



# **STUDENT & FAMILY HANDBOOK 2022-2023**

*School Address and Contact Information:*

**320 Marguerite Avenue  
Wilmerding, PA 15148**

**[www.westinghousearts.org](http://www.westinghousearts.org)**

**412-646-1718**

**412-646-5415 (fax)**

**Office hours: 7:00 am to 3:00 pm**

**To Our Families:**

This document has been developed to provide information to students and their families. The policies, procedures, expectations, rules, and code of conduct for student behavior were created to ensure a successful school environment for all stakeholders. Please take the time to review this document and discuss the contents with your child.

School administration exercises broad discretionary authority to conduct investigations and may be assisted by the following: Pitcairn Police Force; Security personnel; other local and state agencies; and any others as seen as appropriate by the administration.

This handbook is not exclusive nor all inclusive. The rules and regulations support, but do not replace the judgment or discretion of school officials.

The following steps are suggested when there is an issue or concern:

- refer to this Student/Parent Handbook;
- talk to your child;
- contact the teacher;
- contact the school counselor.

*If the problem continues, call the Principal or Director of Student Services.*

*If the problem is not solved, communicate with the office of the Chief Executive Officer.*

## **OUR VISION**

Westinghouse Arts Academy is dedicated to providing a comprehensive arts program for high school students to further develop their artistic skills and achieve higher academic goals through the arts.

We will utilize an instructional approach where students are offered different learning pathways and varied pacing that takes into consideration each student's needs, interests, and goals. Along with a multidisciplinary curriculum containing rigorous, explicit learning objectives, our teachers will offer such instructional strategies that enable students to find success on their high school path such as socratic seminar, clarity, question formulation techniques, reciprocal teaching, Bloom's Taxonomy, and tiered learning targets. Students will be empowered daily to make important decisions about their learning experiences, how they create and apply knowledge, and how they will demonstrate their learning. Students will receive timely, differentiated support based on their individual needs using relevant assessment evidence designed to monitor student learning progress. It is through all these conditions that our students will receive meaningful, positive, and empowering learning experiences.

We encourage students to embrace who they are as individuals. We are all unique and different, but we also accept others for who they are. As students navigate through their high school experience, students tend to grow and find their true selves in time. We feel that this process should never be rushed, as it takes time to find your genuine and authentic self. We, at Westinghouse Arts Academy, open our doors to all students with such great opportunities. **We signify respect and phoenix pride within our community, but we are open to different beliefs, ideas and further discussion within our learning community.**

## **OUR MISSION**

Westinghouse Arts Academy provides a comprehensive arts program for high school students to further develop their artistic skills and achieve higher academic goals through the arts. We will encourage the importance of individuality, excellence, self-responsibility, as well as problem solving, divergent and autonomous thinking. To ensure equity for all students is embedded in the culture, structure, and pedagogy of our school system, it is the intention of Westinghouse Arts Academy to achieve these educational goals through a supportive environment where diversity and mutual respect allow each student to pursue their own objectives, yet work together on a larger world stage.

## **School Hours**

**Student Arrival/Breakfast:**

07:20 AM - 07:50 AM

<b>Instructional Day:</b>	07:50 AM - 02:40 PM
<b>Student Pick-Up:</b>	02:40 PM - 03:00 PM

## Make-Up Days

Five (5) Flexible Instructional Days (FID) are approved.

Six (6) additional instructional days are built in.

