) is most advantageous may be utilized.

The table below details the pathways in which numeric and non-numeric scores may be applied.

	NUMERIC SCORE Proficient/Advanced	NON-NUMERIC SCORE Proficient
Keystone Proficiency Pathway	√ [Requires three]	√
Keystone Composite Pathway (3 Score)	√ [Requires minimally one]	NA
Keystone Composite Pathway (2 Score)	√ [Requires minimally one]	[Eligibility based on receipt of **one NNP per Act 136**, but NNP not used to satisfy Pathway requirements]
Evidence-Based Pathway *(Section 2 criteria)*	√	√
Abrogates locally-established grade-based requirement for related Keystone content	√	[LEGBR met while earning NNP]

NOTE: Students are not required to participate in Keystone Exams for purposes of meeting statewide graduation requirements; however, students must take the Keystone Exams for purposes of federal accountability. Failure to do so will affect a Local Education Agency (LEA) and school's participation rate.

LOCALLY ESTABLISHED GRADE-BASED REQUIREMENTS FOR KEYSTONE CONTENT

Locally established, grade-based requirements are performance criteria identified by the LEA and reflected in the local graduation policy as consistent with proficiency in the Keystone academic content. Requirements may include successful completion of a:

- 'trigger course',
- course that covers the breadth and depth of the Keystone content but is not considered a 'trigger course' (e.g., AP Bio or Bio credit recovery), or
- Project-Based Assessment (PBA).

There may be situations where a student does not participate in a Keystone associated course (e.g., directly placed into more advanced coursework, declines instruction based on religious objection) or where the eligible content is embedded within a comprehensive program or over a series of related courses (as may be the practice in career and technical centers).

In those instances, local policy may allow for the student to be considered as having met locally established, grade based requirements provided the alternative coursework:

- addresses the Keystone eligible content, or
- is a course for which the Keystone content would be a pre-requisite, or
- is a science, technology, environment, or ecology course (may be used in lieu of Biology under the CTE Concentrator, Alternative Assessment, or Evidence-Based Pathways only).

NOTE: Project-based assessments are available on the PDE Standards Aligned System website as a resource for LEAs. School administrators may download the projects and utilize them in the local setting, but the Pennsylvania Department of Education (PDE) will not manage or score the project-based assessments.

KEYSTONE PROFICIENCY PATHWAY

Students achieving minimum scaled scores of 1500 or better (or who qualify for non-numeric scores of Proficient) in each of the three Keystone Exams meet the Keystone Proficiency statewide requirements for high school graduation.

Students who do not have numeric or non-numeric scores of Proficient or Advanced in all three Keystone Exam areas (Algebra I, Biology, and Literature) do not qualify for this pathway.

Where a student performance level on Keystone academic content is determined without the associated Keystone Exam result, a non-numeric score is assigned. There are two allowable circumstances under which this might occur:

- The student has demonstrated proficiency through comparable coursework and an equivalent assessment in a prior educational setting (i.e., transfer student), or
- The student has demonstrated proficiency through Keystone related coursework per Pa. Act 136 of 2020.

Students who meet locally established, grade-based requirements for the Keystone content but who do not meet one of the two circumstances above may not be assigned a non-numeric score.

KEYSTONE COMPOSITE PATHWAY

KEYSTONE COMPOSITE PATHWAY (3-SCORE)

To qualify for the Keystone Composite Pathway (3-score), a student must have taken all three Keystone Exams and must have:

- at least one Keystone Exam scaled (numeric) score of Proficient or Advanced
- no Keystone Exam scaled (numeric) score of Below Basic, AND
- a composite of the three scaled (numeric) scores *equal to* or greater than 4452.

Students without a numeric score in all three Keystone Exams, including students with one or more non-numeric Keystone Exam scores, do not qualify for the Keystone Composite Pathway (3-score). However, students without the requisite numeric scores may elect to participate in all three Keystone Exams in order to pursue this pathway.

