

Jersey Shore Area School District
Board of Education – Regular Meeting
(held virtually using video conference calling)
Minutes of February 8, 2021

A. Opening

1. Call to Order: Mr. Craig Allen, President, called the meeting to order at 7:16 p.m.

2. Roll Call:

Members Present: Mr. Craig Allen, Mr. David Becker, Mr. Harry Brungard, Ms. Patrice Doeblor, Mrs. Angela Grant, Mr. Wayne Kinley, Mrs. Nancy Petrosky, Mrs. Michelle Stemler, Mrs. Mary Thomas and Dr. Brian Ulmer, Superintendent.

Others Present: Christopher Kenyon, Esq., Solicitor, Mr. Benjamin Enders, Board Secretary, Dr. Kenneth Dady, Jr., Assistant Superintendent and Robert Parker, Student Representative.

3. Pledge of Allegiance

B. Presentations

1. Communications: None

2. President's Report:

a. An Executive session was held by the Board beginning at 6:00 p.m. for legal and personnel issues.

3. Intermediate Unit Report: None

4. Student Representative Report: None

5. Superintendent's Report:

- a. Jersey Shore Area Elementary, Avis Elementary and Salladasburg Elementary 2021-22 budget presentation - Principals
- b. Handling a Concern Chart - Dr. Ulmer
- c. ESSER II presentation - Dr. Ulmer
- d. Updated Board Policies: (Attachments)
 - o Policy 228 - Student Government
 - o Policy 230 - Public Performance by Students
 - o Policy 231 - Social Events and Class Trips
 - o Policy 232 - Student Involvement in Decision Making
 - o Policy 233 - Suspension and Expulsion

C. Courtesy of the Floor on Agenda Items and J. Courtesy of the Floor on Items not on the Agenda: None

Motion: A motion was made by Mary Thomas and seconded by Harry Brungard to close Courtesy of the Floor.

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doeblor	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes

Craig Allen Yes

The vote was 9-yes and 0-no, motion carried.

D. Personnel

1. Personnel Items:

Items d. and e. were removed from the agenda by President Allen:

d. hiring a JSOL Facilitator using CARES II funds when funds become available but no later than the 2021-2022 school year.

e. hiring a JSOL Secretary using CARES II funds when funds become available but no later than the 2021-2022 school year.

Motion: A motion was made by Mary Thomas and seconded by Patrice Doeblner to approve Personnel item a. as listed on the Agenda:

a. canceling a previously approved day without pay for employee number 2020-21-05, on Thursday, February 25, 2021, per the employee's request.

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doeblner	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

Motion: A motion was made by Mary Thomas and seconded by David Becker to approve Personnel item b. as ammended on the Agenda:

b. hiring a CTE Health Occupations Instructor for the 2021-2022 school year using a staff reduction.

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	No
Patrice Doeblner	No	Angela Grant	No
Wayne Kinley	Yes	Nancy Petrosky	No
Michelle Stemler	Yes	Mary Thomas	No
Craig Allen	Yes		

The vote was 4-yes and 5-no, motion failed.

Motion: A motion was made by Mary Thomas and seconded by Harry Brungard to approve Personnel item c. as listed on the Agenda:

c. hiring a Family Consumer Science Teacher for the 2021-2022 school year using a staff reduction.

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doeblner	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes

Craig Allen Yes

The vote was 9-yes and 0-no, motion carried.

Motion: A motion was made by Mary Thomas and seconded by Angela Grant to approve Personnel items f. and g. as listed on the Agenda:

f. FMLA from January 12, 2021 thru January 19, 2021, for employee 2020-21-15.

g. FMLA from January 26, 2021 thru February 22, 2021 (approximately), for employee 2020-21-16.

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

Motion: A motion was made by Mary Thomas and seconded by Harry Brungard to approve Personnel items h. and i. as listed on the Agenda:

h. a letter of resignation from Robert Harrow as Assistant Middle School wrestling coach, effective January 31, 2021.

i. appointment of Cody Ulmer to an Assistant Middle School Wrestling coach position, at a stipend of \$2368.00, (level 1 of the coaches' salary matrix, prorated), effective February 1, 2021.

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doebler	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

Motion: A motion was made by Mary Thomas and seconded by Harry Brungard to approve Personnel item j. as listed on the Agenda:

j. a day without pay for employee 2020-21-17 on Monday, February 1, 2021.

A roll call vote was taken as listed below:

David Becker	No	Harry Brungard	No
Patrice Doebler	No	Angela Grant	No
Wayne Kinley	No	Nancy Petrosky	No
Michelle Stemler	No	Mary Thomas	No
Craig Allen	No		

The vote was 0-yes and 9-no, motion failed.

E. Curriculum and Instruction:

Curriculum and Instruction Item:

Motion: A motion was made by Harry Brungard and seconded by Mary Thomas to approve the High School Course Catalog, as amended to exclude course selections for CTE Health Occupations from the catalog:

- a. the 2021-2022 Jersey Shore Area High School Course Catalog. (Attachment)

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doeblor	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	No		

The vote was 8-yes and 1-no, motion carried.

F. Building and Grounds: None

G. Finance: None

H. Miscellaneous:

Miscellaneous Items:

Motion: A motion was made by Mary Thomas and seconded by Wayne Kinley to approve the following Miscellaneous items as listed on the Agenda:

- a. the following policies at first read: (Attachments)

Policy 140.1 - Extracurricular Participation by Charter/Cyber Charter Students
Policy 142 - Migrant Students
Policy 146 - Student Services
Policy 208 - Withdrawal from School
Policy 214 - Class Rank

- b. the following policies at second read: (Attachments)

Policy 124.1 - Jersey Shore Online Learning
Policy 126 - Class Size
Policy 127 - Assessment System
Policy 138 - English as a Second Language/Bilingual Education Program
Policy 140 - Charter Schools

- c. a settlement agreement and release for student 2020-21-03.
- d. \$600 from The McInroy-Sheffer People Trust to be used for interscholastic academic competitions.
- e. a donation of 12 2020 Hess Ambulance and Rescue Toy Trucks and downloadable curriculum via a Hess Truck STEM Grant for the Jersey Shore Area Elementary School STEAM/STEM lab.
- f. a donation of \$500 from Exxon Mobile Educational Alliance for Jersey Shore Area Elementary School in support and maintenance of Math and/or Science.

g. a donation of \$404.00 from Donor Choose for durable headphones for Jersey Shore Area Elementary Kindergarten (Reeder) for use with iPads.

h. a Pennsylvania Association of Rural and Small Schools professional membership for Dr. Ulmer.

i. the proposed 2021-2022 School Year Calendar. (Attachment)

A roll call vote was taken as listed below:

David Becker	Yes	Harry Brungard	Yes
Patrice Doeblen	Yes	Angela Grant	Yes
Wayne Kinley	Yes	Nancy Petrosky	Yes
Michelle Stemler	Yes	Mary Thomas	Yes
Craig Allen	Yes		

The vote was 9-yes and 0-no, motion carried.

I. Old Business: None

K. Executive Session: An Executive Session was held beginning at 8:28 p.m. for legal and personnel matters after which no business was conducted.

The meeting resumed at 8:50 p.m.

L. Adjournment

The February 8, 2021 Regular Board Meeting was adjourned at 8:51 p.m.

Respectfully submitted,

Benjamin J. Enders
Board Secretary



Book	Board Policy Manual
Section	200 Pupils
Title	Student Government
Code	228
Status	
Legal	1. 24 P.S. 511 Pol. 618 - Student Activity Funds

Purpose

The Board acknowledges the importance of offering students the opportunity to participate in self government within the schools.

The purpose of student government shall be to develop student leadership; provide a learning experience in democratic decision-making; and offer another avenue toward the realization of district goals.

Authority

The Board establishes that students shall have the right to organize, conduct meetings, elect officers and representatives, and petition the Board. [\[1\]](#)

The Board will recognize the Student Council as the official voice of the student body.

The charter, constitution or bylaws of the organization for student government shall be duly adopted by the members of the student body it represents and approved by the Board.

The Board shall appoint a qualified member of the faculty to serve as an advisor for student government activities. [\[1\]](#)

Delegation of Responsibility

The Superintendent shall develop **administrative regulations** to implement this policy.



Book	Board Policy Manual
Section	200 Pupils
Title	Public Performances by Students
Code	230
Status	
Legal	1. 24 P.S. 511 Pol. 204 - Attendance

Purpose

The Board recognizes the value of students sharing their talents and skills with the community through student participation and performances in public events.

Authority

The Board endorses public performances by students when they constitute a learning experience that contributes to the educational program; they do not interfere with other scheduled activities; and the circumstances of the event do not pose a threat to the health, safety or well-being of the students who are involved.[\[1\]](#)

Delegation of Responsibility

All requests for public performances by student groups require the approval of the Superintendent.

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



Book	Board Policy Manual
Section	200 Pupils
Title	Social Events and Class Trips
Code	231
Status	
Legal	1. 24 P.S. 511 2. 24 P.S. 517 3. 24 P.S. 510

Purpose

The Board recognizes the value of student social events and class trips in enhancing and enriching the school experience for students.

Authority

The Board shall make school facilities available and provide appropriate staff for social events within the school facilities that have been approved by the building principal.[\[1\]](#)

Class trips and social events that take place outside of school facilities require approval by the Board.[\[2\]](#)

As voluntary participants in school social events and class trips, students shall be held responsible for compliance with district policies and rules. Infractions of those policies or rules will be subject to the same disciplinary measures applied during the regular school program.[\[3\]](#)

Participation in school events is not a right and may be denied to any student who has demonstrated disregard for Board policies, administrative regulations or school rules.

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations governing the conduct of student social events and class trips.



Book	Board Policy Manual
Section	200 Pupils
Title	Student Involvement in Decision-Making
Code	232
Status	
Legal	24 P.S. 510

Purpose

The Board believes that students should participate in the governance of school activities at levels appropriate to their ages and competencies because as an institution fundamental to the operation of a democratic society, the schools should strive to exemplify the democratic ideal of citizen participation in decision-making and students are a valuable resource whose contributions can aid and benefit the programs of the schools.

Authority

The Board directs that students be invited to participate in activities appropriate to their maturity and competency, leading to administrative decision-making in the Code of Student Conduct.

Suggestions for improvement may be offered by any student, provided they are of a constructive nature and contribute toward the realization of the district's educational goals.

Delegation of Responsibility

The Superintendent or designee shall develop ~~procedures~~ **rules** to implement this policy which:

1. Provide for submission, consideration, and response to constructive student suggestions.
2. Designate the manner by which students shall be selected for participation in school matters.
3. Ensure that student participation is fairly representational of the whole student body.
4. Ensure that the student voice and vote in decision-making is fairly balanced with those of faculty, administration and community members.



Book	Board Policy Manual
Section	200 Pupils
Title	Suspension and Expulsion
Code	233
Status	
Legal	<ol style="list-style-type: none">1. 22 PA Code 12.62. 22 PA Code 12.73. 22 PA Code 14.1434. 20 U.S.C. 1400 et seq5. 34 CFR Part 3006. 22 PA Code 12.87. 24 P.S. 13188. 2 Pa. C.S.A. 101 et seq9. 2 Pa. C.S.A. 10110. Pol. 204 - Attendance11. 24 P.S. 132612. Pol. 113 - Special Education13. Pol. 113.1 - Discipline of Students with Disabilities14. Pol. 218 - Student Discipline15. Pol. 216 - Student Records22 PA Code 12.3

Purpose

The Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. The Board shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

Authority

The Board may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student. [\[1\]](#)[\[6\]](#)[\[7\]](#)

Guidelines

Exclusion From School - Suspension

The principal or person in charge of the school may suspend any student for disobedience or misconduct for a period of one (1) to ten (10) consecutive school days and shall immediately notify the parent/guardian and the Superintendent in writing when the student is suspended. [\[1\]](#)[\[7\]](#)

No student may be suspended without notice of the reasons for which s/he is suspended and an opportunity to be heard on his/her own behalf before the school official who holds the authority to reinstate the student. Prior notice is not required where it is clear that the health, safety or welfare of the school population is threatened. Suspensions may not be made to run consecutively beyond the ten-school day period. [\[1\]](#)

When a suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity for an informal hearing with the designated school official. Such hearing shall take place as soon as possible after the suspension, and the district shall offer to hold it within the first five (5) days of the suspension. [\[1\]](#)[\[6\]](#)

Informal hearings under this provision shall be conducted by the building principal.

Purpose of Informal Hearing

The purpose of the informal hearing is to permit the student to explain the circumstances surrounding the event leading to the suspension, to show why the student should not be suspended, and to discuss ways to avoid future offenses. [\[6\]](#)

Due Process Requirements for Informal Hearing[\[6\]](#)

1. The student and parent/guardian shall be given written notice of the reasons for the suspension.
2. The student and parent/guardian shall receive sufficient notice of the time and place of the informal hearing.
3. The student may question any witnesses present at the informal hearing.
4. The student may speak and produce witnesses who may speak at the informal hearing.
5. The district shall offer to hold the informal hearing within five (5) days of the suspension.

Exclusion From Class - In-School Suspension

No student may receive an in-school suspension without notice of the reasons for which s/he is suspended and an opportunity to be heard prior to the time the suspension becomes effective. The parent/guardian shall be informed of the suspension action taken by the school. [\[2\]](#)

Should the in-school suspension exceed ten (10) consecutive school days, the student and parent/guardian shall be offered an informal hearing with the building principal. Such hearing shall take place prior to the eleventh day of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspensions. [\[2\]](#)[\[6\]](#)

The district shall provide for the student's education during the period of in-school suspension. [\[2\]](#)

Expulsion

Expulsion is exclusion from school by the Board for a period exceeding ten (10) consecutive school days. The Board may permanently expel from the district rolls any student whose misconduct or disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing before the Board and a qualified hearing examiner appointed by the Board, and upon action

taken by the Board after the hearing. [\[1\]](#)[\[6\]](#)[\[7\]](#)

Expulsion Hearings

A formal hearing shall be required in all expulsion actions. [\[1\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

The formal hearing shall observe the due process requirements of: [\[6\]](#)

1. Notification of the charges in writing by certified mail to the student's parent/guardian.
2. At least three (3) days' notice of the time and place of the hearing, which shall include a copy of this policy, hearing procedures, and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when s/he demonstrates good cause for an extension.
3. The hearing shall be private unless the student or parent/guardian requests a public hearing.
4. Representation by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.
5. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
6. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
7. The right to testify and present witnesses on the student's behalf.
8. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
9. The hearing shall be held within fifteen (15) school days of the notice of charges, unless a delay is mutually agreed to by both parties or is delayed by:
 - a. The need for laboratory reports from law enforcement agencies.
 - b. Evaluations or other court or administrative proceedings are pending due to a student's invoking his/her rights under the Individuals with Disabilities Education Act (IDEA).
 - c. Delay is necessary due to the condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.
10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Adjudication

A written adjudication shall be issued after the Board has acted to expel a student. The adjudication may include additional conditions or sanctions. [\[9\]](#)

Attendance/School Work During Suspension and Prior to Expulsion

Students serving an out-of-school suspension must make up missed exams and work, and shall be permitted to complete assignments pursuant to established guidelines. [\[1\]](#)[\[10\]](#)

Students who are facing an expulsion hearing must be placed in their normal classes if the formal hearing is not held within the ten-school day suspension.

If it is not possible to hold the formal hearing within the first ten (10) school days, the school district may exclude such a student from class for up to five (5) additional – fifteen (15) total – school days if, after an informal hearing, it is determined that the student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others.

Any further exclusion prior to a formal hearing may be only by mutual agreement. Such students shall be given alternative education, which may include home study.

Attendance/School Work After Expulsion

Students who are under seventeen (17) years of age are still subject to compulsory school attendance even though expelled and shall be provided an education. **Beginning with the academic year 2020-2021, compulsory school age shall mean no later than age six (6) until age eighteen (18); at that time, students under eighteen (18) years of age shall be subject to compulsory school attendance, and even though expelled, shall be provided an education.**[1][10][11]

The parent/guardian has the initial responsibility of providing the required education and shall, within thirty (30) days, submit written evidence to the school that the required education is being provided or that they are unable to do so. If the parent/guardian is unable to provide for the required education, the school district shall, within ten (10) days of receipt of the parent's/guardian's notification, make provision for the student's education.

The Board may provide an educational program to the student immediately upon expulsion and may waive the 30-day period, at its discretion.

Students With Disabilities

A student with a disability shall be provided educational services as required by state and federal laws and regulations and Board policies.[12][13]

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations to implement this policy which include:

1. Publication of a Code of Student Conduct, in accordance with Board policy on student discipline.[14]
2. Procedures that ensure due process when a student is being deprived of the right to attend school.
3. Regulations regarding student records which require that records of disciplinary suspension be maintained in accordance with Board policy on student records.[15]
4. The name of a student who has been disciplined shall not become part of the agenda or minutes of a public meeting, nor part of any public record of the Board. Such students may be designated by code.
5. Any student who has been expelled may apply for readmission to school upon such conditions as may be imposed by the Board.