If needed, additional make-up days will be added to the end of the school year

## 2022 - 2023 BELL SCHEDULES

<b>CLASS PERIOD</b>	<b>REGULAR SCHEDULE</b>	<b>CLASS PERIOD</b>	<b>2 HOUR DELAY SCHEDULE</b>	<b>CLASS PERIOD</b>	<b>EARLY DISMISSAL SCHEDULE</b>
<b>Arrival</b>	7:20 AM - 7:50 AM	<b>Arrival</b>	9:20 AM - 9:50 AM	<b>Arrival</b>	7:20 AM - 7:50 AM
<b>1</b>	7:50 AM - 9:13 AM	<b>1</b>	9:50 AM - 10:46 AM	<b>1</b>	7:50 AM - 8:20 AM
<b>2</b>	9:16 AM - 10:39 AM	<b>3</b> Lunch A Advisory A	10:49 AM - 11:19 AM	<b>2</b>	8:23 AM - 8:53 AM
<b>3</b> Lunch A Advisory A	10:43 AM - 11:13 AM	<b>4</b> Lunch B Advisory B	11:22 AM - 11:52 PM	<b>5</b>	8:56 AM- 9:26 AM
<b>4</b> Lunch B Advisory B	11:17 AM - 11:47 AM	<b>2</b>	11:55 AM - 12:48 PM	<b>6</b>	9:29 AM - 9:59 AM
<b>5</b>	11:51AM - 1:14 PM	<b>5</b>	12:51 PM - 1:44 PM	<b>3</b> Lunch A Advisory A	10:02 AM - 10:32 AM
<b>6</b>	1:17 PM - 2:40 PM	<b>6</b>	1:47 PM - 2:40 PM	<b>4</b> Lunch B Advisory B	10:35 AM - 11:05 AM

## FACULTY & STAFF DIRECTORY

### Administration

**Richard L. Fosbrink**, Chief Executive Officer

[rfosbrink@westinghousearts.org](mailto:rfosbrink@westinghousearts.org)

**Dr. Kelly Muic Lombard**, Principal

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**Dr. Debra L. Lehew**, Director of Student Services & Special Education

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## **Academic Faculty**

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## **Arts Faculty**

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## **Student Services Faculty**

<b>TBA</b> , School Counselor, A-L	
<b>Caitlin Weaver</b> , School Counselor, M-Z	<a href="mailto:cweaver@westinghousearts.org">cweaver@westinghousearts.org</a>

## **Support Staff**

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<b>Michelle Keenan</b> , School Administrator & Transportation Specialist	<a href="mailto:mkeen@westinghousearts.org">mkeen@westinghousearts.org</a>
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## ANNUAL NOTICES

### Annual Notification under FERPA

FERPA is a Federal law that is administered by the Family Policy Compliance Office (FPCO) in the U.S. Department of Education (ED). 20U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Private and parochial schools at the elementary and secondary levels generally do not receive such funding and are, therefore, not subject to FERPA. The term “school official” is defined as any school employee. The term “Legitimate educational interest” is defined as the information that influences the education of a student by an individual responsible for the education of a student.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact FPCO at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

## **McKinney Vento Act**

The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. It was reauthorized in December 2015 by Title IX, Part A, of the Every Student Succeeds Act (ESSA).

The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school. This particularly vulnerable population of children has been increasing; from the 2006-2007 school year to the 2013-2014 school year, the total number of homeless children and youths approximately doubled from 679,724 to 1,301,239 students, according to EHCT program data. Under the McKinney-Vento Act, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. SEAs and local educational agencies (LEAs) are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

The McKinney-Vento Act includes, among other things, new or changed requirements focused on:

1. Identification of homeless children and youths;
2. Preschool-aged homeless children, including clarification that local liaisons must ensure that these children and their families have access to and receive services, if eligible, under LEA-administered preschool programs, including Head Start, Part C of the Individuals with Disabilities Education Act (IDEA); (Early Intervention Program for Infants and Toddlers with Disabilities), and other preschool programs administered by the LEA;
3. Collaboration and coordination with other service providers, including public and private child welfare and social services agencies; law enforcement agencies; juvenile and family courts; agencies providing mental health services; domestic violence agencies; child care providers; runaway and



homeless youth centers; providers of services and programs funded under the Runaway and Homeless Youth Act; and providers of emergency, transitional, and permanent housing, including public housing agencies, shelter operators, and operators of transitional housing facilities;

4. Professional development and technical assistance at both the State and local levels;
5. Removing enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer;
6. School stability, including the expansion of school of origin to include preschools and receiving schools and the provision of transportation until the end of the school year, even if a student becomes permanently housed;
7. Privacy of student records, including information about a homeless child or youth's living situation; and
8. The dispute resolution process.