KEYSTONE COMPOSITE PATHWAY (2-SCORE)

To qualify for the Keystone Composite Pathway (2-score), a student must have earned *one** non-numeric Proficient
(per Act 136 of 2020) and have achieved a Keystone Composite score of 2939 or greater in the *other two* Keystone Exams (not associated with the academic content for which the student earned a non-numeric Proficient). The 2score composite is calculated using the highest numeric score in each of the other two Keystone Exams attained by the student, neither of which may be Below Basic and at least one of which must be Proficient or better.

NOTE: Unlike the 3-score composite, the student must successfully complete locally established, grade-based requirements for the academic content associated with the Keystone Exam in which the student has a Basic.

*Students who earned two non-numeric scores of Proficient per Act 136 are ineligible for the two-score Composite Pathway regardless of their participation in one or more Keystone Exams for which they were awarded the nonnumeric score of Proficient.

CTE CONCENTRATOR PATHWAY

In addition to meeting local grade-based requirements* for each Keystone Exam content area in which a student does not have a numeric or non-numeric score of Proficient/Advanced, the student must also meet one of the following:

- Attainment of an Industry-Based Competency Certification related to the CTE concentrator's program of study.

OR

- Demonstration of high likelihood of success on an approved Industry-Based Competency Assessment as demonstrated by performance on benchmark assessments, course grades, and other factors consistent with the CTE concentrator's goals and career plan and as determined by a chief school administrator in consultation with an area vocational-technical school director or principal of a comprehensive high school. The determination shall be made no later than the end of the eleventh grade, or, if a student enrolled in a one-year program, the end of the first semester of twelfth grade.

OR

- Demonstration of readiness for continued meaningful engagement in a CTE Concentrator Program of Study as demonstrated by performance on benchmark assessments, course grades, and other factors consistent with the CTE concentrator's goals and career plan and as determined by a chief school administrator in consultation with an area vocational-technical school director or principal of a comprehensive high school. The determination shall be made no later than the end of the eleventh grade, or, if a student enrolled in a one-year program, the end of the first semester of twelfth grade.

ALTERNATE ASSESSMENT PATHWAY

In addition to meeting local grade-based requirements for *each* Keystone content area in which a student has neither a numeric score ≥ 1500 nor a non-numeric score of Proficient, the student must also meet **one** of the following.

ATTAINMENT OF AN ESTABLISHED SCORE ON AN APPROVED ALTERNATIVE ASSESSMENT

The student must meet or exceed any ***one*** of the established scores for the following approved alternative assessments *regardless of the number of Keystone Exams for which the student does not have a numeric or non-numeric score of Proficient or Advanced*.

- ACT - composite score of 21

  OR
- ACT WorkKeys NCRC (National Career Readiness Certificate) - Gold Level*

  OR
- ASVAB [Armed Forces Qualifying Test (AFQT)] - composite score of 31**

  OR
- PSAT/NMSQT - total score of 970***

  OR
- SAT - total score of 1010

For example, a student who only demonstrated Proficiency in the Keystone Literature Exam would need to:

1. Meet locally established grade-based requirements in both the Algebra I and the Biology courses, and
2. Achieve the established score or higher on one of the above approved alternative assessments.

The ACT WorkKeys National Career Readiness Certificate (NCRC) is a credential earned by completing the following three WorkKeys assessments: Applied Math, Graphic Literacy, and Workplace Documents. Gold Level signifies that an individual has scored at least a Level 5 on each of the three ACT Workplace assessments.

** A subset of the Armed Services Vocational Aptitude Battery (ASVAB), the AFQT score determines basic qualification for enlistment and is comprised of Paragraph Comprehension, Word Knowledge, Mathematics Knowledge, and Arithmetic Reasoning. Neither the PiCAT nor the ASVAB with accommodations may be utilized to satisfy this criterion.

A student may participate in the ASVAB prior to senior year; however, the student's AFQT score must meet or exceed the minimum score for admittance to a branch of the armed services during the year in which the student graduates.

*** A PSAT score of 970 or better attained in either grade 10 or 11 satisfies this criterion; however, a score in the PSAT 8/9 may not be utilized as it is a different exam.