JERSEY SHORE AREA SENIOR HIGH SCHOOL

2021-2022

Pathways Course Catalog

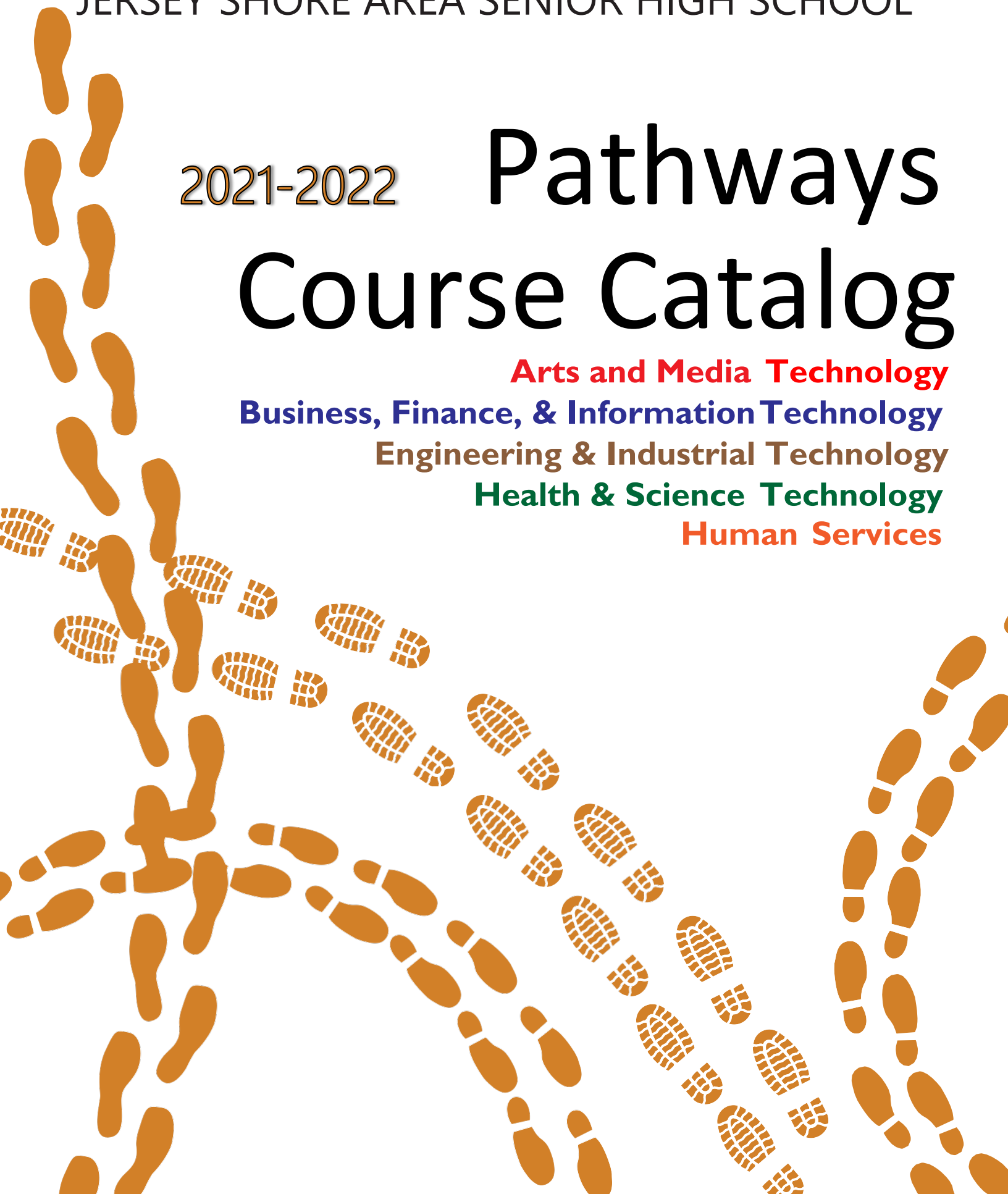
Arts and Media Technology

Business, Finance, & Information Technology

Engineering & Industrial Technology

Health & Science Technology

Human Services



Curriculum Guide – Course Descriptions

Art

7000 Introduction to Art *Grade 9* .50 credit

Introduction to art is designed to give students a broad experience in two dimensional and three dimensional art. Students will learn and use the elements and principles of art in a variety of media (paint, pastel, colored pencil, plaster, etc.). Assignments are designed to challenge, exercise creative muscle, and broaden artistic experience. This class will give students an excellent foundation for continuing their education in the art industry or communication technology pathway. All projects must be completed in order to receive credit for this course.

7101 Learning to Draw *Grade 9-12* .50 credit

Anyone can learn how to draw. With practice and a desire to learn, students who have no drawing skills can become excellent artists. This is an introductory course on drawing. Students will start from very basic techniques and applications advancing slowly and methodically to more advanced methods. They will work from nature, still life and people in a variety of media; exploring qualities of line, texture, light and space. All grade levels are allowed to sign up for this class. All projects must be completed in order to receive credit for this course.

7135 Sculpture *Grade 9-12* .50 credit

Students will create a wide range of sculptures using various materials, tools and techniques. Clay sculpting will be a large part of the class and will supplement any pottery classes that students may take. Materials will range from clay, wood, stone, plaster, and drywall. All projects must be completed in order to receive credit for this course.

7160 Commercial Art *Grade 9-12* .50 credit

In this course students use fine art and design skills to create and communicate in various areas of commercial design. This may include product design, storyboards and illustrations, fashion design, and interior design. Students will explore the creative planning involved in creating commercial concepts/ This course will give students an excellent foundation of skills to continue their education in the arts and communications technology pathway. All projects must be completed in order to receive credit for this class.

7100 Learning to Paint *Grade 10-12* .50 credit

This is an introductory painting course. Students will use water-based paints including acrylic, watercolor and tempera. Using a variety of brushes and techniques, students will create paintings that range from realistic to abstract. You must be in grades 10, 11 or 12. All projects must be completed in order to receive credit for this course.

7001 Art and Design *Grade 10-12* .50 credit

This course is designed for those students who wish to develop their artistic skills further. Students will focus on the use of the Elements and Principles of Arts to develop an understanding of the creative process involved in producing art. Projects will give the student a chance to work with a variety of media and subject matter. All projects must be completed in order to receive credit for this class.

This hands on design course will encourage a sense of exploration and broaden thinking patterns by combining and manipulating traditional and non-traditional art materials and techniques. Projects will refine skills and stimulate the innovative use of materials such as paint, fiber, paper, dyes, wire, glass and found objects while combining them with techniques such as glazing, sponging, embossing, printing and collage. This is a course for students who enjoy the challenge of experimenting with new techniques, materials and creative compositional strategies. Students will make informed design choices and improve creative thinking skills while producing original and imaginative artwork.

7016	Stage and Set Design	<i>Grade 10-12</i>	.50 credit
-------------	-----------------------------	--------------------	-------------------

This course presents the student with a variety of opportunities to learn the basics of set design for productions such as plays, video, concerts, award ceremonies, etc. Work will be done on full stage productions as well as for smaller settings. The design of props, makeup, lighting, sound effects, costumes, and special effects will also be done. The student will also have the opportunity to specialize in areas of interest. All projects must be completed in order to receive credit for this course.

7022	Fiber Crafts	<i>Grade 10-12</i>	.50 credit
-------------	---------------------	--------------------	-------------------

This course explores the craft of using fibers such as paper, fabrics, yarn/string, and other fibers to create pieces of art. Some of the areas students will be working in are weaving, silk painting, book design/paper binding, basketry, and batik. All projects must be completed in order to receive credit for this course.

7023	Glass Crafts	<i>Grade 10-12</i>	.50 credit
-------------	---------------------	--------------------	-------------------

This course explores the areas of Crafts specializing in fabricating items out of glass. Students will learn basic glass design, cutting, soldering, and warm glass techniques as they create both 2D and 3D glass projects. Other areas the students will be working in include candle, making, fused glass, slumped glass, jewelry-making, utilizing Photoshop in design planning, and the use of recycling in art. All projects must be completed in order to receive credit for this course.

7031	Pottery 1	<i>Grade 10-12</i>	.50 credit
-------------	------------------	--------------------	-------------------

This course introduces the beginning student to the basics of pottery, wheel throwing and hand building, as well as a general understanding of glazing and firing of electric kilns. All projects must be completed during the semester for credit.

7032	Pottery 2	<i>Grade 10-12</i>	.50 credit
-------------	------------------	--------------------	-------------------

(Prerequisite: Pottery 1)

This course introduces the student to advanced techniques in wheel throwing and hand building. Students at this stage are encouraged to adapt projects and individualization is encouraged. All projects must be completed during the semester for credit.

7033	Pottery 3	<i>Grade 11-12</i>	.50 credit
-------------	------------------	--------------------	-------------------

(Prerequisite: Pottery 2)

This course is for the student who has a good working knowledge of wheel throwing and is interested in advanced techniques and projects on the potters' wheel. There will also be opportunities for the interested student to work in advanced sculpture and hand building problems. All projects must be completed during the semester for credit.

4342	Accounting 1	<i>Grade 10-12</i>	1.0 credit
-------------	---------------------	--------------------	-------------------

This course is designed to equip the student with the professional skills that will enable him or her to work in the fields of accounting or bookkeeping. Many job opportunities exist in these fields. The student receives training in each step of the accounting cycle from journalizing through the end-of-month work, to the preparing of financial statements used by management. Accounting is the backbone of any business structure and is highly recommended for any student considering a career in the business field. Basic computerized accounting applications will now be integrated into Accounting 1. *(After this course it is recommended that you take 4341 (ACC113) followed by 4346 (ACC123) if you are interested in a business or accounting career.)*

4343	Accounting 2	<i>Grade 11-12</i>	1.0 credit
-------------	---------------------	--------------------	-------------------

Prerequisite: Accounting 1

This is an advanced course primarily designed to help the student prepare for a career in the rewarding field of accounting. It includes interesting and important concepts such as depreciation, accruals, deferrals, inventory and cash control, corporate and managerial accounting, etc. Computerized accounting problems will be used as well as spreadsheet problems.

4345	Financial Accounting <i>Dual Enrollment option available</i>	<i>Grade 12</i>	1.0 credit
-------------	--	-----------------	-------------------

(Prerequisite Accounting 1 & 2)

Basic principles and applications of financial accounting used in business practices will be explored to develop student understanding. Preparation and interpretation of financial information are emphasized. Course work provides the accounting knowledge necessary for success in more advanced accounting courses and in the business field.

NOTE: This course is a Lackawanna College Dual Enrollment Course. Registered students will receive Three (3) College Credits through Lackawanna College upon successfully completing the requirements of the course. There is a cost associated with Lackawanna College Course of \$100 per credit. This cost is non-refundable. Registration and payment are due prior to the first day of school.

4381	Business Leadership and Management	Year	Grade 11-12	1.0 credit
4382	Business Leadership and Management	Semester 1		.50 credit

This course is a self-paced, contract-based curriculum that will span the entire school year or the first term dependent upon the number of credits selected by the student. Students, working both independently and as a team, will participate in project management skills pertaining to various business and leadership topics including aspects of Career and Technical Student Organizations. Students will prepare speeches, mock interviews, and professional networking portfolios.

4422	Marketing	<i>Grade 11-12</i>	1.0 credit
-------------	------------------	--------------------	-------------------

Marketing is the business concept of satisfying customer's wants and needs. This course explores using the 4 P's of Marketing; Price, Product, Place and Promotion in real world business situations. Students will use hands on projects rather than tests to discover the exciting field of Marketing. The classroom environment is stimulated by using case studies, projects, guest speakers and online virtual business projects to learn and grow. Students taking the course should have an interest in attending college for marketing and/or starting their own business in the future.

4421 Entrepreneurship *Grade 12* **.50 credit**

Prerequisite: Marketing

An entrepreneur is a person who attempts to earn a profit by taking the risk of owning and operating his or her own business. Thousands of people become entrepreneurs each year. They may start their own businesses from scratch, buy existing businesses, or buy franchised businesses. The REAL (Rural Entrepreneurship through Action Learning) Entrepreneurship course will teach students the skills necessary to become a successful entrepreneur through a hands-on approach. In this course, students learn about self-employment through reading, research, and classroom activities.

4420 Sports and Entertainment Marketing *Grade 12* **.50 credit**

Prerequisite: Marketing

Explore the intriguing world of sports and entertainment from the perspective of marketing. This course will take you on a step-by-step journey through the exciting world of sports entertainment marketing. You will learn about the key functions of marketing and how those functions are applied to the sports and entertainment industry. Guest Speakers, case studies, projects, field trips, on-line activities of owning your own professional sports team will broaden the classroom learning experience.

4450 Computer Applications/REQUIRED COURSE *Grade 9* **.50 credit**

Computer Applications is a course that teaches students how to create, edit, and format word processing, spreadsheet, and presentation files using Microsoft Office. There is a strong focus on careers and the students will take the ASVAB diagnostic test to understand career options. Introduction to the Internet and its research capabilities will be presented. Students must also complete a resume, a letter of application, other job-related materials, and digital citizenship topics.

4700 Business Law 1 *Grade 11-12* **.50 credit**

Business Law 1 is a one-semester course that involves principles of law as they apply to business and the consumer. This is an essential course for any student who is planning a career in business. It is highly recommended for business students and others who wish to elect an interesting and enjoyable course. Basic principles of law will be discussed with emphasis being placed on the following: the individual and his/her relationship with the law; our legal system; contract law; marriage, divorce and its legal consequences; and bailments. Current legal cases that relate to the course will also be discussed. Law is an instrument of social control which affects everyone. Business is the medium through which most of the necessities of life are provided to everyone. These two comprehensive and profoundly important fields of interest are ambitiously combined in the text and course on business law. Most colleges require students majoring in business to take at least two semesters of business law.

4701 Business Law 2 *Grade 11-12* **.50 credit**

Business Law 2 is a one-semester course that will cover the following topics: job and agency contracts; buying on credit; insurance (including automobile insurance); buying and renting of real property; consumer law; commercial paper (checks and promissory notes); and detailed study of various forms of business ownership. **Business Law 1 is not required to enroll in Business Law 2.**

4484	Computer information and Society (CIS) <i>Dual Enrollment option available</i>	<i>Grade 11-12</i>	1.00 credit
-------------	--	--------------------	--------------------

Introduction to the basic concepts and applications of computer and Internet-related information technology and its impacts on individual users, businesses, groups, organizations, and society. Topics include access, evaluation, and use of digital information, ethical and security implications of information use and storage; human-computer interactions; social aspects of information systems; economic and legal issues; and professional presentation and communication of information. Information literacy skills that promote lifelong learning are developed through exposure to various existing and emerging technologies, including information resources, communication methods and technology.

NOTE: This course is a Lackawanna College Dual Enrollment Course. Registered students will receive Three (3) College Credits through Lackawanna College upon successfully completing the requirements of the course. There is a cost associated with Lackawanna College Course of \$100 per credit and the cost of the textbook (approximately \$100). Total approximate cost to the student / parents-guardians for the CIS Dual Enrollment Course is \$400. This cost is non-refundable. Registration and payment are due prior to the first day of school.

Career and Technical Education Programs

In today's challenging job environment, it is more critical than ever before that our young people complete their high school education with strong academic and technical skills that prepare them for college-level studies and successful careers. We believe this foundation will allow students to succeed personally and also make a valuable contribution to an innovative and competitive Pennsylvania economy. Building this foundation is what Career and Technical Education (CTE) is all about. CTE programs at Jersey Shore Area Senior High School (JSASH) are designed to meet a dual mission -- developing students with College Readiness skills AND a Career Path. CTE is no longer an either/or choice, but a "BOTH/AND" opportunity for student success

9026 Introduction to Human Services Grade 9 .05 credit

This class is good for anyone who wants to help others or explore careers in the human service field. If you are interested in teaching or the Child Care CTE program you should take this course. Students will study childhood development and age-related milestones. Students will participate in some community service projects to help others. The students will explore their own skills and interests and develop their own individual career plan. This course also focuses on soft skills and helps students develop the organizational and communications skills they need in this type of work.

6035 Introduction to Engineering and Robotics Grade 9-10 .50 credit

This course introduces students to fundamental engineering concepts and focuses on programming robots. Students dig deep into the engineering design process, applying math, science, and engineering to create hands-on projects. There is a strong emphasis on coding as well as problem solving strategies as students create solutions to challenges. Students will explore, research, design, redesign, analyze, evaluate and share their results with the class. They will work both independently and in teams and are required to keep track of their progress in an engineering design notebook.

8114 Health Occupations Grade 9 .50 credit

The Health Occupations course will enable students to engage in a more thorough understanding of the various occupations available in the Health field. Students will be provided information on: job descriptions, job responsibilities, including the negative and positive aspects of the jobs, training and educational requirements, salary/benefits, working environments, advancement opportunities, job security and retirement incentives through instruction, research and personal experiences with guest speakers. The course is an excellent way for students to become better prepared for making career decisions in Health related fields.

Pathway Rotation Grade 9 1.0 credit

This course is the gateway class for the Career and Technical Education (CTE) Engineering and Industrial Trades-Technologies Pathway: Industrial Technologies is a four (4) part rotation course consisting of Automotive Technology, Construction Trades, Electronics, and Manufacturing programs. Students will learn basic skills in electrical, programming, engines, prints, schematics, measurements, basic tools, units, welding, and machinery. This course provides the fundamental foundation skills necessary for the various CTE programs.

Pathway Options

0047 Automotive Technology Exploration Grade 9 .25 credit

This course is the gateway class for the Career and Technical Education (CTE) or Automotive Technology Pathway: Students will learn and explore internal combustion engines, braking system, tire repair as well as basic hand tool usage. Students will focus on the fundamental skills necessary to explore Automotive Technology.

This course could be taken with other exploratory .25 credit courses from the following programs: Networking, Drafting and Design, Construction, Manufacturing, Building & Maintenance, and Communications.

0048 Building Maintenance Exploration Grade 9 .25 credit

Students will be introduced to various skills and tasks which are necessary to work in the field of Building Maintenance and property care. The students will experience the use of available hand tools, machinery and operations. This course will serve as a foundation course for students who are interested in the Building Maintenance pathway.

This course could be taken with other exploratory .25 credit courses from the following programs: Networking, Automotive, Construction, Manufacturing, Drafting and Design, and Communications.

0050 Computer Systems & Networking Exploration Grade 9 .25 Credits

This course is the gateway class for the Career and Technical Education (CTE) or Computer Systems Networking and Telecommunications Pathway: Students will learn and explore Personal Computer Hardware, Operation Systems & Applications, Networking Technologies for Home and Business Settings, and Basic Programming Fundamentals. Students will focus on the fundamental skills necessary to explore careers in Computer Support, Programming, and Networking.

This course could be taken with other exploratory .25 credit courses from the following programs: Drafting and Design, Automotive, Construction, Manufacturing, Building & Maintenance, and Communications.

0051 Construction Exploration Grade 9 .25 credit

This course is the gateway class for the Career and Technical Education (CTE) Construction Technology: Students enrolled in this course will learn layout and measuring, safe hand and power tool use, and assembling projects in the Construction lab. Projects will include but not limited to tables, benches, toolboxes and more. Students may take home completed projects.

This course could be taken with other exploratory .25 credit courses from the following programs: Networking, Automotive, Drafting and Design, Manufacturing, Building & Maintenance, and Communications.

0052 Manufacturing Engineering Exploration Grade 9 .25 credit

This course is the gateway class for the Career and Technical Education (CTE) or Manufacturing Engineering Pathway: Students will learn and explore CADD (Computer Aided Drawing & Design), 3D Printing, Welding, Sheet Metal Fabrication and CNC (Computer Numeric Control) applications. Students will focus on the fundamental skills necessary to explore Manufacturing Engineering.

This course could be taken with other exploratory .25 credit courses from the following programs: Networking, Automotive, Construction, Drafting and Design, Building & Maintenance, and Communications.

0053**Drafting and Design Engineering Exploration*****Grade 9*****.25 credit**

Computer Aided Drafting and Design is an industrial technology program used in many applications and industries, including automotive, apparel manufacturing, aerospace, architectural and building, and other process engineering careers. CADD (Computer Aided Drafting and Design) is used in the design and development of tools, machinery, electronics and various residential and commercial building schematics. CADD is also used to produce computer animation for special effects in movies, advertising, and technical manuals. This course introduces students to the basic skill and design for engineering careers using Computer Aided Drafting and Design.