In addition, the ESSA removes “awaiting foster care placement” from the definition of “homeless children and youths.”

The McKinney-Vento Act strongly emphasizes the importance of school stability for homeless children and youths. Changing schools multiple times significantly impedes a student's academic and social growth. The research on highly mobile students, including homeless students, indicates that a student can lose academic progress with each school change. Highly mobile students have also been found to have lower test scores and worse overall academic performance than peers who do not change schools frequently. Therefore, the McKinney-Vento Act calls for LEAs to maintain students in their school of origin to promote school stability and greater educational outcomes overall, unless it is not in the student's best interest.

Significantly, a number of the changes that the ESSA made to the McKinney-Vento Act highlight and respond to the needs of homeless children and youths across the educational spectrum. There is an increased focus on services for preschool-aged homeless children, which data show compose a major share of the overall homeless population; this includes the explicit inclusion of preschools in the definition of “school of origin.” A number of changes also draw attention to the need for homeless youths in secondary school to be college- and career-ready, and the important role that school staff play in the transition to postsecondary education. The ESSA also requires that SEAs implement procedures to ensure full and partial credit transfer for these students. Additionally, the McKinney-Vento Act now has a strengthened emphasis on the unique needs of, and supports for, unaccompanied homeless youths, such as through the verification of independent student status for the purposes of the Free Application for Federal Student Aid (FAFSA) and improved coordination with other federally funded homeless assistance programs for which these youths may be eligible.

Homeless students will be provided services offered to other school students including, but not limited to, transportation services; programs for students with limited English proficiency; and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students. Students shall not be discriminated against, segregated, nor stigmatized based on their status as homeless.

You may qualify for certain rights and protections under the federal McKinney-Vento Act if you live in any of the following situations: a shelter; motel or campground due to the lack of an alternative adequate accommodation; a car, park, abandoned building, bus, or train station; or are doubled up with other people due to loss of housing or economic hardship.

As an eligible student you have the right to:

- receive a free, appropriate public education
- enroll in school immediately, if accepted, even if lacking documents normally required for enrollment
- enroll in school, if accepted, and attend classes while the school gathers needed documents
- Continue attending WAA if that is your preference and is feasible
- Receive transportation to and from the school of origin, if requested
- Receive educational services comparable to those provided to other students, according to your needs as a student

More information about McKinney-Vento can be found on our website. If you feel that you may be eligible, contact our Director of Special Education and Student Services, McKinney Vento Coordinator to find out what services and supports may be available or call her directly at 412-646-1718.

## **Notice of Nondiscrimination Qualified Students with Disabilities, Section 504**

### **504 Plans**

Children with a disability that substantially limits their participation in, or access to school programs, but do not need specially designed instruction, may qualify for reasonable accommodations under Section 504 of the Rehabilitation Act of 1973. The rules that apply to their education differ from the rules that apply to special education students receiving an IEP.

A child with a disability is one with a physical or mental impairment that substantially limits major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Accommodations often refer to building accessibility, classroom adjustments and curriculum modifications and may be updated or revised as the need changes. These students receive a Service Agreement that is written and developed by a 504 team. The team includes: the student, case manager, regular education teacher, Local Education Agency (LEA), school nurse if necessary, and parents of the child.

### **Evaluation Requests for Special Education or Chapter 15/Section 504**

Your child may be referred for an evaluation in two ways:

- The school may contact you to ask permission to have your child evaluated wherein the school must send you a "Permission to Evaluate" form and a notice of your parental rights. The parent or guardian must give consent in writing. Westinghouse Arts Academy officials may not proceed until written permission is obtained.
- You may initiate the evaluation by making a written request for the school to evaluate your child wherein the school will send you a "Permission to Evaluate" form and a notice of your parental rights OR indicate in writing that they decline the request for evaluation.