ATTAINMENT OF AN ESTABLISHED SCORE ON AN ADVANCED PLACEMENT PROGRAM EXAM IN AN ACADEMIC CONTENT AREA ASSOCIATED WITH EACH KEYSTONE EXAM ON WHICH THE STUDENT DID NOT ACHIEVE AT LEAST A PROFICIENT SCORE

The student must score a 3 or higher on an approved Advanced Placement (AP) Exam for ***each*** Keystone Exam content area in which the student does not have a numeric or non-numeric score of Proficient or Advanced.

For example, a student who scored Proficient in only the Keystone Literature Exam would need to satisfy the following under this criterion:

1. Meet local grade-based requirements for both Algebra 1 and Biology, and
2. Score a 3 or higher on an approved AP Exam for Algebra I and score a 3 or higher on an approved AP Exam for Biology (see chart below).

NOTE: AP Exams aligned to more than one content area may only be attributed to one Keystone Exam (e.g., a score of 3 or better on AP Chemistry may be attributed only to Algebra I or to Biology, not both). Courses that apply to each Keystone Exam are listed below.

Approved AP Exams		
Algebra I	**Biology**	**Literature**
AP Calculus AB AP Calculus BC AP Chemistry AP Computer Science A AP Computer Science Principles AP Physics 1: Algebra Based AP Physics 2: Algebra Based AP Physics C: Electricity and Magnetism AP Physics C: Mechanics AP Statistics	AP Biology AP Chemistry AP Environmental Science AP Physics 1: Algebra-Based AP Physics 2: Algebra-Based AP Physics C: Electricity and Magnetism AP Physics C: Mechanics	AP English Language and Composition AP English Literature and Composition

ATTAINMENT OF AN ESTABLISHED SCORE ON AN INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME EXAM IN AN ACADEMIC CONTENT AREA ASSOCIATED WITH EACH KEYSTONE EXAM ON WHICH THE STUDENT DID NOT ACHIEVE AT LEAST A PROFICIENT SCORE

The student must score a 4 or higher on an approved International Baccalaureate (IB) Programme for ***each*** Keystone Exam content area in which the student does not have a numeric or non-numeric score of Proficient or Advanced.

For example, a student who scored Proficient in only the Keystone Literature Exam would need to satisfy the following under this criterion:

1. Meet local grade-based requirements for both Algebra 1 and Biology, and
2. Score a 4 or higher on an approved IB Exam for Algebra I and score a 4 or higher on an approved IB Exam for Biology (see chart below).

NOTE: IB Exams aligned to more than one content area may only be attributed to one Keystone Exam
(e.g., a score of 4 or better on IB Chemistry may be attributed only to Algebra I or to Biology, not both).

Courses that apply to each Keystone Exam are listed below.

Approved IB Exams		
Algebra	**Biology**	**Literature**
Chemistry Computer Science Mathematics: Analysis and Approaches Standard Level Mathematics: Analysis and Approaches Higher Level Mathematics: Applications and Interpretation Standard Level Mathematics: Applications and Interpretation Higher Level Physics	Biology Chemistry Design Technology Environmental Systems and Societies Physics Science Sports, Exercise and Health	Language A: Literature Language A: Language and Literature Literature and Performance

SUCCESSFUL COMPLETION OF A CONCURRENT ENROLLMENT COURSE IN AN ACADEMIC CONTENT AREA ASSOCIATED WITH EACH KEYSTONE EXAM IN WHICH THE STUDENT DID NOT ACHIEVE AT LEAST A PROFICIENT SCORE

The student must earn dual credit (both high school credit and postsecondary credit) on an LEA-approved concurrent enrollment course for ***each*** Keystone Exam content area in which the student does not have a numeric or non-numeric score of Proficient or Advanced.

For example, a student who scored Proficient in only the Keystone Literature Exam would need to satisfy the following under this criterion:

1. Meet local grade-based requirements for both Algebra 1 and Biology, and
2. Pass two LEA-approved concurrent enrollment courses, one aligned to Algebra I and one aligned to Biology.