This course could be taken with other exploratory .25 credit courses from the following programs: Networking, Automotive, Construction, Manufacturing, Building & Maintenance, and Communications.

Automotive Technology

0047 Automotive Technology Exploration Grade 9 .25 credit

(This course is part of the 9th grade pathway rotation)

This course is the gateway class for the Career and Technical Education (CTE) or Automotive Technology Pathway: Students will learn and explore internal combustion engines, braking system, tire repair as well as basic hand tool usage. Students will focus on the fundamental skills necessary to explore Automotive Technology.

This course could be taken with other exploratory .25 credit courses from the following programs: Networking, Manufacturing Engineering, Construction, Technology Education, Building & Maintenance and Communications.

9825 Introduction to Automotive Technology Grade 10-12 .50 credit

(Preference given to 10th grade)

This course provides students with the opportunity for hands-on experience in automobile repair and maintenance. Students will acquire skills in vehicle electrical systems, precision measurement, and engine repair. This course is intended to teach skills that allow you to enter the vast area of automobile repair or prepare you to further your education in post-secondary schools. This will give students the opportunity to explore this field without making a 2 credit commitment.

9800 Automotive Technology 1 Grade 11-12 2.0 credits

(Prerequisite: Introduction to Automotive Technology is strongly recommended)

(Preference given to 11th grade)

Students enrolled in this program study all aspects of automotive brake systems (to include anti-lock brakes), steering systems, suspension systems, wheel alignment, and electrical/electronic systems. The application of technological and scientific principles, functional design, operation, and diagnostic tests will be covered throughout the course. The program is industry certified and uses up-to-date repair and diagnostic test equipment. This course will have an emphasis on theory as well as practical hands-on skills. This course, will allow students to gain the proficient knowledge to step into the higher level manufacturing courses. Students will also prepare for the (OSHA) Occupational Safety & Health Administration certification.

9810 Automotive Technology 2 Grade 12 2.0 credits

(Prerequisite: Automotive Technology 1)

This course will be a continuation of Automotive Technology 1. Students will study engine operation, design, diagnostics, and repair. A major focus will be on advanced engine diagnostics and repair to include electronic ignition systems, fuel systems, computerized engine control, and emissions systems. Students will also have the opportunity to earn a Pennsylvania Certified Safety Inspector License. The program is industry certified and uses up-to-date repair and diagnostic test equipment.

9830 Vehicle Maintenance and Service (*FLEX*) *Grade 11-12 .50 credit*

Students will learn the theory and application of vehicle maintenance, fleet maintenance operations and basic car care. This course focuses more on maintaining a vehicle as opposed to repairing them. This course includes necessary information and skills for Automotive 1 and 2, but is also a stand-alone course for those looking to gain knowledge about how to maintain and care for a vehicle. Topics covered are basic maintenance and servicing of all vehicle systems from chassis to powertrains to interior systems.

Building Property Maintenance

0048 Building Maintenance Exploration *Grade 9* .25 credit

(This course is part of the 9th grade pathway rotation)

Students will be introduced to various skills and tasks which are necessary to work in the field of Building Maintenance and property care. The students will experience the use of available hand tools, machinery and operations. This course will serve as a foundation course for students who are interested in the Building Maintenance pathway.

This course could be taken with other exploratory .25 credit courses from the following programs: Networking, Manufacturing Engineering, Construction, Technology Education, Building & Maintenance and Communications.

9782 Intro to Building Maintenance *Grade 10* .50 credit

Introduction to Building Maintenance is an introductory course for student interested in the Building Maintenance and Construction Trades pathway. This course will provide an overview of the Construction Trades pathway by introducing the student to residential carpentry, electrical and plumbing systems, as well as landscaping and various maintenance related tasks.

9780 Building Maintenance 1 *Grade 11-12* 2.0 credits

(Preference given to 11th grade)

This program is designed to introduce students to the skills necessary for success in a career in building maintenance. Students will be instructed in, and exposed to, building maintenance and trades skills at the basic, intermediate and advanced levels, based on their needs and abilities. These skills will include: basic safety (which includes personal protective equipment, performance safety, and what to do if an accident occurs); communication and human relations skills; and hands-on experiences (which provide exposure and practice in each of the building maintenance areas). Students will work boots and may need to purchase a uniform.

9781 Building Maintenance 2 *Grade 12* 2.0 credits

(Prerequisite: Building Maintenance 1)

This program is designed to fine tune students to the skills necessary for success in a career in building maintenance. Students will be instructed in, and exposed to, building maintenance and trades skills at the basic, intermediate and advanced levels, based on their needs and abilities. The program continues to build upon skills learned in level 1.

9784 Computer Aided Drafting and Design (*FLEX*) *Grade 11-12* .50 credit

This program will allow students in the Engineering and Industrial Technology pathways to gain knowledge in the use of AutoCAD and related software. Students will receive instruction in the use of AutoCAD, AutoCAD architecture Revit, and Autodesk Inventor programs. Students will read, draw, and interpret shop drawings and building plans in 2D and 3D. Students will use drafting practices to reinforce mathematical concepts of area, perimeter, volume, and other geometric concepts.

Child Care

9025 ABC's of Child Care

Grade 10-12 .50 credit

(Preference given to 10th grade)

This introductory course provides the basic knowledge and skills related to child growth and development. It will help you form positive relationships with children and develop effective parenting and caregiver skills. Participation in this course may also help one determine a career goal of working with children.

9000 Child Care Services 1

Grade 11-12 3.0 credits

(Preference given to 11th grade)

Students enrolled in the Child Care Services program learn and practice the skills necessary to improve the quality of care and education provided for young children. In this course students begin the process of becoming a Child Development Associate (CDA). They develop skills in storytelling; implement art, music, movement, math and science activities for groups of children; create, plan and write weekly lesson plans; design bulletin boards, newsletters and other teaching tools; plan and prepare nutritional food for children. Students will also operate a laboratory school for 3-5 year olds, using positive guidance methods. Students will be prepared to pursue post-secondary education. Students will be required to purchase a shirt to be worn when

9010 Child Care Services 2

Grade 12 3.0 credits

(Prerequisite: Child Care Services 1)

Students will continue to build upon the foundation established in Child Care Services 1, continuing to accumulate time and experience towards the process of becoming a **Child Development Associate (CDA)**. Students will be given more responsibility in the development and preparations of the laboratory school.

Communications & Digital Media

6021 Multimedia Design Grade 9-10 .50 credit

This course gives students the opportunity to explore different methods of communication through digital media formats. Students will use computers to create and edit their own original works of art. This course provides a hands-on, project based environment covering topics such as digital photography, advertising, graphic design, animation, and video production. Students will study various aspects of the design process such as layout design, planning procedures, thumbnail sketches, typography, and color theory. Students will be introduced to basic camera composition concepts and learn how to edit photographs and videos. Each project is designed to develop problem solving skills, encourage project-oriented research, and self-reflection. This course is an introduction to the higher level course offerings in Communications and Digital Photography through the CTE department.

9140 Intro to Communications & Digital Media Grade 10 .50 credit

Students will learn the art of taking photographs and video using the camera and computer as the primary tools for editing, processing and composing. After basic instruction in photography, artistic expression and experimentation with image form, portrait and small-product photography will be studied. In the video component of this class, students will develop skills related to commercial video production, art and experimental video, interactive multimedia production, web-based production and other newly emerging forms. Students who decide to enter post-secondary education will be better prepared for future studies in advertising, marketing, broadcast communications, computer information systems, mass communications, journalism, performing arts, office information systems and video production. This class fulfills the required 0.5 Technology Ed credits for graduation.

9145 Communications & Digital Media 1 Grade 11-12 2.0 Credits
(Preference given to 11th grade)

Communications Technology 1 is a CTE course focusing on graphic design (with an emphasis on digital communication), printing, photography, and video production. This course is an extension of the Communications Technology Exploratory and Digital Photo/Video. The course will expand further into color theory, advanced typography, project portfolio creation, and client-based project development.

Students will study various aspects of design and creation such as layout, resolution/printing, and color theory. Students will use the Adobe Creative Cloud suite to create various digital design projects following a specific content workflow. Concepts that will be explored include planning procedures, creating thumbnail sketches, creating digital “rough” layouts, final design creation, storyboarding, script writing, video production, motion graphics, off camera lighting, audio recording/mixing, and digital publication. Students will be expected to use math skills to calculate image size, resolution, document layout/positioning, frame rate, and more. Seniors taking this course will take an industry-based NOCTI examination at the conclusion of the year. Additionally, all seniors will have the opportunity to become Adobe Certified Associate certified.

Industry Certifications: NOCTI Communications Technology and Adobe Certified Associate - Visual Communication

9146 Communications & Digital Media 2***Grade 12*****2.0 Credits****(Prerequisite: Communications & Digital Media 1)**

Communications Technology II is an advanced level CTE course focusing on digital media, marketing, video production, and photography. This course is an extension of the Communications Technology I. Students will complete large scale, community-based projects, maintain social media channels (monitoring analytics), and work with adults both in and out of school. This course is setup to mimic an environment much like they will encounter in a real-world scenario. There is a heavy emphasis on the development of soft skills in addition to the technical skills introduced in the Level I course.

Industry Certifications: NOCTI Communications Technology and Adobe Certified Associate - Visual Communication

9147 Graphis Design for the Web (*FLEX*)***Grade 11-12*****.50 Credits**

Graphic Design for the web is an elective-based course in which students are introduced to the various conceptual and technical aspects of designing content for the web. This course examines the fundamental basics of HTML and CSS in accordance to current internet standards. Students will explore the website design process including layout/conceptualization, to publication, while utilizing various HTML tags, CSS structuring, etc. Additionally, students will learn the basics of developing the front-end design for apps/websites, etc. using prototyping software that allows fully functional mobile apps and websites to be built and tested for usability.

♦♦4438 Web Page Development (*FLEX*)
BWM150
Grade 11-12**.50 Credits****3 College Credits**

Introductory coverage of the Internet and online Web technologies. Skills learned include how to plan, create, and maintain static web pages. Students who enroll in this course with the intent to receive college credit must pass the Penn College Placement exam and purchase the book for this course. With successful completion, students will receive 3 credits for the BWM 150 course through Pennsylvania College of Technology.

Computer Systems & Networking

Electronics and Computer Engineering courses provides students with a foundation in circuits, analog and digital electronics, automation using PLCs and Robotics, control systems, electronic communications, embedded systems, telecommunications, networking, and optics. These courses address the need for women and men with practical skills who are ready to continue their study at the college level, enter the military, or enter the workplace.

0050	Computer Systems & Networking Exploration	<i>Grade 9</i>	.25 Credits
(This course is part of the 9th grade pathway rotation)			

This course is the gateway class for the Career and Technical Education (CTE) or Computer Systems Networking and Telecommunications Pathway: Students will learn and explore Personal Computer Hardware, Operation Systems & Applications, Networking Technologies for Home and Business Settings, and Basic Programming Fundamentals. Students will focus on the fundamental skills necessary to explore careers in Computer Support, Programming, and Networking.

♦♦9301 (EET124)	Introduction to Networking (<i>Spring only</i>)	<i>Grade 10-12</i>	.50 credit 3 College Credits
----------------------------------	--	--------------------	---

This Course is weighted 1.1

Introduction to the basic concepts and applications of computer and engineering technologies and the effects on professional and casual users, their employers and employees, and society. Applied skills include the use of current computer technology for data/information collection and organization; visualization, analysis, and interpretation of numeric computations; and the dissemination and presentation of solutions to engineering technology problems.

This course meets Pennsylvania College of Technologies Computing Literacy graduation requirement for all majors.

Students who enroll in this course with the intent to receive college credit must pass the Penn College Placement exam and purchase the book for this course. With successful completion, students will receive 3 credits for the EET124 course through Pennsylvania College of Technology.

💧9310 (EET145)	Computer Systems & Networking 1	<i>Grade 11-12</i>	2.0 credits 4 College Credits
---------------------------------	--	--------------------	--

(Preference given to 11th grade)

This Course is weighted 1.1

This course will introduce networking topologies, connector termination techniques, basic hardware components and various operating systems, as well as current and emerging technologies. Topics covered include computer construction, operating system installation and management, TCP/IP, security concepts, wireless networks, virtualization, DHCP, DNS, file sharing, proxy services, active directory, network printing, and web servers. At the end of this course students may take the Computer Technology Industry Association (CompTIA) A+ and/or the Network+ certification Exam.

Students who enroll in this course with the intent to receive college credit must pass the Penn College Placement exam and purchase the book for this course. With successful completion, students will receive 4 credits for the EET 145 course through Pennsylvania College of Technology.

9311 Computer Systems & Networking 2***Grade 12*****2.0 credits****(Prerequisite: Networking 1)**

This course will build upon the foundation developed in Level 1. Students will learn Domain Administration in a Microsoft Windows environment, Network Administration, System Administration concepts, and will be given the opportunity to specialize or concentrate in their area of interest.

6015 Principles of Electronics (*FLEX*)***Grade 10-12*****.50 credit**

In Principles of Electronics students are introduced to various concepts and topics in electronics technology such as electricity fundamentals, basic circuit design, electrical component installation/function, multi-meter use, principles of automation, and principles of data communication. The course is setup as partial theory and partial hands-on lab work. Students will apply math skills to verify circuit operation. It is expected that students have a basic understanding of algebra. This course can be used as a building block into CTE courses in Electronics, Information Technology, and Automotive. This course meets the graduation requirement of .5 credits in Technology Education.

6017 Principles of Computer Programming***Grade 11-12*****.50 credit**

Principles of Computer Programming provides an introduction to programming basics that can be used with any computer language. Concepts covered include: User Input, Output, Data Types and Variables, decision statements, looping, functions or methods, and arrays. Properties of algorithms, languages, and notations for describing algorithms, applications of a procedure-oriented language to problem solving are also covered. These concepts will be covered in a modern, high level, object oriented, open source (free) language such as Python. This course can be used as a building block into CTE courses in Electronics and Information Technology. This course meets the graduation requirement of .5 credits in Technology Education.

Grade 9 .25 credit

This course is the gateway class for the Career and Technical Education (CTE) Construction Technology. Students enrolled in this course will learn layout and measuring, safe hand and power tool use, and assembling projects in the Construction lab. Projects will include but not limited to tables, benches, toolboxes and more. Students may take home completed projects.

Grade 10-12 .50 credit

Students selecting this course will receive instruction in basic skills required in the construction industry including safety, measurement, use of hand tools and portable power tools, and building materials. Through construction theory, students will learn the technical knowledge and problem solving skills necessary to complete assigned projects. Projects include chairs, gun racks, and more that students may take home upon completion. This class fulfills the required 0.5 Technology Ed credits for graduation.

Grade 11-12 **.50 credit**
1.0 college credit

Survey of hand and power tools typically used to perform construction work. Emphasis on the development of skills needed to effectively perform layout, measurement, cutting, fastening, and finishing operations. Study also includes maintenance of tools and equipment, safe use of hand and power tools, and emerging tool technology. This class fulfills the required 0.5 Technology Ed credits for graduation. Students who enroll in this course with the intent to receive college credit must pass the Penn College Reading Placement exam and purchase. **With successful completion, students will receive 1 credit for the BC103course through Pennsylvania College of Technology.**

Grade 11-12 2.0 credits

Students enrolled in this program are involved in many different kinds of construction activity. Students learn about carpentry, plumbing, masonry, and electrical. Students will participate in classroom theory and hands-on construction projects with industry standard equipment and machines. Units on CDLs and heavy equipment will be included.

Grade 12 2.0 credits

Students enrolled in this program will receive instruction in advanced skills required in the construction industry which build upon competencies acquired in Construction Technology 1.

9420 Home Remodeling and Renovation***Grade 11-12 .50 credit***

Students selecting this course will receive instruction in home building including the skills needed to build a *Tiny House* that may be built during this class. Framing as well as plumbing and electrical needs will be covered. Flipping will include skills needed to remodel an older home making it a contemporary, modern, updated home, known as *House Flipping*. Curriculum will include tasks required to remodel a house and related costs to estimate potential profit. Training with construction hand and power tools will include projects students will be permitted to take home upon completion..

Culinary Arts

9600 CTE Culinary Arts 1 *Grade 11-12 3.0 credits*
(Preference given to 11th grade)

The curriculum in culinary arts prepares students for employment related to commercial food services. Specialized learning units include theory and work experience in the major areas of cooking, including: baking, meat cookery, soup preparation, desserts, sanitation, food purchasing, and many more. Experience is also gained in front-of-house skills including waiting on tables and cashiering, care and use of kitchen equipment, and sanitation in food handling in a commercial and institutional setting. Emphasis can be placed on learning specialty cooking. Students will be required to purchase a full chef uniform and participate in a minimum of two caterings functions beyond the school day each semester.

9610 CTE Culinary Arts 2 *Grade 12 3.0 credits*
(Prerequisite: CTE Culinary Arts 1)

The students in this course will work to broaden their experience in commercial food service. Each will take on greater responsibilities in the planning, purchasing, and billing of events. A commitment to learn new skills to achieve quality and excellence in the field of culinary arts is mandatory. Students will be required to purchase a full chef uniform and participate in a minimum of two caterings functions beyond the school day each semester.

9620 Introduction to Baking and Pastries *Grade 9-12 .50 credit*

This elective is for anyone interested in pursuing a career in Baking and Pastry Arts or Culinary Arts. This course will introduce the fundamentals used in the bakeshop. In addition, a better understanding of food terminology and advanced cooking will be mastered. The student will learn various techniques including bread baking, cookie making, sweet dough production, and much

9630 Advanced Baking and Pastries *Grade 10-12 .50 credit*
(Prerequisite: Introduction to Baking and Pastries)

This elective is for anyone interested in pursuing a career in Baking and Pastry Arts. This course will introduce the fundamentals used in the bakeshop. In addition, a better understanding of food terminology and advanced cooking will be mastered. The student will learn various techniques including bread baking, cookie making, sweet dough production, and much more.

6551 Introduction to Food Prep and Cooking *Grade 9-12 .50 credit*

This elective course is meant to introduce students to cooking and working with food. Even if you have no experience coming in, you will leave feeling comfortable in the kitchen. This class will also help you to realize whether you have a passion for cooking and if you would like to possibly pursue it as a career. Our units will focus on specific cooking methods used in the kitchen today; boiling, simmering, poaching, steaming, roasting and many more. Each unit will include a number of recipes that you will prepare in groups and take with you to enjoy. Sanitation, equipment identification, and a large emphasis on knife skills are also included to begin a strong foundation in your culinary arts education

6552 Advanced Food Prep and Cooking***Grade 10-12 .50 credit*****(Prerequisite: Introduction to Food Prep and Cooking)**

This class is the next step in your culinary education after the Introduction to Food Prep elective. We pick up right where we left off. The majority of the semester will be spent completing new recipes that focus on dry heat cooking methods such as deep-frying, pan-frying, and sautéing. You will also review the basic fundamentals of food preparation that we covered previously. This class is a great way to increase your skills and knowledge in the kitchen and develop your abilities to be able to create amazing dishes at home.