## Sample Request Letter

The following is an example of a letter that you may use to request an evaluation of your child by Child Find or the Special Education Department:

\_\_\_\_\_ **Your Name**

\_\_\_\_\_ **Your Address**

\_\_\_\_\_ **Your Phone Number/Email Address**

\_\_\_\_\_ **Today's Date**

*Dear Special Education Department,*

*My child, \_\_\_\_\_ (DOB), is in the \_\_\_\_\_ grade. I have observed my child struggling in academic, social, and/or emotional ways, making it difficult for him/her to access their education. Due to the following observations, I am requesting that an evaluation be carried out to determine what the problems are and how they can be addressed. The observations I have had are:*

\_\_\_\_\_  
\_\_\_\_\_

*I understand that I am a member of my child's evaluation team and I wish to provide input to the team. Please let me know how and when I can participate in the process. I am looking forward to receiving more information and understanding of this process.*

*Sincerely,*

\_\_\_\_\_  
*Your Name*

## Parental Access Rights

WAA shall permit parents/guardians to inspect and review any education records relating to their child(ren) that are collected, retained, or used by WAA in connection with providing special education services to the student.

WAA shall comply with a parental request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Program (IEP); any impartial due process hearing relating to the identification, evaluation, educational placement, or the provision of a free and

appropriate public education (FAPE) to a student; a hearing related to the discipline of the student; and a resolution meeting.

WAA shall presume a parent/guardian has authority to inspect and review records relating to his/her child unless it has been provided documentation that the requesting parent/guardian does not have this authority under applicable state law.

WAA shall comply with a parental request for review within thirty (30) school days following receipt of the request.

A parent's/guardian's right to inspect and review education records includes the right to:

1. A response from WAA to reasonable requests for explanations and interpretations of the records;
2. Request that WAA provide copies of the records if failure to provide copies would effectively prevent the parent/guardian from exercising the right to inspect and review the records; and
3. Have a representative inspect and review the records while present with the parent/guardian or with written consent of the parent/guardian.

If an education record includes information on more than one (1) student, the parents/guardians shall have access only to the information relating to their child or shall be informed of the information in the record.

WAA shall provide parents/guardians, upon request, a list of the types and locations of education records collected, maintained, or used by WAA.

## **Fees**

WAA may charge a fee for copies of records that are made for parents/guardians so long as the fee does not effectively prevent parents/guardians from exercising their right to inspect and review those records.

WAA shall not charge a fee to search for or to retrieve information in response to a parental request.

## **Record of Access**

WAA shall keep a record of parties obtaining access to education records collected, maintained, or used in providing special education to students with disabilities, except access by parents/guardians and authorized WAA employees.

WAA's record of access shall include the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

## **Amendment of Records Upon Parental Request**

If a parent/guardian believes that information in the student's education records is inaccurate, misleading or violates the privacy or other rights of the student, the parent/guardian may request that WAA amend the information.

WAA shall decide whether to amend the information within a reasonable period of time from receipt of the request.

If WAA declines to amend the information in accordance with a parental request, WAA shall inform the parent/guardian of the refusal and advise the parent/guardian of the right to a hearing.

## Records Hearing

WAA shall, on request, provide parents/guardians with an opportunity for a hearing to challenge information in the student's education records to ensure that the information is not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. WAA recognizes that parents/guardians who believe that there is a due process violation relating to an alleged violation of confidentiality may also request a special education due process hearing.

## Hearing Procedures

A hearing to challenge information in education records must meet the following requirements:

1. WAA shall hold the hearing within a reasonable time after receiving the request for a hearing.
2. WAA shall give the parent/guardian reasonable advanced written notice of the date, time, and place of the hearing.
3. The hearing may be conducted by any individual, including a WAA official, who does not have a direct interest in the outcome of the hearing.
4. WAA shall give the parent/guardian a full and fair opportunity to present relevant evidence. The parent/guardian may, at his/her own expense, be assisted or represented by one (1) or more individuals of his/her choice, including an attorney.
5. WAA shall inform parents/guardians of its decision in writing within a reasonable period of time after the hearing.
6. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

## Result of Hearing

If, as a result of the hearing, WAA decides that the information is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, WAA shall amend the information accordingly and inform the parent/guardian in writing.