A concurrent enrollment course is defined in legislation as "a course in which a secondary student is enrolled and, upon successful completion of which, *both* high school and postsecondary credit are earned". For an LEA to approve a concurrent enrollment course for the purpose of meeting this criterion, the credit-bearing, nonremedial college-level course must be aligned to the respective Keystone Exam (i.e., includes the majority of the Eligible Content for the respective Keystone Exam). Concurrent enrollment courses aligned to more than one content area may only be attributed to one Keystone Exam (e.g., a passing grade in a concurrent enrollment Chemistry course may be attributed only to Algebra I or Biology, not both).

NOTE: Where an additional fee may be required for the credit to appear on a postsecondary transcript, the LEA/student does not need to assume the cost in order to meet statewide high school graduation requirements.

SUCCESSFUL COMPLETION OF A PRE-APPRENTICESHIP PROGRAM

The student must earn a passing grade in ***one*** LEA-approved, PA Labor & Industry and/or US Department of Labor registered pre-apprenticeship program (aligned to an existing registered apprenticeship) *regardless of the number of Keystone Exams in which the student does not have a numeric or non-numeric score of Proficient or Advanced.*

For example, a student who scored Proficient in only the Keystone Literature Exam would need to:

1. Meet locally established grade-based requirements for both Algebra 1 and Biology, and
2. Show evidence of successful completion of one PA Labor & Industry and/or US Department of Labor registered pre-apprenticeship program.

ACCEPTANCE TO AN ACCREDITED FOUR-YEAR NONPROFIT INSTITUTION OF HIGHER EDUCATION AND EVIDENCE OF THE ABILITY TO ENROLL IN COLLEGE-LEVEL, CREDIT-BEARING COURSEWORK

The student must demonstrate acceptance into ***one*** 4-year program in an accredited non-profit institution of higher education *regardless of the number of Keystone Exams in which the student does not have a numeric or non-numeric score of Proficient or Advanced.*

For example, a student who scored Proficient in only the Keystone Literature Exam would need to:

1. Meet locally established grade-based requirements for both Algebra 1 and Biology, and
2. Show evidence of acceptance into one accredited, non-profit IHE and evidence of the ability to enroll in college-level coursework, per below.

To demonstrate acceptance into an accredited 4-year non-profit institution of higher education, students must provide:

- A letter of admittance confirming non-conditional acceptance* into an explicit 4-year program

  OR

  - A letter of general admittance and evidence of the ability to enroll in college-level coursework through one of the following:
  - Placement test results indicating the student may enroll in college-level coursework in every subject area tested **or**
  - College registration confirmation of enrollment in college-level courses (non-remedial) only **or**
  - A graduate profile established by the LEA but recommended to include:
    - ✓ GPA of 3.0 (or B average) or higher
    - ✓ Attendance rate of 85% in grades 11 and 12
    - ✓ Successful completion in an advanced** secondary-level math course other than the course leading to the Algebra I Keystone Exam
    - ✓ Successful completion in an advanced** secondary-level English course other than the course leading to the Literature Keystone Exam

* Non-conditional acceptance explicitly waives any pre-requisites for non-college level, non-credit, or remedial coursework.

**Determined by the LEA to be of equal or greater rigor than the Keystone-associated course.

EVIDENCE-BASED PATHWAY

In addition to meeting local grade-based requirements for *each* Keystone content area in which a student has neither a numeric score *equal to* or greater than 1500 nor a non-numeric score of Proficient, the student must provide **three** pieces of evidence under this pathway *regardless of the number of Keystone Exams in which the student does not have a numeric or non-numeric score of Proficient or Advanced.*

Evidence should reflect readiness for meaningful postsecondary engagement consistent with the student's goals and career plan. *At* least one of the three pieces of evidence must come from the list in Section One, and no more than two pieces of evidence may come from the list in Section Two.

Section One # *pieces of evidence*	**Section Two # *pieces of evidence***	**Section Requirements Met**
0	3	No
1	2	Yes
2	1	Yes
3	0	Yes

A student may satisfy certain types of evidence more than once, *provided each piece of evidence is earned through a different course, exam, credential, project, or program.* For example, in addition to meeting locally established grade-based requirements (where required), a student might satisfy this pathway through one industry-recognized credential under Section One and two different service-learning projects under Section Two.