Health Occupations

Health/Medical Assisting Services 1 Grade 11-12 2.0 credit

A Career & Technical Education program with a combination of subject matter and experiences designed to prepare individuals for entry -level employment in a minimum of three related health occupations under the supervision of a licensed health care professional. Instruction consists of core course content with clinical experiences in one or two health related occupations. The core curriculum consists of planned courses for introduction of health careers, basic anatomy and physiology, medical terminology, legal and ethical aspects of health care and communications and at least three planned courses for the knowledge and skills for the occupational area such as medical assisting, ward clerk, nursing assisting, etc.

.

Health/Medical Assisting Services 2 Grade 12 2.0 credit

Students will continue to build upon the foundation established in Health/Medical Assisting Services 1, continuing to accumulate time and experience towards the process of achieving certification in various health and medical occupations. Students will be given more responsibility in the development and preparations of health care skills. Students will complete the NOCTI exam in the spring as well as participate in occupational certifications. Students in the Health/Medical Assisting Services pathway will have the necessary skills to enter the workforce or attend post-secondary education in various health care occupations.

.

Manufacturing Engineering

0052 Manufacturing Engineering Exploration Grade 9 .25 credit

(This course is part of the 9th grade pathway rotation)

This course is the gateway class for the Career and Technical Education (CTE) or Manufacturing Engineering Pathway: Students will learn and explore CADD (Computer Aided Drawing & Design), 3D Printing, Welding, Sheet Metal Fabrication and CNC (Computer Numeric Control) applications. Students will focus on the fundamental skills necessary to explore Manufacturing Engineering.

This course could be taken with other exploratory .25 credit courses from the following programs: Networking, Automotive, Construction, Technology Education, Building & Maintenance and Communications.

9700 Introduction to Manufacturing Engineering Grade 10-12 .50 credit

(Preference given to 10th grade)

This course provides students with the opportunity for hands-on experience in the computer-enhanced manufacturing process. Students will acquire skills in Measurement, Machining, Welding, Computer Aided Design (CAD), Computer Numeric Control (CNC) programming, automated applications and tool technology. This course is intended to teach the basic skills that allow you to enter the vast area of manufacturing engineering or prepare you to further your education in post-secondary schools. This class fulfills the required 0.5 Technology Ed credits for graduation.

9710 Manufacturing Engineering 1 Grade 11-12 2.0 credits

(Preference given to 11th grade)

Manufacturing Technology is a hands-on course that will explore various areas of manufacturing and the supporting elements of manufacturing processes. Students will learn fundamental skills in areas such as: Print Reading, Machining, Welding, CNC(Computer Numerical Control), Material Layout, CAD(Computer Aided Drawing), CAM (Computer Aided Manufacturing), Measurement, Fluid Power, Mechanical Drives, Electricity and Automation. This course will have an emphasis on theory as well as practical hands- on skills. This course, will allow students to gain the proficient knowledge to step into the higher level manufacturing courses.

9720 Manufacturing Engineering 2 Grade 12 2.0 credits

(Prerequisite: Manufacturing Engineering Technology 1)

Manufacturing/ Engineering Technology 2 is an advanced level course that will utilize advanced, tools, materials, and techniques to design and manufacture several products. This will allow the students to apply their skills and problem-solving abilities to overcome a number of design and fabrication problems that would be similar to the problems found in any industrial setting if they were manufacturing a product. Students will focus heavily in areas such as: Print Reading, Machining, Welding, CNC(Computer Numerical Control), PLC (Programmable Logic Controllers), Gears/Pulleys, Material Layout, CAD(Computer Aided Drawing), CAM (Computer Aided Manufacturing), Measurement, Fluid Power, Mechanical Drives, Electricity and Automation. Students will prepare for the Manufacturing (NOCTI) National Occupational Competency Testing Institute.

9730	Advanced Automation & Welding (<i>FLEX</i>)	<i>Grade 11-12</i>	.50 credit
-------------	--	--------------------	-------------------

Students will learn the theory and application of advanced automation & Welding processes for the 21st century. This class will focus on fabrication using CADD, CAM, 3D Printing, Welding and Plasma cutting. Applications will require the proper setup and operation of the automated and welding equipment. Other areas of emphasis will include proper use of tooling, fixtures and inspection gages. This course will be project based, and will be utilize manual and advanced automated tools. Students will manipulate a variety of metallic materials as well as plastics material.

💧💧 9705 (PPT115)	The Plastics Industry (<i>FLEX</i>)	<i>Grade 11-12</i>	.50 credit 2.0 college credits
-----------------------------------	--	--------------------	---

This course is weighted 1.1

Overview of the plastics industry, including materials, resin codes and mold processes. Topics include the many types of career opportunities in the industry, local industry, thermoforming, blow molding, and injection molding. Discussion also covers the nature of plastic product manufacturers, work environment, and current market research. This course fulfills the required 0.5 Technology Ed credits for graduation. **Students who enroll in this course with the intent to receive college credit must pass the Penn College Placement exam. With successful completion, students will receive 2 credits for the PPT115 course through Pennsylvania College of Technology.**

Grade 10-11 .50 credit

Grade 9-12 .50 credit

Grade 10-12 .50 credit

Grade 9-12 .50 credit

Grade 10-12 .50 credit

9730 Advanced Automation & Welding (*FLEX*)

Grade 11-12 .50 credit

*****Preference will be given to students enrolled in the CTE program***

Students will learn the theory and application of advanced automation & Welding processes for the 21st century. This class will focus on fabrication using CADD, CAM, 3D Printing, Welding and Plasma cutting. Applications will require the proper setup and operation of the automated and welding equipment. Other areas of emphasis will include proper use of tooling, fixtures and inspection gages. This course will be project based, and will be utilize manual and advanced automated tools. Students will manipulate a variety of metallic materials as well as plastics material.

9420 Home Remodeling and Renovation (FLEX)

Grade 11-12 .50 credit

*****Preference will be given to students enrolled in the CTE program***

Students selecting this course will receive instruction in home building including the skills needed to build a *Tiny House* that may be built during this class. Framing as well as plumbing and electrical needs will be covered. Flipping will include skills needed to remodel an older home making it a contemporary, modern, updated home, known as *Houseflipping*. Curriculum will include tasks required to remodel a house and related costs to estimate potential profit. Training with construction hand and power tools will include projects students will be permitted to take home upon completion.

💧 9426
(BCT103) **Construction Hand and Power Tools (*FLEX*)**

<i>Grade 11-12</i>	.50 credit 1.0 college credit
--------------------	--

This course is weighted 1.1

*****Preference will be given to students enrolled in the CTE program***

Survey of hand and power tools typically used to perform construction work. Emphasis on the development of skills needed to effectively perform layout, measurement, cutting, fastening, and finishing operations. Study also includes maintenance of tools and equipment, safe use of hand and power tools, and emerging tool technology. This class fulfills the required 0.5 Technology Ed credits for graduation. Students who enroll in this course with the intent to receive college credit must pass the Penn College Reading Placement exam and purchase. **With successful completion, students will receive 1 credit for the BC103course through Pennsylvania College of Technology.**

9147 **Graphic Design for the Web (*FLEX*)**

Grade 11-12 .05 Credits

*****Preference will be given to students enrolled in the CTE program***

Graphic Design for the web is an elective-based course in which students are introduced to the various conceptual and technical aspects of designing content for the web. This course examines the fundamental basics of HTML and CSS in accordance to current internet standards. Students will explore the website design process including layout/conceptualization, to publication, while utilizing various HTML tags, CSS structuring, etc. Additionally, students will learn the basics of developing the front-end design for apps/websites, etc. using prototyping software that allows fully functional mobile apps and websites to be built and tested for usability.

9784 Computer Aided Drafting and Design (FLEX) Grade 11-12 .50 credit

*****Preference will be given to students enrolled in the CTE program***

This program will allow students in the Engineering and Industrial Technology pathways to gain knowledge in the use of AutoCAD and related software. Students will receive instruction in the use of AutoCAD, AutoCAD architecture Revit, and Autodesk Inventor programs. Students will read, draw, and interpret shop drawings and building plans in 2D and 3D. Students will use drafting practices to reinforce mathematical concepts of area, perimeter, volume, and other geometric concepts.

♦♦9301 Introduction to Networking (Spring only) Grade 10-12 .50 credit
(EET124) 3 College Credits

*****Preference will be given to students enrolled in the CTE program***

This Course is weighted 1.1

Introduction to the basic concepts and applications of computer and engineering technologies and the effects on professional and casual users, their employers and employees, and society. Applied skills include the use of current computer technology for data/information collection and organization; visualization, analysis, and interpretation of numeric computations; and the dissemination and presentation of solutions to engineering technology problems.

This course meets Pennsylvania College of Technologies Computing Literacy graduation requirement for all majors. Students who enroll in this course with the intent to receive college credit must pass the Penn College Placement exam and purchase the book for this course. With successful completion, students will receive 3 credits for the EET124 course through Pennsylvania College of Technology.

6015 Principles of Electronics (FLEX) Grade 10-12 .50 credit

*****Preference will be given to students enrolled in the CTE program***

In Principles of Electronics students are introduced to various concepts and topics in electronics technology such as electricity fundamentals, basic circuit design, electrical component installation/function, multi-meter use, principles of automation, and principles of data communication. The course is setup as partial theory and partial hands-on lab work. Students will apply math skills to verify circuit operation. It is expected that students have a basic understanding of algebra. This course can be used as a building block into CTE courses in Electronics, Information Technology, and Automotive. This course meets the graduation requirement of .5 credits in Technology Education.

♦♦4438 Web Page Development (FLEX) Grade 11-12 .50 Credits
BWM150 3 College Credits

*****Preference will be given to students enrolled in the CTE program***

Introductory coverage of the Internet and online Web technologies. Skills learned include how to plan, create, and maintain static web pages. Students who enroll in this course with the intent to receive college credit must pass the Penn College Placement exam and purchase the book for this course. With successful completion, students will receive 3 credits for the BWM 150 course through Pennsylvania College of Technology.

♦♦ 9705 (PPT115)	The Plastics Industry (<i>FLEX</i>)	<i>Grade 11-12</i>	.50 credit 2.0 college credits
---------------------	--	--------------------	---

This course is weighted 1.1

Overview of the plastics industry, including materials, resin codes and mold processes. Topics include the many types of career opportunities in the industry, local industry, thermoforming, blow molding, and injection molding. Discussion also covers the nature of plastic product manufacturers, work environment, and current market research. This course fulfills the required 0.5 Technology Ed credits for graduation. **Students who enroll in this course with the intent to receive college credit must pass the Penn College Placement exam. With successful completion, students will receive 2 credits for the PPT115 course through Pennsylvania College of Technology.**

9705	Vehicle Maintenance and Service (<i>FLEX</i>)	<i>Grade 11-12</i>	.50 credit
-------------	--	--------------------	-------------------

Students will learn the theory and application of vehicle maintenance, fleet maintenance operations and basic car care. This course focuses more on maintaining a vehicle as opposed to repairing them. This course includes necessary information and skills for Automotive 1 and 2, but is also a stand-alone course for those looking to gain knowledge about how to maintain and care for a vehicle. Topics covered are basic maintenance and servicing of all vehicle systems from chassis to powertrains to interior systems.

9930	Co-operative Education Experience	<i>Grade 12</i>	up to 4.0 credits
-------------	--	-----------------	--------------------------

****This course is only available to students enrolled in the CTE program**

The Co-operative Education experience allows students to gain school-to-work skills through work-based placement opportunities for CTE students who are enrolled in a Career and Technical Education Program. Students who meet the requirements of basic trade and technical training, good attendance, a good attitude and work habits, are recommended to the employer for on-the-job training. The Cooperative Education experience translates to a student grade and credit is granted towards graduation. Students can earn up to four (4) elective credits through a Cooperative Education experience.

English

*Students are required to earn a **minimum of four (4) English credits for graduation**, pass the English 9 course, score proficient or advanced on the Keystone Literature Exam and, pass the Public Speaking/ Research course in order to graduate. Students who do not pass the Keystone Exam will be required to take the Keystone English course in 10th Grade. Students must take at least .50 credits in English their senior year.*

Career or College Pathway-English

(Workforce, technical, 2 year associates degree 4 year college degree pathway)

0120	English 9	Grade 9	1.0 credit
-------------	------------------	----------------	-------------------

The required course of study includes a variety of literature including Shakespeare's *Romeo and Juliet*, Homer's *The Odyssey* as well as a number of novels, short stories, and poems. The course is designed to prepare students to take the Keystone Exam in May. Research and documentation methods are crucial components of the course in ninth grade English. Students will master benchmark research skills. Word studies are conducted as well as taking words in context from literature. This course will prepare students to take the Keystone Literature Exam which will be taken in May of the freshman year.

0223	Keystone English	Grade 10	1.0 credit
-------------	-------------------------	-----------------	-------------------

(Required) → Gr 10 students who do not score proficient or advanced on Keystone in Gr 9)

This course is designed to reiterate basic literary and composition skills. Students will read selections of American literature from all genres encompassing early American history to modern times and complete writing assignments to correlate and complement each unit. Emphasis will be placed on *Something for Joey*, *The Great Gatsby*, and *The Crucible*. Students will also learn valuable studying and test-taking strategies to assist in assessment proficiency. Students in this course will re-take the Keystone Literature Exam in May of the sophomore year.

0220	English 10	Grade 10	1.0 credit
-------------	-------------------	-----------------	-------------------

Students will read selections of American literature from all genres encompassing early American history to modern times. Writing assignments and projects correlated and complement to each unit accompany each text. Emphasis will be placed on *Something for Joey*, *The Great Gatsby*, and *The Crucible*. Students will study the historical evaluation of American dramatic literature from prehistoric to modern times, focusing on its European background from the various periods of history and the connection between a culture's beliefs and writings. Major pieces of dramatic literature from various time periods will be analyzed.

0545	English 11 College Preparation	<i>Grade 11</i>	1.0 credit
-------------	---------------------------------------	-----------------	-------------------

0550	Fantasy Fiction	<i>Grade 12</i>	.50 credit
-------------	------------------------	-----------------	-------------------

0520	Creative Writing	<i>Grade 12</i>	.50 credit
-------------	-------------------------	-----------------	-------------------

0555	World Literature	<i>Grade 12</i>	.50 credit
-------------	-------------------------	-----------------	-------------------

0423	Biography	<i>Grade 12</i>	.50 credit
-------------	------------------	-----------------	-------------------

30

0530	Technical Communication	Grade 12	.50 credit
<p>This course will focus on English skills especially relevant to vocational careers. Focus will be on using research to prepare a variety of informative and explanatory texts for internal company and client communication in a concise manner, including formal tone, domain-specific language, efficient organization, and multimedia graphics. Reading, interpreting, and analyzing these types of texts will also be addressed. Resume writing, professionalism, and other interpersonal communication skills will be included, as well.</p>			

♦♦ 0424 (ENL111)	English Composition 1	Grade 12	.50 credit 3.0 college credits
-----------------------------------	------------------------------	-----------------	---

This course is weighted 1.1

This dual-enrollment college course focuses on fundamental writing and research skills with an emphasis on expository writing. An emphasis is placed on analysis, discussion, and practice of writing that explores, explains, and argues. Course work includes a significant research component. **Any student selecting this course must have administrative approval. Students who enroll in this course with the intent to receive college credit must pass the Penn College Placement exam and purchase the book for this course. With successful completion, students will receive 3 credits for the ENL111 course through Pennsylvania College of Technology**

Honors Pathway-English

(4 year college degree pathway)

0130	English Honors 1	Grade 9	1.0 credit
<p>The course of study includes a variety of literature similar to that of English 9. A study of the history of the background of the author and period is included to provide insight into the piece of literature. Grammar is taught in correlation with writing and vocabulary. Sentence structure and more advanced grammar concepts are fine-tuned from basic knowledge. Particular writing methods are taught, including formal research, expository, comparison and contrast, and persuasive. Developmental vocabulary is continued through vocabulary texts, context of literature, and word lists that accompany pieces of literature. Independent reading and IXL are used to enhance standardized test scores. This course will prepare students to take the Keystone Literature Exam in May of the freshman year. This course requires summer reading and assignments.</p>			

0230	English Honors 2	Grade 10	1.0 credit
(Recommended prerequisite: 90% or higher in Honors 1 and proficient or advanced score on the Keystone Literature Exam)			

Students will complete a rigorous academic course that focuses on classic literature, poetry, writing, non-fiction, drama, and cinema. In addition, the course stresses reading outside of class and project-based learning. The writing in the course will focus on analyzing multiple texts from multiple genres in coherent and well-organized essays which use MLA format. The course will explore and focus on primarily American Literature and the historical context that impacts writing. This course is recommended for 10th graders who plan to take AP English their senior year. **This course requires summer reading and assignments.**

0330 English Honors 3 *Grade 11* **1.0 credit**
(Recommended prerequisite: 90% or higher in Honors 2)

The advanced level of junior English helps the talented student to grow in analytical and interpretive thinking and challenges his creativity. The core content of the course is a study of British literature, conducted both thematically and chronologically. British novels and plays incorporated into the course are pieces that also appear on AP exam reading lists. At least one Shakespeare play will be read and analyzed. The methodology and vocabulary of literary criticism are applied in writing assignments and individual projects. Instruction in the conduct and writing of research is provided. Grammar and vocabulary studies focus on skills required for colleges, as well as for College Board and AP exams. Analytical skills are developed in readiness for the literature portion of the AP exam. **This course requires summer reading and assignments.**

0450 Advanced Placement English 12 *Grade 12* **1.0 credit**
This course is weighted 1.1

(Recommended prerequisite: 86% or higher in Honors 3)

The Advanced Placement course prepares the student for college-level English courses and for the nation-wide Advanced Placement English Literature Exam in May of the current school year. Students who are successful with the AP exam may be granted college credit by the academic institution they choose to enter after high school. The reading, writing, and thinking requirements are formidable, requiring extensive analytical and critical thinking elements that are built upon from the previous honors courses. Instruction focuses on note-taking; class discussion encourages differences of opinion; essay exams emphasize supporting one's interpretation with specific details from the readings; and writing assignments stress coherency and the mechanics of writing: i.e., grammar, punctuation, and spelling. Close reading is given to an extensive series of classics, great novels, plays, poems, essays, and stories. Each marking period will be directed towards the reading of a novel, drama, Shakespeare play, and independent reading assignment. **This course requires summer reading and assignments.**

♦♦ 0424 English Composition 1 *Grade 12* **.50 credit**
(ENL111) **3.0 college credits**

This course is weighted 1.1

This dual-enrollment college course focuses on fundamental writing and research skills with an emphasis on expository writing. An emphasis is placed on analysis, discussion, and practice of writing that explores, explains, and argues. Course work includes a significant research component. **Any student selecting this course must have administrative approval. Students who enroll in this course with the intent to receive college credit must pass the Penn College Placement exam and purchase the book for this course. With successful completion, students will receive 3 credits for the ENL111 course through Pennsylvania College of Technology.**

The Following Elective Courses Will NOT Count for English Credit

0501 Journalism Grade 9-12 1.0 credit

The chief activity in the course is the production of the school newspaper, The Paw Print. Students will learn skills in reporting, interviewing, writing the article, editing, making layouts, and using desktop publishing software on the computer. Methods of the modern daily newsroom are simulated. Enthusiastic journalists are invited to provide the editorial leadership for the production staff. Students may repeat the course the following year. This is an elective credit not an English credit.