If, as a result of the hearing, WAA decides that the information is not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights, WAA shall inform the parent/guardian of the parent's/guardian's right to place in the student's records a statement commenting on the information and/or providing any reasons for disagreeing with WAA's decision.

Any explanation placed in the student's records shall be:

1. Maintained by WAA as part of the student's records as long as the record or contested portion is maintained by WAA; and
2. Included with the record or contested portion if the record or contested portion are disclosed to any party.

## Storage, Retention and Destruction of Information

WAA shall store all education records and personally identifiable information of students receiving special education services in such a way as to protect the confidentiality and integrity of the records and information, prevent unauthorized access to and disclosure of records and information, and ensure compliance with other legal and regulatory requirements regarding records retention.

WAA shall maintain, for public inspection, a current listing of the names and positions of those WAA employees who have access to personally identifiable information.

In order to comply with state compliance monitoring requirements, WAA shall maintain education records for students receiving special education services for at least six (6) years.

WAA shall inform parents/guardians when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. After notice, such information shall be destroyed upon parental request.

No education record shall be destroyed if there is an outstanding request to inspect or review the record or if a litigation hold exists.

WAA may maintain a permanent record of the student's name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed.

WAA shall ensure the destruction of education records in a manner that protects the confidentiality and privacy rights of the student and his/her family.

### **Disclosure to Third Parties**

WAA shall obtain parental consent before disclosing personally identifiable information to parties other than school WAA officials with a legitimate educational interest or other educational institutions that provide special education services to the student for the purposes of meeting a requirement of law or regulation unless the information is contained in education records and the disclosure is permitted without parental consent under law and regulations.

Parental consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If a student is enrolled, or is going to enroll in a private school that is not located in WAA of the parent's/guardian's residence, parental consent must be obtained before any personally identifiable information about the student is released between officials in WAA where the private school is located and officials in WAA of the parent's/guardian's residence.

If the agency reported a crime committed by a student with a disability, the agency will ensure that copies of the special education and disciplinary records of the student were transmitted properly and only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

### **Delegation of Responsibility**

In order to maintain the confidentiality of the educational records and personally identifiable information of students with disabilities, the Board designates the Director of Special Education to coordinate WAA's efforts to comply with this policy and applicable laws and regulations.

All WAA employees collecting or using personally identifiable information shall receive training or instruction regarding Board policy, administrative regulations, and state and federal law and regulations regarding confidentiality of education records and personally identifiable information.

### **Individualized Education Program (IEP)**

An IEP is a written plan for the implementation of services for the education of students with a disability who require specially designed instruction. Westinghouse Arts Academy has a responsibility under Child Find to identify children "thought-to-be" eligible for special education services and/or accommodations. This responsibility includes locating, identifying, and evaluating all students with suspected disabilities, including,

but not limited to, evaluating students for whom a request for an evaluation has been made by the parent or guardian.

Two criteria exist for an IEP; both of which must be met:

- 1) The student must meet one of the 13 disability categories defined by the (IDEA) Individuals with Disabilities Education Act: intellectual disability, hearing impairment, speech or language impairment, visual impairment, emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deafness, deaf-blindness, and multiple disabilities.
- 2) The student must need special education; that is, the child requires specifically designed instruction to receive educational benefits. A child must meet both qualifications in order to be eligible for special education. Eligible children have the right to a “free and appropriate public education” at no cost to the parents to meet the unique needs of a child with a disability. These students must have an individualized education program (IEP). The IEP is a document that is written and developed by an IEP team that includes: the student, the special education teacher, regular education teacher, Local Education Agency (LEA), and parents of the child.