NOTE: The same service-learning project may be used to satisfy both statewide graduation requirements and local graduation requirements, where applicable.

Section One ***Evidence that may be satisfied once***	**Section One** ***Evidence that may be satisfied more than once***
ACT WorkKeys	SAT Subject Test
IHE Acceptance & College Coursework Ability	AP Exam Score
	IB Exam Score
	Concurrent Enrollment or Other Postsecondary Course
	Industry-Recognized Credential

Section Two *Evidence that mav be satisfied once*	Section Two *Evidence that may be satisfied more than once*
NCAA Compliance & Minimum GPA	Keystone Proficiency
Guarantee of Full-Time Employment	Service-Learning Project
	Internship, Externship, or Cooperative Education Program

EVIDENCE-BASED REQUIREMENTS: SECTION ONE

ATTAINMENT OF AN ESTABLISHED SCORE ON THE ACT WORKKEYS

The student must meet or exceed the established score of Silver Level on the ACT WorkKeys NCRC.

The ACT WorkKeys National Career Readiness Certificate (NCRC) is a portable, evidence-based credential earned by completing the following three WorkKeys assessments: Applied Math, Graphic Literacy, and Workplace
Documents. Silver Level signifies that an individual has scored at least a Level 4 on each of the three ACT Workplace assessments.

ATTAINMENT OF AN ESTABLISHED SCORE ON AN SAT SUBJECT TEST

The student must meet or exceed the established score of 630 on *any* SAT Subject Test.

NOTE: While the College Board no longer offers the SAT Subject Tests, students who have previously taken the test(s) may use the score(s) as evidence, provided that they have met the established score.

ATTAINMENT OF AN ESTABLISHED SCORE ON AN ADVANCED PLACEMENT PROGRAM EXAM

The student must score a 3 or higher on *any* Advanced Placement (AP) Exam consistent with the student's goals and career plan.

ATTAINMENT OF AN ESTABLISHED SCORE ON AN INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME EXAM

The student must score a 3 or higher on *any* International Baccalaureate (IB) Programme Exam consistent with the student's goals and career plan.

SUCCESSFUL COMPLETION OF A CONCURRENT ENROLLMENT COURSE

The student must earn dual credit (both high school credit and postsecondary credit) on *any* LEA-approved concurrent enrollment course consistent with the student's goals and career plan.

A concurrent enrollment course is defined in legislation as "a course in which a secondary student is enrolled and, upon successful completion of which, *both* high school and postsecondary credit are earned". The course must be a credit-bearing, non-remedial college-level course.

*NOTE: Where an additional fee may be required for the credit to appear on a postsecondary transcript, the LEA/student does not need to assume the cost in order to meet statewide high school graduation requirements.

SUCCESSFUL COMPLETION OF A POSTSECONDARY COURSE

The student must earn postsecondary credit on *any* college-level course consistent with the student's goals and career plan. The course must be an LEA-approved, credit-bearing, non-remedial college-level course.

A postsecondary course is defined in legislation "as a course in which a secondary student is enrolled and, upon successful completion, postsecondary credit is earned"; therefore, the student may not necessarily be awarded high school credit.

ATTAINMENT OF AN INDUSTRY-RECOGNIZED CREDENTIAL (IRC)

The student must earn an industry-recognized credential, consistent with the student's goals and career plan, as identified in PDE guidance documents for Career & Technical Education Programs or for non-CTE Career Readiness Programs (see *Guidance for Identifying and Reporting Industry-Based Learning Credentials for Non-CTE Students*).

NOTE: Per Pa. Act 55 of 2022, IRCs attained by a student shall be included on the student's transcript. An earned credential that has expired may be used to meet a pathway criterion and should be included on the student transcript. Additionally, an earned credential not attained in the school setting may be used to meet a pathway criterion and should be included on the student transcript if certified by the LEA as meeting PDE guidance for minimal non-technical requirements.