9180 Yearbook Publications Grade 10-12 1.0 credit

(Prerequisite: Students must have a good scholastic record, faculty recommendations, demonstrated ability to work well with others and good time management skills. Students interested in being on staff must meet a strict application process and have the approval of the yearbook advisors.)

The publication of the school yearbook, the Orange and Black, is carried out each year by students dedicated in producing the best yearbook ever. If you like dealing with people, accepting responsibility and you don't mind hard work, and then this course is designed for you. In this course you will: participate in the designing, planning and layout of the yearbook, be responsible for specific yearbook pages, organize photo assignments, select topics and generate written copy for your assigned pages, participate in business activities such as marketing, selling, handling money and maintaining accurate records. This is an elective credit not an English credit.

Mathematics

Upon completion of 8th grade, all students will need to choose a math pathway for the high school. A score of Proficient or Advanced on the Keystone Algebra 1 exam in 8th grade is a prerequisite for the Honors Pathway.

Career or Academic Pathway-Mathematics

(Workforce, technical or 2 year associates degree pathway)

With teacher recommendation

2120 Career Algebra 1 Grade 9 1.0 credit

The study of Algebra lays the foundation for mathematics, sciences, and technical courses a student will be taking in the future. Students learn to express relationships verbally, pictorially, graphically, and symbolically. Equations are solved graphically prior to solving them symbolically. Emphasis is on connections to the real world and to various mathematical strands. Geometric models are used to connect the visual and the symbolic. Use of scientific and graphing calculators is encouraged throughout the course. The emphasis in this course is on the concrete applications and concept. (Not a Keystone Exam trigger course)

2148 Career Algebra 2 Grade 10 1.0 credit

This course is a continuation of topics covered in Career Algebra 1. Various topics are introduced such as functions, polynomials, series, sequences, and conic sections. Emphasis is placed on fundamental algebra skills such as factoring and solving linear systems. Use of a graphing calculator is essential throughout the course. (All students who have not scored proficient or advanced on the Keystone Algebra I Exam must take the exam at the middle and/or end of the course)

2154 Career Algebra 3 Grade 11 1.0 credit

This course is a continuation of topics covered in Career Algebra 2. Various topics are introduced such as functions, polynomials, series, sequences, and conic sections. Emphasis is placed on fundamental algebra skills; radical, rational, exponential, and logarithmic functions; and probability and statistics. Use of a graphing calculator is essential throughout the course.

2150 Unified Algebra and Trig Grade 12 1.0 credit

(Prerequisite: Career Algebra 3 or Geometry)

This course is a continuation of topics covered in Algebra 2. Functions and polynomials are continued with the introduction of trigonometric functions. Transformations of parent functions are extended from Algebra 2. Circular functions are introduced through the rectangular coordinate system. Use of a graphing calculator is essential throughout the course.

2178 Business Math Grade 12 1.0 credit

This course involves such concepts as interest, discounts, purchasing, selling, tax computations, commissions, insurance investments, and financial institutions. By learning this type of material, the student will become more efficient, effective, and competent in the type of math used in the real world by both business people and consumers.

Academic Pathway-Mathematics

(2 year associates or 4 year college degree pathway)

2122 Academic Algebra 1 Grade 9 1.0 credit

The study of Algebra lays the foundation for mathematics, sciences, and technical courses a student will be taking in the future. Students learn to express relationships verbally, pictorially, graphically, and symbolically. Equations are solved graphically prior to solving them symbolically. Emphasis is on connections to the real world and to various mathematical strands. Geometric models are used to connect the visual and the symbolic. Use of scientific and graphing calculators is encouraged throughout the course. This course covers the same materials as #2120 but with more emphasis on the abstract applications and concepts and prepares the student to take the Keystone Exam at the end of the course. All students must take the Keystone Exam for Algebra 1.

2126 Keystone Algebra 1 Remediation Grade 10 and 11 .50 credit

This course will target and reinforce basic information specifically related to the student performance on the Keystone Algebra 1 Exam. Students will complete assignments related to and correlated to each unit of study identified by the Keystone Anchors addressed in the Keystone Algebra 1 Exam. Students will learn studying and test-taking strategies designed to assist them in attaining proficiency on the Keystone Algebra 1 Exam.

2142 Academic Algebra 2 Grade 10 or 11 1.0 credit

Prerequisite: Algebra 1 with a recommended minimum grade of 80%

The study of Academic Algebra 2 continues to build on sequential approaches as in Academic Algebra 1. The sequence from variable to relationships to functions is extended to include using functions as models for applied settings. Algebraic and geometric concepts are connected to topics in probability, statistics, trigonometry, and discrete mathematics. Functions are developed through tabular and graphical approaches aided by technology. A special emphasis is given to the concept of change as embodied in linear, polynomial, exponential functions. Included are important topics for today's technical world---paths and circuits, and optimization. Use of a graphing calculator is essential throughout the course.

2132 Academic Geometry Grade 10 or 11 1.0 credit

Grade 10 Prerequisite: Algebra 1 with a recommended minimum grade of 80% & Proficient on Keystone

Grade 11 Prerequisite: Successful completion of Algebra 2 with a recommended minimum grade of 80%

In the study of geometry, students use inductive reasoning to identify patterns, and make conjectures---apply deductive reasoning to confirm conjectures through proof. The course begins with a strong development of visualizations and drawing skills. Algebraic and geometric models are used throughout to model a variety of real world situations. Proof is developed carefully throughout the text with an emphasis on understanding. Various proof formats are compared and used when appropriate---paragraph, flow-chart, and two column. The use of synthetic, coordinate, transformation, and vector approaches are promoted to help students understand the big ideas. Coordinate and transformation techniques are introduced early and used when appropriate. The use of manipulatives and constructions are integrated throughout to promote active involvement. This course emphasis is on the abstract applications and concepts.

2152 Academic Trig/Pre-Calculus Grade 12 1.0 credit

(Prerequisite: Geometry and Algebra 2 with a minimum grade of 80 %)

The study of Pre-Calculus begins with a thorough review of the advanced topics of Algebra. The circular functions are introduced through the rectangular coordinate system which integrates the algebraic functions with the transcendental functions. Use of a graphing calculator is essential throughout the course.

2146 College Readiness Algebra***Grade 12* 1.0 credit**

This course is designed for seniors who will attend college after graduation and will need to be proficient on placement tests. This is not for students pursuing a math or science field. Topics include real numbers, variable expressions, linear equations in one and two variables, inequalities, exponents and scientific notation, polynomial operations, and application problems, systems of linear equations, polynomial division and special products, factoring, rational expressions, radical expressions, quadratic equations, functions and application problems. Emphasis on math study skills. Technology is used to enhance thinking and understanding, to solve problems, and to judge/verify results. Verbal, numerical, graphical and symbolic approaches assist in the discovery and communication of mathematical concepts.

2178 Business Math***Grade 11 or 12* 1.0 credit**

This course involves such concepts as interest, discounts, purchasing, selling, tax computations, commissions, insurance, investments, and financial institutions. By learning this type of material, the student will become more efficient, effective, and competent in the type of math used in the real world by both business people and consumers. This course is accepted as a math credit.

Grade 9

Grade 9: Algebra 8 with a recommended minimum 90% average and Proficient or higher on the Keystone Algebra 1 exam

2143

Grade 10

2153

Grade 11

2146

Grade 12

♦♦ 2147
MTH 124

Technical Algebra and Trigonometry I

Grade 12

0.5 credit
3.00 college
credits

(Highly recommended prerequisite: Course 2152--Academic Trig / Pre-Calculus)

This course is weighted 1.1

Study of intermediate algebra and trigonometry, designed to prepare students for course work in their technical majors. Topics include algebraic expressions, linear equations, systems of equations, right triangle trigonometry, functions, graphs, geometry, ratio and proportion, and variation. Emphasis on problem solving and technical application as well as the use of technology. Not designed to prepare students for calculus. **Students who enroll in this course with the intent to receive college credit must pass the Penn College Placement exam. With successful completion, students will receive 3 credits for the MTH 124 course through Pennsylvania College of Technology.**

♦♦ 2139
MTH 125

Trigonometry II

Grade 12

0.5 credit
3.00 college

(Recommended prerequisite: Course 2152--Academic Trig / Pre-Calculus; Required Prerequisite: MTH124)

This course is weighted 1.1

Study of intermediate algebra and trigonometry, designed to prepare students for course work in their technical majors. Topics include factoring, algebraic fractions and equations, quadratic equations, trigonometric functions and graphs, radicals, complex numbers, exponential and logarithmic functions and graphs, nonlinear systems, and inequalities. Emphasis on problem solving and technical application as well as the use of technology. Not designed to prepare students for calculus. **Students who enroll in this course with the intent to receive college credit must pass the Penn College Placement exam. With successful completion, students will receive 3 credits for the MTH 125 course through Pennsylvania College of Technology.**

2175 Technical Math Applications

Grade 10-12

0.5 credit

This semester course is designed to develop mathematic skills related to career and technical education fields. The course is designed to teach the PA Math Core Standards in an applied, technical process in relation to various workplace needs. The curriculum will follow the PA Department of Education Math T-Charts. This course is recommended for any student enrolled in the CTE program of study.

5140	Spanish 1	<i>Grade 9-12</i>	1.0 credit
-------------	------------------	-------------------	-------------------

5240	Spanish 2	<i>Grade 10-12</i>	1.0 credit
-------------	------------------	--------------------	-------------------

Level 2 stresses the continued use of the spoken language in the classroom. Students will continue grammar studies related to development of aural, oral, reading, and writing skills. Culture will be presented as an integral part of the course. Emphasis will be placed on the benefits of language study, both in the social and the business world. Evaluation will be based on oral participation, completion of homework assignments, projects, quizzes, and chapter test scores. Self-motivation and self-discipline are important for a successful language study.

5340	Spanish 3	<i>Grade 11-12</i>	1.0 credit
-------------	------------------	--------------------	-------------------

At the third level, past grammar concepts will be reviewed, and by the end of the year, most basic grammar concepts will have been introduced. The student will be required to speak in the foreign language as much as possible, and original written work will be stressed. Study will also center on culture and current events; emphasis will be placed on foreign language as an asset to any chosen career. Evaluation will be based on class participation, completion of homework assignments, quizzes, tests, and composition work. Attitude and effort are also considered in student evaluation.

5341	Spanish 3 Honors (Pre-AP Spanish)	<i>Grade 11-12</i>	1.0 credit
-------------	--	--------------------	-------------------

This course is designed for students who plan to elect Spanish AP, with the intent of taking the AP exam. The pace of the class as well as the expectation of student performance will distinguish this course from Spanish 3. Students will be expected to speak Spanish in class, complete all homework assignments which will average 2-3 hours per week. There will be written activities and oral presentations assigned as well as additional readings and essays.

5440 Spanish 4 **Grade 12** **1.0 credit**

(Prerequisite: Successful completion of Spanish 3 or Spanish 3 Honors with a minimum 86% average)

Teacher recommendation advised

Level 4 of language study is a refinement of concepts mastered at the preceding levels through continued practice of the basic skills. Cultural aspects and literature of the language will be explored with stress on reading and conversation skills. There will be continued emphasis on the benefit of foreign language to any chosen career. Evaluation will be based on oral participation, completion of homework assignments, individual and group projects, compositions, quizzes, and chapter tests. Consideration is given to student attitude and effort toward learning.

5540 Spanish--Advanced Placement **Grade 12** **1.0 credit**

(Prerequisite: An average of 90% or higher in Spanish 3 Honors)

Teacher recommendation advised

This course is weighted 1.1

AP Spanish will offer students with a 90% average or better in Spanish III Honors the opportunity to improve their skill level in the areas of listening, writing, reading, and speaking. This intensive preparation will enable independently motivated students to prepare for the AP exam thereby getting college credit and/or exemption from beginning levels of Spanish in college. Students should expect at least one hour of work per school night. The course will be conducted in Spanish, and students will be expected to have daily assignments prepared before coming to class, so that class time itself is best utilized for practice and discussion.

Students will be expected to take the AP Spanish Language and Culture exam.

5120 German 1 **Grade 9-12** **1.0 credit**

A beginners course in German. No prior knowledge of German is required. Students will learn how to communicate effectively in German at a beginners level. Students will also gain an in-depth understanding of German culture. The *Komm Mit!* Level 1 textbook is used for German 1, which includes 12 chapters. The abilities of students who complete German 1 will measure at the *Novice High* level according to the ACTFL Proficiency Guidelines.

5220 German 2 **Grade 10-12** **1.0 credit**

(Prerequisite: Successful completion of German 1 with a minimum 86% average)

A beginner/intermediate course in German. It is assumed that students have taken a German 1 course and have learned how to communicate effectively in German at a beginners level. Students continue to learn how to communicate effectively in German at a beginner-intermediate level. Students will continue to gain an in-depth understanding of German culture. The *Komm Mit!* Level 2 textbook is used for German 2, which includes 12 chapters. The abilities of students who complete German 2 will measure at the *Intermediate High* level according to the ACTFL Proficiency Guidelines.

5320 German 3 **Grade 11-12** **1.0 credit**

(Prerequisite: Successful completion of German 2 with a minimum 86% average)

An intermediate/advanced course in German. It is assumed that students have taken a German 2 course and have learned how to communicate effectively in German at an beginner-intermediate level. Students continue to learn how to communicate effectively in German at an intermediate-advanced level. Students will continue to gain an in-depth understanding of German culture. The *Komm Mit!* Level 3 textbook is used for German 3, which includes 12 chapters. The abilities of students who complete German 3 will measure at the *Advanced High* level according to the ACTFL Proficiency Guidelines.

An advanced course in German. It is assumed that students have taken a German 3 course and have learned how to communicate effectively in German at an intermediate-advanced level. Students continue to learn how to communicate effectively in German at an advanced level. Students will continue to gain an in-depth understanding of German culture. The *Dreimal Deutsch* textbook is used for German 4. The abilities of students who complete German 4 will measure at the *Advanced High* level according to the ACTFL Proficiency Guidelines.

Music

5600 Concert Band Grade 9-12 .50 credit

The Concert Band is a high school performing ensemble which rehearses every other day. Participants include students who have been involved in the music program since elementary and middle school. The Band performs for evening concerts and other special events throughout the year. Repertoire includes music from various periods of music history as well as contemporary wind ensemble literature and marches. Band members, *in good standing*, will have the opportunity to audition for LCBDA/PMEA county/district/region/state festivals. Opportunity for solo and small ensemble concerts may also present themselves throughout the year. Previous experience playing an instrument in the district's music program is highly encouraged, although not necessarily required. **Students without previous playing experience must meet with the director for permission to schedule this course.**

Extra-Curricular – Marching Band Grade 9-12 No credit

The Bulldog Marching Band is an extra-curricular activity that meets entirely outside of the school day. Students do not need to participate in Concert Band in order to be a member. The marching band provides entertainment to the community through parades and football games. This ensemble also participates in local marching band competitions as well as the Lycoming County Band Director's Marching Exhibition. The Bulldog Marching Band begins each season over the summer and continues through the end of Marking Period 1. Repertoire includes serious works for marching band as well as contemporary and popular music. *Prior experience with color guard is NOT required as students will be taught by a color guard instructor.*

5601 Concert Choir Grade 9-12 .50 credit

The Concert Choir is a high school performing ensemble which rehearses every other day. The Concert Choir performs at school concerts and special events throughout the year. Repertoire includes music from various periods of history, as well as world and American music, folk and contemporary. The Concert Choir members, *in good standing*, may audition for PMEA district/region/state festivals and other select ensembles. Other performance opportunities may become available to perform in solo and ensemble concerts throughout the year.

Additional Ensembles/Activities - Co-Curricular Grade 9-12 No credit

Students involved in the music program will also have the opportunity to participate in smaller, seasonal activities at the Jersey Shore Area Senior High School. *Possible* groups include: jazz band, wind ensemble, percussion ensemble, quartets, quintets, pep band, and various select vocal ensembles. Students are chosen by auditions for certain groups

5607 Song Writing Grade 11-12 .50 credit

This course explores how to write, record, and publish new songs. This class begins with a brief introduction to basic music theory and song structure before diving into composition. Throughout the course, students will have the opportunity to compose short songs, write their own lyrics, and study the characteristics of popular genres. There will be frequent projects and opportunities to write new songs alone and with partners. This course concludes with units on recording and editing music, as well as units on copyright laws and resources for publishing your music!

5606 Stage Technology Grade 11-12 .50 credit

This course dives into the processes involved with theatrical production. Topics include elements of physical theatre, safety practices, directing, scenic design, lights, sound, and career application. During this class, students will be prepared to produce a play or musical with the theatre department (Middle and/or High School).

*Students who take this class are required to be involved with an extra-curricular theatre production including rehearsals after school hours and on weekends as needed.

5700 Music Theory 1 Grade 10-12 .50 credit

(Prerequisite: Previous knowledge of how to read music is required)

The purpose of this course is to explore the basic elements of Music Theory and how music is composed. Students will learn how to write their own music by learning the rules of music composition and applying those rules using Sibelius music writing software. Students will be required to compose pieces based on compositional techniques learned in class. This semester course is open to all students who have an interest in the way music is composed or would like to learn the rules of music composition and how they are utilized today using the latest music writing software.

5701 Music Theory 2 Grade 10-12 .50 credit

(Prerequisite: Completion of Music Theory I with a passing grade)

The purpose of this course is to continue the study of Music Theory at a higher level. Students will apply the basic elements from Music Theory I to write their own music, but add more complex concepts of music composition. Students will be required to use Sibelius music writing software to compose pieces based on compositional techniques learned in class. In addition to the written theory portion of the course, students will also receive aural theory training which will aid in their ability to sight read and sight sing more accurately. This semester course is open to all students who wish to continue their Music Theory studies, explore the way music is composed, further understand the rules of music composition, and experience how they are utilized today using the latest music writing software.