## POLICIES

[Click Here for a full list of Policies and Notices from our website](#)

### **Acceptable Use of Technology Policy**

#### **General Acceptable Use of Technology**

Please use the technology appropriately. Westinghouse Arts Academy provides each student with necessary materials in hopes that you will use them properly. If anything should be done to the schools provided materials, alert staff immediately to resolve the issues.

#### **Internet and Social Media**

All users are expected to be respectful, hardworking, responsible, ethical, appropriate and safe while having this access.

At Westinghouse Arts Academy, teachers, staff, students and other community members utilize social media as a form of networking within and outside our community and creating and enhancing educational resources within our classrooms. While utilizing social media is fun and a way to connect, sometimes the lines are blurred as to what is public, private, personal or professional. Be aware that there are risks associated with using social media/networking.

Students must follow the Westinghouse Arts Academy Acceptable Use of Technology policy and these guidelines anytime they post material that could identify them or their relationship to the school or when using Web tools in the classroom or in any way related to classroom or school activities. Please know that the Westinghouse Arts Academy logo and branding are a part of the intellectual property of WAA. Unauthorized uses of the logo, name or branding is subject to disciplinary action.

**Students are required to check their Westinghouse Arts Academy email at least twice a day for important information.** Official communications will go through Westinghouse email account ONLY. If you



are cast in a production, you will need to check email several times throughout the day for any updates in rehearsal calls, costume fittings, etc.

**If information is sent via email, it is assumed that all pertinent students have received it. Please tell us if you are not receiving emails.**

## **Internet and Social Media Usage Guidelines**

These guidelines should be followed at all times in order to continue having the access needed by all individual students, staff, and faculty.

- ☐ **Be safe online.** Never give out personal information, including last names, phone numbers, exact birth dates, and addresses. Students should not share their passwords with anyone besides their teachers and their parents.
- ☐ **Be aware of what they post online.** Social media venues are public and often permanent. Students should not post anything they wouldn't want friends, enemies, parents, teachers, college professors or future employers to see.
- ☐ **Be respectful.** Remember that you are a part of a caring school community and you should behave in a manner that promotes a caring, safe, orderly and conducive learning atmosphere.
- ☐ **Follow the school's policies when writing online.** What is inappropriate in the classroom is inappropriate online. Harassing, bullying, threatening and other types of inappropriate conduct is prohibited in school and online. It is acceptable to disagree with someone else's opinions; however, do it in a respectful way. Criticism should be constructive (helpful or enlightening) and not hurtful.
- ☐ **Be reflective.** Think before you post to any social media outlets. Try to understand the thoughts of others before responding. Take time to read statements fully and if you are upset in any manner, take a second to calm down and breathe.
- ☐ **Utilize good judgment.** Think about the type of image you would like to see for yourself and how others will perceive you. How you represent yourself using social media networks should be comparable to how you truly present yourself to others especially within our school community.
- ☐ **Be careful with links.** Linking to other websites to support thoughts and ideas is recommended. However, the student should be sure to read the entire article prior to linking to ensure that all information is appropriate to a school setting.
- ☐ **Do not plagiarize.** Students are not to use other people's work without their permission. It is illegal to copy and paste other people's work (even parts of their work) without giving credit to that person. Students should hyperlink to their sources or include the web address where the information can be found. Pictures, videos, songs, and audio clips may also be protected by law. Students who don't have permission to use the images, videos, songs or other clips, shouldn't use them.
- ☐ **Do not hack.** Never access someone else's account, identity or other restricted sources.
- ☐ **Be genuine and transparent.** Students should not misrepresent themselves by using someone else's identity. Do not misrepresent who you are. Do not assume another's identity either.



- ☐ **Write well.** Blog and wiki posts should be well-written. Students should use proper grammar, capitalization, and punctuation. If a student suggests edits to someone else's work such suggestions should be made in the spirit of improving the writing.
- ☐ **Accept responsibility.** If you make a mistake, correct it quickly. If another person correctly points out the mistake, own up to it. Apologize when an apology is due.
- ☐ **Tell someone.** If students find inappropriate material that makes them feel uncomfortable, or is not respectful, students should tell their teachers or trusted adults. If students cannot tell their teachers or trusted adults, they should tell their principals.