ACCEPTANCE TO AN ACCREDITED OTHER-THAN-4-YEAR NON-PROFIT INSTITUTION OF HIGHER EDUCATION AND EVIDENCE OF THE ABILITY TO ENROLL IN COLLEGE-LEVEL CREDIT-BEARING COURSEWORK

The student must demonstrate acceptance into an accredited other-than-4-year non-profit institution of higher education by providing:

- A letter of admittance confirming non-conditional acceptance* into an explicit 4-year program **or**
  - Written confirmation of general admittance and evidence of the ability to enroll in college-level coursework through one of the following:
  - Placement test results (or equivalent criteria established by the IHE) indicating the student may enroll in college-level coursework in every subject area **or**
  - College registration confirmation of enrollment in college-level courses (non-remedial) only **or**

- A locally-established graduate profile recommended minimally to consist of:
  - ✓ GPA of 2.6 (or C average) or higher
  - ✓ Attendance rate of 80% in grades 11 and 12
  - ✓ Successful completion in an advanced** secondary-level math course other than the course leading to the Algebra I Keystone Exam
  - ✓ Successful completion in an advanced** secondary-level English course other than the course leading to the Literature Keystone Exam

* Non-conditional acceptance explicitly waives any pre-requisites for non-college level, non-credit, or remedial coursework.

**Determined by the LEA to be of equal or greater rigor than the Keystone-associated course.

EVIDENCE-BASED REQUIREMENTS: SECTION TWO

ATTAINMENT OF A SCORE OF PROFICIENT OR ADVANCED ON A KEYSTONE EXAM

The student must earn either a scaled (numeric) score of 1500 or higher on a Keystone Exam ***or*** qualify for a nonnumeric score of Proficient (See Numeric & Non-Numeric Proficiency under the Keystone Academic Content section of this document.

SATISFACTORY COMPLETION OF AN APPROVED SERVICE-LEARNING PROJECT

The student must successfully complete a service-learning project of sufficient duration and intensity to address identified community needs and meet a specified project learning goal(s). While LEAs may use discretion, a minimum of 10 hours is recommended.

A service-learning project may be embedded within a course, including one that might count as another piece of evidence (e.g., a CHS leadership course), provided the service-learning project is evaluated as a separate artifact and includes a practical (not just theoretical) application resulting in a community benefit. Service-learning projects completed as part of local graduation requirements may be used to meet this criterion.

A project proposal must be submitted to the school official for pre-approval and must be supervised and assessed by an adult with successful completion verified in writing by the adult supervisor. LEAs should enter into written understandings with hosting entities to identify the supervisor and establish the terms of the supervision of the students in the program. Background/clearance checks for those adults responsible for supervising students should comply with board policy as well as state and federal regulations.

Proposals should include a project description, learning goal(s), timeline, number of service hours, the project's contribution to the community, and the sponsoring organization.

NOTE: The CCR and Graduation – Student Evidence Comparison (provided in the Resources section of the toolkit site) highlights similarities/differences in student service-learning projects for College & Career Readiness (as reflected in the Future Ready PA Index) and the Pennsylvania Pathways to Graduation.

CERTIFICATE OF SUCCESSFUL COMPLETION OF AN INTERNSHIP, EXTERNSHIP, OR COOPERATIVE EDUCATION PROGRAM

The student must successfully complete an internship, externship, or cooperative education program, as evidenced by locally established documentation.

- Internships place students at a workplace for a defined period to participate in and observe work within a given industry, with specified learning objectives and assessment of student performance.
- Externships often occur during non-school hours and mainly explore interests as opposed to internships, which act as the bridge from student life to professional life.
- Cooperative Education programs alternate or coordinate high school studies with jobs in fields related to students' academic or career objectives.

Internship, externship, or cooperative education programs must comply with related federal and state laws and regulations. Additionally, LEAs should enter into written understandings with hosting entities to identify the supervisor and establish the terms of the supervision of the students in the program. Background/clearance checks for those adults responsible for supervising students should comply with board policy as well as state and federal regulations.