5705 Music History Grade 9-12 .50 credit

This course is designed to help students understand how music has progressed throughout history and the stylistic changes music endured during different eras. In this class, students will listen to various styles of sacred and secular music from various countries as well as music by well-known composers. Students should be prepared to take notes and keep a detailed notebook. In addition, students will be required, on occasion, to write short papers/essays and give oral presentations. This semester course is open to all students who have an interest in the history of music. *Previous knowledge of how to read music is not required, but would be helpful.*

5710 History of Rock and Roll: 50's, 60's, 70's Grade 9-12 .50 credit

This semester course was created to fulfill the art/music/fcs component of the graduation requirements. It is designed to help students understand what constitutes the idea of "rock and roll" and its progression from the early 1950's through the 1970's. In this class, students will listen to examples of music from various artists/groups from the various time periods. In particular, considerable time is spent on music of the 1950's, 1960's, 1970's. Students should be prepared to take notes and keep a notebook for the class. In addition to quizzes/tests, students may be required to prepare an oral group presentation and an individual project.

5711 History of Rock and Roll: 80's, 90's 2000's Grade 9-12 .50 credit

This semester course was created to fulfill the art/music/fcs component of the graduation requirements. It is designed to help students understand what constitutes the idea of "rock and roll" and its progression from the early 1980's through the 2000's. In this class, students will listen to examples of music from various artists/groups from the various time periods. In particular, considerable time is spent on music of the 1980's, 1990's, and 2000's. Students should be prepared to take notes and keep a notebook for the class. In addition to quizzes/tests, students may be required to prepare an oral group presentation and an individual project.

5715 American Musical Theatre 1 *Grade 10-12 .50 credit*

The majority of the class work will be the study of 20th Century musical plays and musical comedies, and the interaction of plot, dialogue, and character as they serve as the framework for songs, dances, routines, and humorous episodes. Students will study excerpts from landmark musicals from the 1920's to the 1960's, as well as present day excerpts during their 'Clip of the Day.' Students will study famous composers, producers, librettists, choreographers, singers, dancers, and actors who were a part of this century's most successful productions on and off-Broadway. In addition, students will be learning how the elements of costume design, stage set, and lighting contribute to the overall musical production. This class will also develop an understanding of performance and students will demonstrate through performance: basic acting and singing skills. Students will be expected to try all basic performance skills as a part of this course.

5716 American Musical Theatre 2 *Grade 10-12 .50 credit*

(Prerequisite: Completion of American Musical Theatre 1 with a passing grade)

This class is an extension of American Musical Theatre I. The majority of the class work will be the continuation of study of 20th Century musical plays and musical comedies, and the interaction of plot, dialogue and character as they serve as the framework for songs, dances, routines and humorous episodes. Students will study full-length productions as well as excerpts from landmark musicals from the 1960's to present, including film adaptations of Broadway musical stage plays, as well as present day excerpts during their 'Clip of the Day.' Students will study famous composers, producers, librettists, choreographers, singers, dancers, and actors who were a part of this century's most successful productions on and off-Broadway. In addition, students will be learning how the elements of costume design, stage set, and lighting contribute to the overall musical production. This class will also develop an understanding of performance and students will demonstrate through performance: basic acting and dancing skills. Students will be expected to try all basic performance skills as a part of this course.

5720 Voice Class *Grade 10-12 .50 credit*

This semester course was created to foster good vocal health and technique. Goals of the course are as follows: to improve technique, quality, and artistry of individual voices; and to focus class attention on common vocal problems and their remediation. Students will study three different genres of music including folk, classical, and musical theatre to perform in this class. In addition to performance, students will take an in-depth look at famous musicians from the 20th Century including the genres of folk, classical, and musical theatre. This course is performance based and all students are required to sing.

5721 Guitar *Grade 10-12 .50 credit*

This semester course was created to encourage nontraditional instrumental students to pursue music study. This course also fulfills the art/music/fcs component of the graduation requirements at Jersey Shore High School. In this class we will discuss techniques and topics including chords, scales, notation, strumming, and fingerpicking. Students may be required to practice on their own, take written quizzes/tests, and perform both alone and as a class.

This course is open to students owning their own guitar.

Physical Education/Health

8000 Physical Education Grade 9-12 .50 credit

The physical education program will provide a wide variety of activities to meet the mental, physical, social, and emotional needs, as well as the interests and abilities, of all students. The activities are designed to develop interpersonal skills, positive attitudes, a desire to participate, physical fitness, and an appreciation of lifetime and individual sports. The activities are offered to each student in a co-educational, modified elective program. Students will have the opportunity to develop proficiency in movement forms. This proficiency involves the ability to demonstrate a degree of consistency and skillfulness in the execution of basic as well as advanced skills in offered activities.

Included in the program is a wide variety of activities, such as, basic swimming, disc golf, soccer, pickle ball, volleyball, softball, basketball, badminton, recreational games, square dancing, aerobics, yoga, floor hockey, aquatic fitness, fitness walking, lacrosse, and kayaking, canoeing, snorkeling and a variety of aquatic games. The students will have use of the "fitness center" which includes: cardio equipment, hammer strength training, and a variety of circuit training will be available to all students. Furthermore all ninth grade students and "new" students to the district will be certified in the technique, safety, care, handling of equipment and procedures of the fitness center.

8049 Health & Wellness Grade 9 (Required) .50 credit

This course is based off of the Pennsylvania State Standards for Health, Physical Education, Safety, Recreation, and Dance, as well as, the National Health Education Standards. The goals of this course are to introduce and explain the concept of wellness; provide current information on health issues; assist the student in developing a balanced lifestyle through understanding of the inter-relatedness of the physical, mental and emotional realms in making a healthy individual; provide an opportunity for students to examine and evaluate their personal relationships; and provide opportunities for the development of decision-making and critical-thinking skills.

8050 Health Grade 11 (Required) .50 credit

This course provides units that enable students to develop knowledge, attitudes, and practices necessary for promoting individual and family health. The course also promotes continued learning with an emphasis on life time wellness. The students are called upon to work cooperatively and collaboratively to: (1) gain an understanding of health promotion and disease prevention concepts; (2) learn how to access valid health information, products, and services; (3) develop positive health behaviors through goal setting and decision making. Topics included are: career focus, first aid and safety, family life, and drug/alcohol awareness, nutrition, organ/tissue donor awareness, consumer and community health, injury prevention and safety.

0046/8114 Health Occupations Grade 9 .50 credit

The Health Occupations course will enable students to engage in a more thorough understanding of the various occupations available in the Health field. Students will be provided information on: job descriptions, job responsibilities, including the negative and positive aspects of the jobs, training and educational requirements, salary/benefits, working environments, advancement opportunities, job security and retirement incentives through instruction, research and personal experiences with guest speakers. The course is an excellent way for students to become better prepared for making career decisions in Health related fields.

8115 Safety Concepts & First Aid (Health Elective) Grade 10-12 .50 credit

In this course, students will examine fundamental attitudes, knowledge and skills to prepare for further study in career pathways in health, recreation, and community services. Concepts related to the field of health and wellness, health care, basic principles of anatomy, physiology and disease, medical terminology, organ and tissue donation, patient care, and basic safety and reporting protocols for providing care to individuals. Students will also obtain First Aid/CPR/AED certification upon passing skills and written exams with a minimum of 80%.

8116	Introduction to Health Careers	<i>Grade 10-12</i>	.50 credit
-------------	---------------------------------------	--------------------	-------------------

Examination of health majors and careers, including an evaluation of personalities in relation to career interests and values needed for success and satisfaction in the health care professions. Topics include discussion of requirements, daily roles, employment opportunities, and projections for the future in each of the selected health care fields. 2 Credits (2 Lecture). ,

8117 Medical Terminology Survey (MTR 100)	<i>Grade 11-12</i> .50 credit 2 College Credits
--	---

Introduction to the basic structures and rules of interpreting medical terminology, designed to develop the ability to read, understand, and write the medical language. 1 Credit (1 Lecture),

♦♦8118 (MTR 104)	Basics of Medical Terminology	<i>Grade 11-12</i>	1.00 credit 3 College Credits
-----------------------------------	--------------------------------------	--------------------	--

Foundation for the use of the language of medicine, with emphasis on correct pronunciation and spelling, various word parts, abbreviations and symbols, and terms pertaining to body systems. Etiology, symptomatology, pathology, and diagnostic procedures for identifying various disease processes provide an increased understanding of medically related conditions and procedures. 3 Credits (3 Lecture)

Science

Students are required to earn a minimum of three (3) Science credits and score proficient or advanced on the Keystone Biology Exam to meet graduation requirements. Students who do not pass the Keystone Exam after the full year biology course, may be required to take the Keystone Biology Remediation course the following school year and will take the Keystone Biology Exam a second time.

Upon completion of 8th grade, students must choose a science pathway for the high school. A score of Advanced on the Keystone Algebra exam in 8th grade and a recommendation is a prerequisite for the Honors Pathway.

Career Pathway-Science

(Workforce, technical or 2 year associates degree pathway)

3122	Earth and Space Science	Grade 9	.50 credit
-------------	--------------------------------	----------------	-------------------

This course will provide students with an understanding and knowledge of the Earth and the Earth's place in the Universe. The following topics will be covered: Astronomy- the Earth in the Universe, Meteorology-the atmosphere of the Earth, and Geology-the solid part of the Earth. The students will develop proficiency in basic laboratory process skills such as measurement, data collection, organization, analysis, and forming conclusions.

3212	Introduction to Biology	Grade 9	.50 credit
-------------	--------------------------------	----------------	-------------------

This course is intended to introduce students to core concepts in Biology including: basic biological principles, structure and function at various levels of biological organization, cell growth and reproduction, genetics, evolution and ecology.

3220	Biology / REQUIRED Course	Grade 10	1.0 credit
-------------	----------------------------------	-----------------	-------------------

Biology is the Keystone science trigger course for the high school. A score of proficient or above must be earned on the Keystone Biology Exam in order to meet graduation requirements. The biology course has been designed to enhance student understanding of the structure and function of all living things, the student's place in this community of life and to provide each student the tools required to be successful on the Keystone Biology exam. Topics include: the cell, cell division, the cell's role in the establishment and maintenance of homeostasis, bioenergetics, ecology, genetics, and evolution.

3480	Chemistry	Grade 11-12	1.0 credit
-------------	------------------	--------------------	-------------------

(Prerequisite: Biology. Prerequisite or concurrent: Algebra 1)

This Chemistry course is intended to introduce the high school student to chemical science. Topics studied include: measurement, matter and energy, atomic structure, the periodic table, and chemical bonding, chemical reactions, the mole, stoichiometric relationships, and solutions and concentration. The approach in the course emphasizes conceptual understanding and mastery of key concepts. The pace of the course is slower and the emphasis is less on mathematical problem solving than in the honors chemistry course. Hands-on laboratory work is an important component of the course. **This course is intended for students who are entering the workforce or a 2 year degree program after high school.** Students planning to attend a four-year college after high school should take CHM 100 – Fundamentals of Chemistry.

♦♦ 3500 (CHM100)	Fundamentals of Chemistry	Grade 11-12	1.50 credits 4.00 college credits
---------------------	---------------------------	-------------	--------------------------------------

(Prerequisite: Must have passed the Keystone Algebra Exam and take the Penn College Placement Exam

This course CAN be taken after passing Chemistry, but a prior Chemistry course is not a prerequisite)

This course is weighted 1.1

Basic principles of chemistry and its practice in laboratory. Emphasis on the underlying structure of matter (atoms, ions, molecules) and how structure determines properties. Designed to teach chemistry terminology and symbols, as well as to develop analytical and critical thinking skills. This course is intended for students planning to attend Penn College as a non-science major. Future Penn College students can complete a required science course for their degree program by completion of this course. **Students who enroll in this course with the intent to receive college credit must pass the Penn College Placement exam. With successful completion, students will receive 4 credits for the CHM100 course through Pennsylvania College of Technology.**

3530	Honors Physics	Grade 11-12	1.0 credit
------	----------------	-------------	------------

Prerequisite: Algebra 2 with at least 86% average

Honors Physics is an academic course dealing with the relation between matter and energy, beginning with measurement and continuing with force and motion, vectors, momentum, work energy and power, wave transfer of energy, light and optics, direct current electricity, circuits, magnetic applications of electric and magnetic fields, and nuclear energy. High emphasis is placed on laboratory work and problem solving. Honors Physics is **STRONGLY** recommended for students planning on pursuing a four-year degree in an engineering, medical, technology, or science field.

Grade 12

The electives listed at the end of the science section are available for all pathways in grade 12. Electives may be scheduled on a case-by-case basis depending upon the student pathway, grade level and prerequisites.

Honors Pathway-Science

(4 year college degree pathway)

3219	Biology 9 / REQUIRED Course	<i>Grade 9</i>	1.0 credit
-------------	------------------------------------	----------------	-------------------

Prerequisite: Recommended proficient on PSSA Reading Exam and must have a teacher recommendation.

Biology is the Keystone science trigger course for the high school. A score of proficient or above must be earned on the Keystone Biology Exam in order to meet graduation requirements. The biology course has been designed to enhance student understanding of the structure and function of all living things, the student's place in this community of life and to provide each student the tools required to be successful on the Keystone Biology exam. Topics include: the cell, cell division, the cell's role in the establishment and maintenance of homeostasis, bioenergetics, ecology, genetics, and evolution.

<p>3500</p> <p>CHM 100</p>	<p>Fundamentals of Chemistry</p>	<p><i>Grade 10-11</i></p>	<p>1.50 credits</p> <p>4.00 college credits</p>
--	---	---------------------------	---

Prerequisite: Must have passed the Keystone Algebra Exam and take the Penn College Placement Exam

This course CAN be taken after passing Chemistry, but a prior Chemistry course is not a prerequisite

This course is weighted 1.1

Basic principles of chemistry and its practice in laboratory. Emphasis on the underlying structure of matter (atoms, ions, molecules) and how structure determines properties. Designed to teach chemistry terminology and symbols, as well as to develop analytical and critical thinking skills. This course is intended for students planning to attend Penn College as a non-science major. Future Penn College students can complete a required science course for their degree program by completion of this course. **Students who enroll in this course with the intent to receive college credit must pass the Penn College Placement exam. With successful completion, students will receive 4 credits for the CHM100 course through Pennsylvania College of Technology.**

3530	Honors Physics	<i>Grade 10-11</i>	1.0 credit
-------------	-----------------------	--------------------	-------------------

(Prerequisite: Algebra 2 with at least 86% average)

Honors Physics is an academic course dealing with the relation between matter and energy, beginning with measurement and continuing with force and motion, vectors, momentum, work energy and power, wave transfer of energy, light and optics, direct current electricity, circuits, magnetic applications of electric and magnetic fields, and nuclear energy. High emphasis is placed on laboratory work and problem solving. Honors Physics is ***STRONGLY*** recommended for students planning to pursue a four-year degree in an engineering, medical, technology, or science field.

3471 Advanced Placement (A.P.) Chemistry Grade 11-12 1.50 credits

This course is weighted 1.1

(Prerequisite - Must have a 90 or above average in both CHM 100 and in Algebra II)

Advanced placement chemistry is a college level course designed to prepare a high school student for higher education in science or a medical field. The A.P. Chemistry course is designed as an equivalent to a college level general chemistry class. The goal of the course is to prepare students to successfully complete the College Board's Advanced Placement Test in Chemistry. Passing the A.P. Chemistry test will enable students to take second year chemistry courses in their college freshman year or exempt them from science as a general elective. Students enrolling in AP Chemistry must have achieved a 90 average in Honors Chemistry and in Algebra II. The topics covered are those required by the College Board for the course and include: Structure of matter, states of matter, reactions, periodic trends, intro to organic chemistry, and laboratory techniques.

3401 Advanced Placement Environmental Science Grade 11-12 1.5 credits

(Prerequisites – Biology Prerequisite or concurrent with Honors Chemistry or Honors Physics with course grades of 90 or above.) This course is weighted 1.1

The Advanced Placement Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. The goal of the course is to prepare students to successfully complete the College Board's Advanced Placement Test in Environmental Science.

Science - Electives

The following electives are available for all pathways in grade 12. Electives may be scheduled on a case by case basis depending upon the student pathway, grade level and prerequisites necessary.

3481 Analytical Chemistry Grade 12 .50 credit

Analytical chemistry is a course intended for those interested in going into engineering, crime scene investigation (CSI), or other chemistry-related field. The application of the class can also be used for those interested in going into medical research. The course includes the theory and applications of analytical chemistry including: Laboratory emphasis on obtaining and interpreting quantitative data, Statistical data analysis, equilibrium expressions, pH, volumetric and gravimetric analysis, fundamentals of spectroscopy, and analytical separations. Laboratory experiments include acid-base behavior, spectroscopy (UV-visible and atomic absorption), and chromatography.

3420 Organic Chemistry Grade 12 .50 credit

(Prerequisites- A course grade of a B+ or higher in CHM 100.) (Can be taken concurrently with AP Chem).

Organic chemistry is a sub discipline of chemistry that is prevalent in every person's life. Organic chemistry is the study of carbon containing compounds and their uses, reactions, functions, and application to life. The use of math in organic chemistry is very limited due to the nature of study and is very different from general chemistry. The student will study organic compounds, functional groups, basic organic reactions, synthesis pathways, and proper organic laboratory techniques. This course is designed for any student interested in any field of study involving chemistry, biology, certain engineering fields, or the medical field.

♦♦3555 Human Anatomy and Physiology Survey *Grade 11-12* **1.00 credits**
(BIO 103) **3.00 college Credits**

Prerequisite: Passing grade in Biology and Chemistry and/or proficient score on Biology Keystone Exam

This course is weighted 1.1

Overview of human anatomy and physiology. Emphasis on the relationships between the structures and functions in each body system as well as the interrelationships among all body systems in the maintenance of homeostasis. Laboratory work complements and reinforces lecture materials. Qualifying score on math placement exam required. Recommended corequisite: ENL111.

3400 Environmental Science *Grade 11-12* **.50 credit**

Prerequisite: Successful completion of Biology & Algebra

Environmental Science emphasizes global environmental concepts as they relate to local issues. Students will perform case study analysis, problem-solving, project creation and development, computer and internet use, oral reports/discussions, laboratory measurement, data collection and analysis, along with other activities utilized to promote student-centered learning.

3410 Astronomy *Grade 11-12* **.50 credit**

A survey of modern astronomy introducing topics from our solar system and other planetary systems, galaxies, the evolution of stars, and the methods and technology used to explore planetary and stellar processes. Included with this course is a lab that introduces the student to astronomical observations with the use of a series of telescopes and lab exercises.

3330 Genetics and Microbiology *Grade 11-12* **1.0 credit**

(Prerequisite: Successful completion of Biology)

Genetics requires a more detailed examination of the subject and will emphasize problemsolving, decision-making, critical thinking, applied learning, and knowledge. The topics covered in this course will range from Mendelian genetics to current genetics technologies and discoveries as well as their practical and ethical implications. Microbiology is a course with a major focus on the role of microorganisms such as bacteria and viruses in diseases. Other topics included in this course are some of the positive roles of microorganisms in areas such as food production, ecology and future technology. Laboratory work is stressed. This course will help prepare you to continue your Science education at the college level to prepare for careers in medical and health related fields.

Social Studies

The high school social studies program is designed to impart critical and analytical thinking skills to all students. As students explore history and are introduced to disciplines within the social sciences, they will also refine their written and oral communication skills. All students are expected to read assignments critically and participate actively in class discussions and activities.

PA School Code requires all students to be enrolled in the following history courses during their high school career:

- **United States History**
- **World History**
- **American Government**
- **Economics**

Career Pathway-Social Studies

(Workforce, technical or 2 year associates degree pathway)

1123	United States History	Grade 9	1.0 credit
-------------	------------------------------	----------------	-------------------

This course is designed to give career pathway students a broad background in the social, political, and economic development of the United States from 1815 to the present. Topics include, but are not limited to, westward expansion, and causes of the Civil War, Reconstruction, the Gilded Age, Populism, Progressivism, American Expansionism, New Deal Liberalism, World Wars I and II, the Cold War, the Civil Rights Movement, the Vietnam War, 1960's Liberalism, and Neo-Conservatism.

1320	World History	Grade 10	1.0 credit
-------------	----------------------	-----------------	-------------------

This introductory course records the contributions of individuals as it chronicles the development of world societies from the Renaissance to the present. Students will examine the conflict and cooperation between societies as they analyze political and social systems, economic and technological advances, world religions, cultural diffusion, and globalization. Special emphasis will be placed on the way geography has impacted human development. Considerable attention will also be given to developing historical thinking and communication skills.

1420	American Government*	Grade 11-12	.50 credit
-------------	-----------------------------	--------------------	-------------------

The purpose of the course American Government is to help students gain an understanding of how our nation's government is organized and operates. Students will also learn about the rights and responsibilities of the citizen in government. Students will be exposed to the process by which public policy is shaped in order to prepare them to make informed, discriminating judgments on questions that will affect the future of the nation and the world. ****This is a required course for graduation****

1421	Economics*	Grade 11-12	.50 credit
-------------	-------------------	--------------------	-------------------

The study of economics will introduce students to the foundations and operations of the American free enterprise system and acquaint the students with other economic systems in the world. The theory of the market economy and the modifications that have been made to it will also be studied. Students will examine domestic and international challenges to the economy of the United States and analyze complex global economic issues. By providing the students with economic knowledge and critical thinking skills, this course ensures that each student will be prepared to participate actively and intelligently in civic issues.

Academic Pathway-Social Studies

(2 year associates or 4 year college degree pathway)

1120 United States History 1 Grade 9 1.0 credit

This course is designed to give all students a broad background in the social, political, and economic development of the United States from the French and Indian War to the end of the Reconstruction era. Topics include, but are not limited to, the American Revolution, formation of a republican form of government, the birth of political parties, westward expansion, and causes of the Civil War. United States geography will also be an integral part of the course.

1220 United States History 2 Grade 10 1.0 credit

This is a chronological survey of the major political, economic, and social developments in United States history since the Civil War. Topics will include, but are not limited to Reconstruction, the Gilded Age, Populism, Progressivism, American Expansionism, New Deal Liberalism, World Wars I and II, the Cold War, the Civil Rights Movement, the Vietnam War, 1960's Liberalism, and Neo-Conservatism. As students learn about our nation's history, they will have the opportunity to improve their historical thinking and communication skills.

1320 World History (Gr 11) 1.0 credit

This introductory course records the contributions of individuals as it chronicles the development of world societies from the Renaissance to the present. Students will examine the conflict and cooperation between societies as they analyze political and social systems, economic and technological advances, world religions, cultural diffusion, and globalization. Special emphasis will be placed on the way geography has impacted human development. Considerable attention will also be given to developing historical thinking and communication skills.

1420 American Government Grade 12 .50 credit

The purpose of the course American Government is to help students gain an understanding of how our nation's government is organized and operates. Students will also learn about the rights and responsibilities of the citizen in government. Students will be exposed to the process by which public policy is shaped in order to prepare them to make informed, discriminating judgments on questions that will affect the future of the nation and the world. ****This is a required course for graduation****

1421 Economics Grade 12 .50 credit

The study of economics will introduce students to the foundations and operations of the American free enterprise system and acquaint the students with other economic systems in the world. The theory of the market economy and the modifications that have been made to it will also be studied. Students will examine domestic and international challenges to the economy of the United States and analyze complex global economic issues. By providing the students with economic knowledge and critical thinking skills, this course ensures that each student will be prepared to participate actively and intelligently in civic issues.

Honors Pathway-Social Studies

(4 year college degree pathway)

1130 19th Century History Honors *Grade 9* 1.0 credit

This college preparatory course will help students develop critical thinking and writing skills that they will use throughout high school and college. It will help students learn to think historically as they compare economic, political, intellectual, and social developments in Europe and the United States from the Seven Years' War to the end of the nineteenth century. Topics include, but are not limited to, the Enlightenment, American Revolution, French Revolution and Napoleon, Early American Republic, Jacksonian Democracy, the American Civil War, and European Imperialism. Students will be expected to read and write about challenging primary and secondary source materials. Since this course is also designed to prepare students for future Advanced Placement (AP) coursework in European and United States history, special emphasis will be placed on the critical thinking skills needed to complete the multiple choice and free response portions of the AP exam as well as methods to analyze primary documents. **Note: All students who score at the advanced level on the reading portion of 8th Grade PSSA Exam will automatically be enrolled in this course as it will help to expand and refine their abilities to interpret, analyze and evaluate non-fiction.**

1230 20th Century History Honors *Grade 10* 1.0 credit

(Prerequisite: Students must have at least a 90% in 19th Century History Honors or a 94% in Academic United States History from 1764 to 1877 and a score of Proficient or better on the Keystone Literature test)

This introductory course is designed to prepare advanced history students for future Advanced Placement (AP) coursework in European and American history. This course will help students learn to think historically as they compare economic, political, intellectual, and social developments in Europe and the United States from end of the nineteenth century until the turn of the twenty-first century. Emphasis will be placed on how liberalism, conservatism, and radicalism evolved in Europe and the United States throughout the twentieth century. Topics include, but are not limited to, American and European Imperialism, Populism, Progressivism, World War I, the Russian Revolution, the Great Depression, the Rise of Fascism, New Deal Liberalism, World War II, the Cold War, McCarthyism, the Civil Rights Movement, the Vietnam War, and the Reagan Revolution. Students will be expected to read and write about challenging primary and secondary source materials. Special emphasis will be placed on learning how to write Document-Based Questions (DBQs) for the AP exam. Considerable attention will also be given to the development of the critical thinking and communication skills necessary for success on the multiple choice and free response portions of the AP exam.

1350 European History – Advanced Placement *Grade 11* 1.0 credit

(Prerequisite: It is required that students have obtained at least a 90% average in 20th Century History Honors)

This course is weighted 1.1

Advanced Placement European History is a challenging course designed to be the equivalent of a college or university level Western Civilization survey course. The course examines the political, social, economic, intellectual, and cultural history of Europe from the Renaissance to the 21st Century. Students should possess strong reading and writing skills and be willing to devote substantial time to the completion of class assignments. Emphasis is placed on analytical writing, class discussion, primary source interpretation, and critical reading of secondary sources. Students who enroll in this course will be expected to read and write at the college level. They must be prepared to dedicate substantial time outside of the normal school day to the study of history, and need to be committed to taking the Advanced Placement history exam offered in early May each year. This course is designed for 11th grade advanced students.

1450 Advanced Placement United States History***Grade 12 1.0 credit*****This course is weighted 1.1**

Advanced Placement United States History is a challenging course designed to be the equivalent of a college or university level United States history survey course. The course examines the political, social, economic, intellectual, and cultural history of the United States from colonial times to the present. Students should possess strong reading and writing skills and be willing to devote substantial time to the completion of class assignments. Emphasis is placed on analytical writing, class discussion, primary source interpretation, and critical reading of secondary sources. Students who enroll in this course will be expected to read and write at the college level. They must be prepared to dedicate substantial time outside of the normal school day to the study of history, and need to be committed to taking the Advanced Placement history exam offered in early May each year.

Social Studies - Electives

The following elective is available for all pathways. It may be scheduled on a case by case basis depending upon the student pathway, grade level and prerequisites necessary.

1520 Crime and the Law***Grade 11-12 .50 credit***

The purpose of this elective course is to give students a basic understanding of our criminal and legal systems. Topics included, but are not limited to, the history of our legal system, the courts, causes of crime, and entire criminal justice system. The focus of the course is on criminal law with students actively participating in two mock trials and one mock crime scene investigation.

1530 Introduction to Psychology***Grade 11-12 .50 credit***

Psychology is the study of mental processes, and how the mind and body work together. The content of this course includes, but is not limited to, the history of psychology, research, statistics, personal and social development, cognitive and emotional development, sensation and perception, sleep and dreams, conditioning, motivation, disorders and forms of therapy.





Book	Board Policy Manual
Section	100 Programs
Title	Extracurricular Participation by Charter/Cyber Charter Students
Code	140.1
Status	
Legal	<ol style="list-style-type: none">1. 24 P.S. 1719-A2. 24 P.S. 1743-A3. 24 P.S. 1749-A4. Pol. 122 - Extracurricular Activities5. Pol. 123 - Interscholastic Athletics6. Pol. 140 - Charter Schools7. Pol. 218 - Student Discipline8. 24 P.S. 5119. Pol. 204 - Attendance

Authority

The Board shall approve participation in the district's extracurricular activities and interscholastic athletic programs by a student enrolled in a charter or cyber charter school who meets all the conditions stated in Board policy and the charter or cyber charter school does not provide the same extracurricular activity or interscholastic athletic program. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)[\[6\]](#)

The Board shall not provide individual transportation for students enrolled in charter or cyber charter schools who participate in the district's extracurricular activities or interscholastic athletic programs. When the district provides transportation to and from an away competition, game, event or exhibition and requires district students to use district transportation, charter/cyber charter students shall be required to use the transportation provided by the district.

The Board may require the charter or cyber charter school to pay the cost of the expenses for its students' participation in the district's extracurricular activities or interscholastic athletic programs.

Guidelines

Charter and cyber charter school students shall be given an equal opportunity to compete for positions and participate in extracurricular activities and interscholastic athletic programs.

A charter or cyber charter school student may only participate in extracurricular activities and interscholastic athletic programs at the school building closest to the charter or cyber charter school, or at the school building the student would be assigned to if s/he was enrolled in the school district.

The following conditions shall govern participation in the district's extracurricular activities and interscholastic athletic programs by eligible charter and cyber charter school students, who shall:

1. Be a resident of the school district.
2. Meet the required eligibility criteria.[4][5]
3. Maintain appropriate insurance coverage, consistent with the coverage requirements for district students.[5]
4. Comply with Board policies and school rules and regulations regarding extracurricular activities, interscholastic athletics, and student discipline.[4][5][7]
5. Comply with policies, rules and regulations of the activity's governing organization. [8]
6. Meet attendance and reporting requirements established for all participants of the activity or program.[9]
7. Meet the requirements for physical examinations, physical fitness and any height and/or weight restrictions.[5]
8. Comply with all requirements and directives of the district staff, coaches and administrators involved with the extracurricular activity or interscholastic athletic program.

If a class for credit held during the school day by the school district is required for participation in activities that take place outside of the class, charter/cyber charter students shall not be eligible to participate in such activities.

Delegation of Responsibility

The building principal or designee shall ensure that charter and cyber charter students have access to information regarding the district's extracurricular activities and interscholastic athletic programs.

The building principal or designee shall receive and review written verification from the charter or cyber charter school that a student has met and continues to meet the established eligibility criteria for an extracurricular activity or interscholastic athletic program.

The building principal or designee shall distribute information regarding eligibility criteria and student participation in extracurricular activities and interscholastic athletics to all affected by them.



Book	Board Policy Manual
Section	100 Programs
Title	Migrant Students
Code	142
Status	
Legal	1. 24 P.S. 1326 2. 24 P.S. 1327 3. 20 U.S.C. 6391 et seq 4. 34 CFR 200.81-200.88 5. Pol. 105 - Curriculum 6. Pol. 112 - Guidance Counseling 7. Pol. 113 - Special Education 8. Pol. 114 - Gifted Education 9. Pol. 115 - Career and Technical Education 10. Pol. 333 - Professional Development 22 PA Code 403.1

Authority

The Board establishes a program to address the needs and provide appropriate services to migrant students attending district schools. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

Guidelines

The district program for migrant students shall include procedures to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Ensure migrant students have the appropriate educational opportunities to meet the same academic standards required of all students.
3. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. [\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)[\[9\]](#)
4. Provide parents/guardians an opportunity for meaningful participation in the program.
5. Provide advocacy and outreach programs for migrant students and their families.
6. Provide professional development for district staff. [\[10\]](#)

The district shall provide materials to parents/guardians regarding their role in improving the academic achievement of their child.

Delegation of Responsibility

The Superintendent or designee shall develop procedures to notify and involve parents/guardians in the development, implementation and evaluation of the district's program for migrant students.



Book	Board Policy Manual
Section	100 Programs
Title	Student Services
Code	146
Status	
Legal	1. 22 PA Code 4.13 2. 22 PA Code 12.41 3. Pol. 100 - Comprehensive Planning 4. Pol. 112 - Guidance Counseling 5. Pol. 113 - Special Education 6. Pol. 209 - Health Examinations-Screenings 7. Pol. 210 - Medications 8. Pol. 210.1 - Possession/Use of Asthma Inhalers/Epinephrine Auto-Injectors 9. 24 P.S. 1547 10. 22 PA Code 12.42 11. Pol. 236 - Student Assistance Program 12. Pol. 115 - Career and Technical Education 13. Pol. 227 - Controlled Substances/Paraphernalia Pol. 209.1 - Food Allergy Management Pol. 235.1 - Surveys Pol. 808 - Food Services

Authority

The Board directs that every six (6) years, the district shall develop a written plan for implementing a comprehensive and integrated K-12 program of student services, based on the needs of students. The plan shall be made available for public inspection and comment in the district's administrative offices and on the District Website for a minimum of twenty-eight (28) days prior to approval by the Board. [\[1\]](#)[\[2\]](#)[\[3\]](#)

The Board directs that the student services plan shall be reviewed and revised as necessary. [\[2\]](#)

Guidelines

Services offered by community agencies in district schools shall be coordinated by and be under the general direction of the school district. [\[2\]](#)

The following categories of services shall be provided by the district and included in the student services plan: [\[2\]](#)

1. Developmental services that address students' needs throughout their district enrollment, which include: guidance counseling, psychological services, health services, home and school visitor services, and social work services that support students in addressing academic, behavioral, health, personal and social development issues. [\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)
2. Diagnostic, intervention and referral services for students experiencing problems attaining educational achievement appropriate to their learning potential.
3. Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists.

The district shall plan and provide for a Student Assistance Program (SAP) in accordance with applicable law and regulations. [\[9\]](#)[\[10\]](#)[\[11\]](#)

The district's student services shall: [\[2\]](#)

1. Be an integral part of the instructional program at all levels of the school system.
2. Provide information to students and parents/guardians about the educational opportunities of the school's instructional program and how to access those opportunities.
3. Provide career information and assessments to inform students and parents/guardians about work and career options available to individual students. [\[4\]](#)[\[12\]](#)
4. Provide basic health services required by law for students and provide information to parents/guardians about the health needs of their children. [\[6\]](#)[\[7\]](#)[\[8\]](#)[\[13\]](#)

Delegation of Responsibility

The Superintendent or designee shall be responsible to develop, implement and monitor a student services plan that complies with state regulations and is available to all students.

The Superintendent or designee shall ensure that all persons delivering student services are specifically licensed or certified as required by law or regulations. [\[2\]](#)



Book	Board Policy Manual
Section	200 Pupils
Title	Withdrawal From School
Code	208
Status	
Legal	1. 22 PA Code 11.13 2. 22 PA Code 12.1 3. 24 P.S. 1326 4. 24 P.S. 1327 5. Pol. 204 - Attendance 6. 22 PA Code 11.4

Purpose

The Board affirms that even though law requires attendance of only students of compulsory school age, it is in the best interests of both students and the community that students complete the educational program that will equip them with required skills and increase their chances for a successful life beyond school. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)[\[5\]](#)

Authority

The Board directs that whenever a student wishes to withdraw, efforts should be made to determine the underlying reason for such action. District resources and staff shall be utilized to assist the student in pursuing career goals.

No student of compulsory school age will be permitted to withdraw without the written consent of a parent/guardian and supporting justification.

The Board shall approve the withdrawal of students attending college full-time. [\[6\]](#)

Guidelines

Counseling services shall be made available to any student who states an intention to withdraw permanently.

Information shall be given to help a withdrawing student define educational and life goals and develop a plan for achieving those goals.

Students shall be informed about the tests for General Educational Development.

Delegation of Responsibility

The building principal shall ensure the timely return of all district-owned supplies and equipment in

the possession of the student.



Book	Board Policy Manual
Section	200 Pupils
Title	Class Rank
Code	214
Status	
Legal	1. Pol. 216 - Student Records 24 P.S. 510

Purpose

The Board acknowledges the necessity for a system of computing grade point averages and class rank for secondary school students to inform students, parents/guardians and others of their relative academic placement among their peers.

Authority

The Board authorizes a system of class rank, by grade point average, for students in grades 9-12. All students shall be ranked together.

Class rank shall be computed by the final grade in all subjects for which credit is awarded.

A student's grade point average and rank in class shall be entered on the student's record and transcripts and shall be subject to Board policy on release of student records.[1]

Delegation of Responsibility

The Superintendent or designee shall develop administrative regulations for computing grade point averages and assigning class rank to implement this policy.