NOTE: The CCR and Graduation – Student Evidence Comparison (provided in the Resources section of the toolkit site) highlights similarities/differences in student work-based learning experiences for College & Career Readiness (as reflected in the Future Ready PA Index) and the Pennsylvania Pathways to Graduation.

SATISFACTORY COMPLIANCE WITH THE NCAA CORE COURSES FOR COLLEGE-BOUND STUDENT ATHLETES

Regardless of postsecondary intent and for the purpose of meeting this criterion only, the student must comply with NCAA's Division II core course requirements for college-bound student athletes. Students are not required to register with the NCAA or meet other NCAA eligibility requirements – they are only required to earn the 16 NCAAapproved core-course credits and to attain a core-course GPA of 2.0 or the equivalent on an alternate grading scale in order to satisfy this graduation requirement.

NOTE: If the student is interested in competing at an NCAA Division II or Division I school as a student athlete, the student will be required by the NCAA to meet a higher GPA and additional eligibility standards.

GUARANTEE OF FULL-TIME EMPLOYMENT

The student must provide documentation guaranteeing sustained full-time employment:

- averaging at least 30 hours per week, or
- 130 hours per month, or
- multiple jobs that, in aggregate, are reasonably commensurate with full-time work.

Work that is timebound or terminates with project completion (such as freelance work) may be considered sustained, providing the LEA deems likely a continuation or recurrence of work in a manner consistent with ongoing employment. It is at the LEA's discretion as to whether salary is a factor in determining full-time employment status.

Full-time employment should be scheduled to commence no later than 30 calendar days after the date of high school graduation (i.e., date of receipt of diploma or 30 calendar days after student has fulfilled academic requirements for graduation). If cause for a delay in employment is determined to be reasonable by the LEA, full- time employment may commence up to 90 calendar days after graduation.

In lieu of full-time employment, the student may provide verification of military enlistment (to include enrollment in a Delayed Enlistment Program which permits a delay of up to 365 days).

WAIVERS

A chief school administrator may waive *pathway-specific* criteria to accommodate a student in Grade 12 or a student who experiences extenuating circumstances, defined as:

- serious illness,
- death in the student's immediate family,
- family emergency,
- frequent school transfers,
- transfer from out-of-state in grade 12, or
- COVID-19 pandemic.*

A student granted a 'waiver' is still required to successfully complete *locally established, grade-based requirements* for academic content areas associated with each Keystone Exam in which the student does not have a numeric score ≥1500 or a non-numeric score of Proficient.

Where waivers are granted to more than 5% of a graduating class for reasons **other** than extenuating circumstances (i.e., granted to students in Grade 12 who've not experienced extenuating circumstances), the LEA must complete an improvement section within the annual Grad Report. If the improvement section is required in two consecutive years, the LEA is subject also to a comprehensive audit and a 3-year corrective action plan.

Conversely, where waivers are granted to more than 5% of a graduating class due to **extenuating circumstances**, the LEA is not required to complete an improvement section - although, excessive and/or consistent overage may result in a PDE review.

*approved by the Pennsylvania State Board of Education for students in the graduating classes of 2023, 2024, and 2025 only.

Wyoming Valley West High School

150 Wadham Street
Plymouth, PA 18651
Phone: (570) 779-5361 Fax: (570) 779-9510

Student/Parent Consent Agreement

Having been notified that the WVWHS 2026-27 Student Handbook is available on the district's website, I understand that it is my responsibility to read its contents and abide by the policies, rules, and regulations that it contains. Failure to provide consent does not excuse students or parents from complying with school policy. Initial, sign, and return the completed form to the high school. Your cooperation is greatly appreciated.

_____**Attendance Policy**
Initials

_____**Bullying/Cyber Bullying Policy**
Initials

_____**Cafeteria Charge Policy**
Initials

_____**Controlled Substances/Paraphernalia Policy**
Initials

_____**Dress Code Policy**
Initials

_____**Electronic Device Policy**
Initials

_____**Medication Policy**
Initials

_____**Technology Acceptable Use Agreement**
Initials

_____**Student Handbook and School Rules**
Initials

Student Name: _____ **Grade**: _____

Student Signature: _____

Parent Signature: _____

Date: _____