Book	Board Policy Manual
Section	100 Programs
Title	Jersey Shore Online Learning
Code	124.1
Status	
Cross References	5. Policy 217 - Graduation 4. Policy 137.1 - Extracurricular Participation by Home Education Students 3. Policy 122 - Extracurricular Activities 2. Policy 212 - Reporting Student Progress
Adopted	February 10, 2014
Last Revised	January 28, 2019

Purpose

The Jersey Shore Area School District, in conjunction with BLaST Intermediate Unit 17, offers district students the opportunity to enroll in the program of online courses as a means of fulfilling their educational requirements. Jersey Shore Online Learning students are full-time Jersey Shore Area School District students who may participate in academic, co-curricular, athletic, and social activities available to all District students. A student's progress and achievement will be monitored and assessed throughout his/her enrollment in the program.

Jersey Shore Online Learning may also be utilized as an educational program for alternative or disciplinary educational placements.

Definitions

Jersey Shore Online Learning, an online learning program service through BLaST Intermediate Unit 17 and Capital Area Intermediate Unit 15 designed to assist local school districts in providing and managing an online learning curriculum.

Delegation of Responsibility

The Superintendent and/or designee(s) shall develop administrative regulations that implement the requirements of this policy, including enrollment procedures, grading guidelines, attendance guidelines, and termination procedures.

Guidelines

Parents/Guardians desiring to enroll their student in Jersey Shore Online Learning as the major source of course work must meet with the Superintendent or designee(s) (Administration and/or Guidance Counselor) to discuss the program requirements and begin the enrollment process prior to enrolling into Jersey Shore Online

Learning.

The following eligibility and procedures will be followed by the student and/or parent/guardian:

1. The student must be a Jersey Shore Area School District resident in grades K-12.
2. Parents/Guardians must follow District enrollment procedures, District policies, and School-district guidelines.
3. Parents/Guardians and student must meet with Jersey Shore Area School District designated personnel to determine a course of study.

The student's progress shall be monitored by the student's Guidance Counselor and program teacher. At any time, a student may be required to return to school for lack of course work completed or unsatisfactory grades. [2]

A student may elect, with parental permission, to take part of his/her course requirements through Jersey Shore Online Learning and attend on-site classes for the remaining courses.

As a Jersey Shore Area School District student, a Jersey Shore Online Learning student is eligible to participate in interscholastic athletics and any other extracurricular activities, providing eligibility requirements are met. Jersey Shore Online Learning participants who are placed in the program for disciplinary reasons will generally not be eligible for participation in interscholastic athletics or other extra-curricular activities. [3,4]

Students enrolled in Jersey Shore Online Learning must meet the graduation requirements established by the district. The student shall receive a Jersey Shore Area High School diploma and shall be eligible to participate in graduation activities. [5]



Book	Board Policy Manual
Section	100 Programs
Title	Class Size
Code	126
Status	
Legal	24 P.S. 510

Authority

Class size shall be determined by the Board after consultation with the Superintendent and designated administrators.

Delegation of Responsibility

The Superintendent shall develop administrative regulations for determining class size, which shall take into account:

1. Subject matter.
2. Type of instruction.
3. Ability of students.
4. Age group of students.
5. Use of aides.
6. Use of special facilities and equipment.



Book	Board Policy Manual
Section	100 Programs
Title	Assessment System
Code	127
Status	
Legal	<ol style="list-style-type: none">1. 22 PA Code 4.122. 22 PA Code 4.513. 22 PA Code 4.524. Pol. 102 - Academic Standards5. 22 PA Code 12.416. 22 PA Code 4.47. 20 U.S.C. 63118. Pol. 138 - English as a Second Language/Bilingual Education Program9. Pol. 212 - Reporting Student Progress10. Pol. 103.1 - Nondiscrimination - Qualified Students with Disabilities11. Pol. 113 - Special Education

Purpose

The Board recognizes its responsibility to develop and implement an assessment system that will determine the degree to which students are achieving academic standards and provide information for improving the educational program.

Authority

The Board shall approve an assessment system for use in district schools to assess individual attainment of state and local academic standards, and to identify those students not attaining academic standards and provide assistance. The Board shall approve an assessment system at least once every six (6) years, which shall be implemented no later than one (1) year after the approval date. [\[1\]](#)[\[2\]](#)[\[3\]](#)[\[4\]](#)

The Board reserves the right to review district assessment measures and to approve those that serve a legitimate purpose without infringing upon the personal rights of the students or parents/guardians. [\[3\]](#)[\[5\]](#)

The Board directs the Superintendent or designee to grant requests to review state assessments from parents/guardians to determine whether the state assessments conflict with the parents'/guardians' religious beliefs. Parent/Guardian requests shall be submitted at least two (2) weeks prior to the administration of state assessments. The district shall ensure the security of

the assessment documents. [\[6\]](#)

If, upon inspection of a state assessment, a parent/guardian finds the assessment to be in conflict with their religious beliefs, the parent/guardian shall have the right to have their child excused from that state assessment, upon written request to the Superintendent stating the objection. [\[6\]](#)

Delegation of Responsibility

The Superintendent or designee shall recommend various methods of assessment and evaluation based on his/her professional judgment, generally accepted professional practice, staff input and state regulations. [\[1\]](#)[\[2\]](#)[\[3\]](#)

The Superintendent or designee shall provide summary information to the public regarding student achievement, including results of assessments, in accordance with federal and state law and regulations. [\[3\]](#)

The Superintendent or designee shall provide information regarding the achievement of academic standards to the PA Department of Education when requested; such information shall not include student names, identification numbers or individually identifiable information. [\[3\]](#)

The Superintendent or designee shall recommend improvements in the educational program, curriculum and instructional practices based upon student assessment results. [\[3\]](#)

Guidelines

Parents/Guardians shall receive information regarding their child's state assessment scores and may obtain an explanation of assessment results from qualified school personnel. [\[7\]](#)[\[8\]](#)[\[9\]](#)

The district shall provide assistance to students not attaining academic standards at the proficient level. The district shall inform students and parents/guardians about how to access such assistance. [\[3\]](#)[\[5\]](#)

Students with disabilities and students participating in ESL/Bilingual Education programs shall participate in assessments, with appropriate accommodations when necessary. [\[2\]](#)[\[10\]](#)[\[11\]](#)[\[8\]](#)



Book	Board Policy Manual
Section	100 Programs
Title	English as a Second Language/Bilingual Education Program
Code	138
Status	

Legal

1. [42 U.S.C. 2000d et seq](#)
2. Pol. 102 - Academic Standards
3. Pol. 103 - Discrimination/Title IX Sexual Harrassment Affecting Students
4. [22 PA Code 4.26](#)
5. [20 U.S.C. 6801 et seq](#)
6. Pol. 103.1 - Nondiscrimination - Qualified Students with Disabilities
7. Pol. 100 - Comprehensive Planning
8. Pol. 333 - Professional Development
9. [22 PA Code 11.11](#)
10. Pol. 200 - Enrollment of Students
11. Pol. 304 - Employment of District Staff
12. [20 U.S.C. 6812](#)
13. [20 U.S.C. 6826](#)
14. [20 U.S.C. 6841](#)
15. Pol. 113 - Special Education
16. Pol. 114 - Gifted Education
17. [20 U.S.C. 6842](#)
18. [22 PA Code 4.51](#)
19. [22 PA Code 4.51a](#)
20. [22 PA Code 4.51b](#)
21. [22 PA Code 4.51c](#)
22. [22 PA Code 4.52](#)
23. Pol. 127 - Assessment System
24. Pol. 217 - Graduation
25. [20 U.S.C. 1703](#)
26. Pol. 115 - Career and Technical Education
27. Pol. 122 - Extracurricular Activities
28. Pol. 123 - Interscholastic Athletics
29. [20 U.S.C. 7012](#)
30. Pol. 212 - Reporting Student Progress
- 34 [CFR Part 200](#)
- Pol. 105.1 - Review of Instructional Materials by Parents/Guardians and Students

Purpose

In accordance with the Board's philosophy to provide a quality educational program to all students, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The goal of the program shall be to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have Limited English Proficiency (LEP) shall be identified, assessed and provided instruction, and shall be provided an equal opportunity to achieve their maximum potential in educational programs and

extracurricular activities, consistent with federal and state laws and regulations. [1][2][3]

Authority

The Board shall approve a written program plan of educational services for students whose dominant language is not English. The program plan shall include English as a Second Language (ESL) or bilingual/bicultural instruction. The ESL/Bilingual Education program shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and evaluated periodically. [3][4][5][6]

The Board may address LEP students and programs in the district's comprehensive planning process, and shall include appropriate training for professional staff in the Professional Development Plan as necessary to provide an appropriate ESL/Bilingual Education program in compliance with law and regulations. [7][8]

The Board may contract with BLAST Intermediate Unit No. 17 for ESL/Bilingual Education services and programs.

Delegation of Responsibility

The Superintendent or designee shall implement and supervise an ESL/Bilingual Education program that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the ESL/Bilingual Education program.

Guidelines

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. The Home Language Survey shall be completed for each student upon enrollment in the district, and shall be filed in the student's permanent record folder through graduation. [5][9][10]

The ESL/Bilingual Education program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. [2]

Certified employees and appropriate support staff, when necessary, shall provide the ESL/Bilingual Education program. The district shall ensure that all teachers in the ESL/Bilingual Education program hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom. [11]

The ESL/Bilingual Education program shall be evaluated periodically to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and achievement of academic standards, and shall be revised when necessary to ensure greater student achievement. [12][13][14]

Students who are English Language Learners (ELL) may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language. [6][15]

Students who are ELL may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as LEP, that may be masking gifted abilities. [16]

Students participating in ESL/Bilingual Education programs who are eligible for special education

services shall continue receiving ESL/Bilingual Education instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level.[6][15][16]

Students participating in ESL/Bilingual Education programs shall be required, with accommodations, to participate in assessments and meet established academic standards and graduation requirements adopted by the Board.[2][12][13][14][17][18][19][20][21][22][23][24]

Students shall have access to and be encouraged to participate in all academic and extracurricular activities available to district students.[25][26][27][28]

Students shall exit from the ESL/Bilingual Education program in accordance with state required exit criteria.[13]

The district shall monitor ELL who exit from the ESL/Bilingual Education program.[14]

Family Engagement and Communication

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.[1][29]

At the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the district shall notify parents/guardians of students enrolled in ESL/Bilingual Education programs regarding the instructional program provided to their student.[29]

Parents/Guardians shall be regularly apprised of their student's progress, including achievement of academic standards and assessment results.[23][30]

Parents/Guardians shall be notified of their right to opt the student out of supplemental ESL/Bilingual Education programs/opportunities provided through federal funding, in accordance with applicable law.[29]

The district shall notify parents/guardians of students in ESL/Bilingual Education programs within thirty (30) days, or within fourteen (14) days of enrollment, if the district fails to meet annual measurable performance objectives, as required by law.[29]

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.[12][13][29]



Book	Board Policy Manual
Section	100 Programs
Title	Charter Schools
Code	140
Status	
Legal	1. 24 P.S. 1702-A 2. 24 P.S. 1703-A 3. 24 P.S. 1715-A 4. 24 P.S. 1717-A 5. 24 P.S. 1718-A 6. 65 Pa. C.S.A. 701 et seq 7. 24 P.S. 1720-A 8. 24 P.S. 1723-A 9. 24 P.S. 1724-A 10. 24 P.S. 1728-A 11. 24 P.S. 1729-A 12. 24 P.S. 1727-A 13. 24 P.S. 1726-A 14. 24 P.S. 1719-A 24 P.S. 1701-A et seq

Purpose

In order to provide students, parents/guardians and community members an opportunity to establish and maintain schools that operate independently from this school district, the Board shall evaluate applications submitted for charter schools located within the district, in accordance with the requirements of law and those established by the Board. [\[1\]](#)

The Board and administration shall work cooperatively with individuals and groups submitting proposals and applications for charter schools.

Definitions

Appeal Board means the State Charter School Appeal Board established by the Charter School Law. [\[2\]](#)

Board of Trustees of a charter school shall be classified as public officials. [\[3\]](#)

Charter School means an independent, nonsectarian public school established and operated under a charter from the local Board in which students are enrolled or attend. A charter school must be organized as a public, nonprofit corporation; and charters may not be granted to any for-profit entity nor to support home education programs. [\[2\]](#)[\[3\]](#)[\[4\]](#)

Local Board of Directors (Board) means the Board of Directors of the school district in which a proposed or approved charter school is located. [\[2\]](#)

Regional Charter School means an independent public school established and operated under a charter from more than one local Board and approved by an affirmative vote of a majority of all Board members of each of the school districts involved. [\[2\]](#)[\[5\]](#)

Authority

The Board shall evaluate submitted applications for charter schools based on the criteria established by law, regulations and any additional criteria required by the Board. [\[4\]](#)

A charter school application shall be approved or denied by a majority vote of all Board members at a public meeting, in accordance with the provisions of law. Written notice of the Board's decision shall be sent to the applicant, Department of Education and the Appeal Board, including reasons for denial and a clear description of application deficiencies if the application is denied. The Board shall evaluate denied applications that are revised and resubmitted. [\[4\]](#)[\[6\]](#)

Upon approval of a charter application, the Board and the charter school's Board of Trustees shall sign the written charter, which shall be binding on both. The charter shall be for a period of three (3) to five (5) years and may be renewed for five-year periods by the Board. [\[7\]](#)

The Board shall not cap nor limit the number of district students enrolling in a charter school, unless agreed to by the charter school as part of the written charter. [\[8\]](#)

The Board may approve a leave of absence for up to five (5) years for a district employee to work in a charter school located in the district of employment or in a regional charter school in which the employing district is a participant, and the employee shall have the right to return to a comparable position in the district. The Board at its discretion may grant tenure to a temporary professional employee on leave from this district to teach in a charter school located in the district, upon completion of the appropriate probation period. [\[9\]](#)

The Board shall annually assess whether each charter school is meeting the goals of its charter and shall require each charter school to submit an annual report no later than August 1 of each year. [\[10\]](#)

The Board shall conduct a comprehensive review prior to granting a five-year renewal of the charter. [\[10\]](#)

The Board shall have ongoing access to the records and facilities of the charter school to ensure that the charter school is in compliance with its charter, Board policy and applicable laws. [\[10\]](#)

In cases where the health or safety of the charter school's students, staff or both is at serious risk, the Board may take immediate action to revoke a charter. [\[11\]](#)

The Board affirms that the Board of Trustees and the charter school shall be solely liable for any and all damages and costs of any kind resulting from any legal challenges involving the operation of a charter school. The local Board shall not be held liable for any activity or operation related to the program of a charter school. [\[12\]](#)

A charter school shall execute a "hold harmless" agreement indemnifying and insuring/agreeing to

defend the school district in any and all kinds of liability areas so that the school district and Board are protected in any litigation related to the operation of a charter school.

Delegation of Responsibility

Applications for charter schools shall be submitted to the Superintendent or designee, who shall be responsible for communicating and cooperating with all applicants.

The Superintendent or designee shall be responsible to assist applicants with plans for technical assistance and contracted services that may be provided by the district.

Guidelines

A charter school shall be subject to all federal and state laws and regulations prohibiting discrimination in admissions, employment and operation on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services. [\[3\]](#)

Transportation

The district shall provide transportation to resident students attending a charter school located in the district, a regional charter school of which the district is a member, and a charter school located within ten (10) miles outside district boundaries, in accordance with distance requirements established for district students. [\[13\]](#)

Transportation shall be provided to charter school students on the dates and periods that the charter school is in session, regardless of whether transportation is provided to district students on those days.

Applications

Applications for charter schools must contain all the information specified in the Charter Schools Law and any additional information required by the Board. [\[4\]](#)[\[14\]](#)

Applications for charter schools shall be submitted to the Board by November 15 of the school year preceding the school year in which the school will be established. [\[4\]](#)

Within forty-five (45) days of receipt, the Board shall hold at least one (1) public hearing on the charter application, in accordance with law. At least forty-five (45) days must pass between the first public hearing and the final decision of the Board. No later than seventy-five (75) days after the first public hearing, the Board shall grant or deny the application. [\[4\]](#)

Insurance/Risk Management

The charter school shall adequately protect against liability and risk through an active risk management program approved by the Board. The program shall include proof of purchase of insurance coverages as required by the Board. [\[14\]](#)[\[12\]](#)

Minimum coverages and levels of appropriate coverages shall be established in the charter.

A charter school shall operate in a manner that minimizes the risk of injury and harm to students, employees and others.



Jersey Shore Area School District SCHOOL CALENDAR

2021-2022

Draft: December 22, 2020

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

August 17-18, 2021
August 20, 2021
August 23-25, 2021
August 26, 2021

Teacher induction
In-service flex
In-service
First student day

(4-4)

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

September 6, 2021

Schools closed

(21-0) / (25-4)

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

October 8, 2021

In-service

October 11, 2021

Act 80 Day

October 29, 2021

End of Marking Period 1

October 29, 2021

2-hour early dismissal

(20-1) / (45-5)

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

November 5, 2021

Report Card distribution

November 22-23, 2021

Act 80 Day

11/22 12:30 p.m.-8 p.m.

Parent Conferences

11/23 7:45 a.m.-3:15 p.m.

Parent Conferences

November 24-29, 2021

Schools closed

(18-0) / (63-5)

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

December 22, 2021

2-hour early dismissal
(staff and students)

December 23-31, 2021

Schools closed

(16-0) / (79-5)

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

January 3-14, 2022

Keystone Testing, Wave 2

January 14, 2022

2-hour early dismissal

January 17, 2022

Act 80 Day

January 17, 2022

End of Marking Period 2

January 21, 2022

Report Card distribution

(21-0) / (100-5)

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

February 18, 2022

In-service

February 21, 2022

Schools closed

(18-1) / (118-6)

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

March 11, 2022

Act 80 Day

March 23, 2022

End of Marking Period 3

March 25, 2022

2-hour early dismissal

(23-0) / (141-6)

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

April 1, 2022

Report Card distribution

April 14-19, 2022

Schools closed

April 25-29, 2022

PSSA Testing, Grades 3-8

English/Language Arts

(17-0) / (158-6)

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

May 2-13, 2022

PSSA Testing, Grades 3-8

May 16-26, 2022

Mathematics & Science

Keystone Testing

Algebra I, Biology, Literature

May 27-30, 2022

Schools closed

(20-0) / (178-6)

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

June 2, 2022

Last student day

June 3, 2022

2-hour early dismissal

June 11, 2022

In-service

June 11, 2022

Graduation

(2-1) / (180-7)

- teacher induction
- first student day
- in-service day/no school for students
- schools closed
- Act 80 day/no school for students
- 2-hour early dismissal
- end of marking period
- report cards distributed

Weather Make-up Days:

The district has been approved to use 5 Flexible Instructional Days in the 2021-2022 School Year. These will be used for the first five emergency cancellation days.

April 14: 6th make-up

April 19: 7th make-up

All other weather make-up days will be added to the end of the calendar.