***Please Note: Students should not request to 'follow' teachers, administration or other staff members on Social Media sites. Westinghouse Arts Academy is a unique community, but we are still a professional entity.***

## **Network Supervision**

Westinghouse Arts Academy will provide security and only provide the networks deemed appropriate and useful within our school building. Students must not utilize any websites or applications that will affect our conducive learning environment. WAA can remove accounts and applications as we see fit. Westinghouse Arts Academy has the right to block inappropriate websites. Accessing inappropriate websites or information may result in a disciplinary action.

## **Security/Accounts**

Students must adhere to the following rules and regulations when using the internet within Westinghouse Arts Academy or on their professional academic chromebooks.

- ☐ Never use another person's account to log in.
- ☐ Do not give your passwords/account information to any other students.
- ☐ Students are responsible for their misuse.
- ☐ Speak to an administrator or technology administrator if you have any problems or concerns.

## **Prohibitions**

All WAA users must act in a responsible, ethical, and legal manner in accordance with WAA policy, administrative regulations, and state and federal law. Specifically, the following uses of the computers, computer facilities, computer resources and computer networks are prohibited and constitute inappropriate use:

1. To facilitate illegal activity or any violation of WAA Policy.
2. For commercial or for-profit purposes.
3. Computer gaming that is not under the supervision of WAA instructional staff.
4. Product advertisement or for political lobbying.
5. To disclose, use, transmit or disseminate personal or individually identifiable information about any WAA user, student, or employee other than for approved administrative purposes.

6. To create and/or proliferate hate mail, discriminatory remarks, or offensive, harassing, or inflammatory communication or to participate in any form of bullying/cyberbullying. Such action, when it occurs in a school/work setting and is used to harass, tease, intimidate, threaten, or terrorize another student, teacher, or employee of WAA will result in appropriate discipline.
7. For activity that takes place outside of the school/work setting, specific attention will be paid to the impact such bullying/cyberbullying has on the school/work setting in accordance with applicable legal standards. WAA has a specific policy that prohibits bullying and cyberbullying.
8. For unauthorized or illegal downloading, installation, distribution, reproduction, or use of copyrighted material.
9. To access obscene or pornographic materials.
10. To access inappropriate material as defined above.
11. To use inappropriate language or profanity.
12. To transmit material likely to be offensive or objectionable to recipients.
13. To intentionally obtain, tamper with, and/or delete data files that are created by others.
14. To use the computers or computer networks to disrupt the work of others.
15. To destroy, modify, and/or abuse any computer or computer network hardware, software, or data is prohibited. This prohibitive use includes the use of computer viruses or other executable files, to damage or destroy data files.
16. To use electronic mail, instant messaging, social networks, or chat services, unless such use is expressly endorsed by WAA and is part of the instructional program.
17. To present or proselytize for a particular cause, belief, viewpoint or position that is contrary to or inconsistent with the approved position of WAA or is not related to bonafide pedagogical purposes.
18. To engage in the practice of "hacking" in order to bypass computer and network security for any purpose whatsoever.
19. To utilize school computer equipment, computer facilities, computer networks and computer resources to violate the policies of WAA.
20. To use the Westinghouse Arts Academy Logo and Branding without prior permission. This falls under "Intellectual Property" of WAA.
21. To present yourself online as an official representative of the school.

## **Use of Personal Devices**

Westinghouse Arts Academy embraces the use of technology and electronic devices as a learning tool within our classrooms which allows our teachers and faculty to encourage creativity. Without specific teacher permission, the use of electronic devices/cell phones are not permitted if they are to interrupt the school day or learning environment and should remain on silent and out of sight within a classroom. We must maintain a conducive, supportive, safe and professional school atmosphere. **ALL** students must respect their classroom

teachers and rules in place. **Cell phones should be silenced, completely turned off, or out of sight when you are within a learning environment.**

You are permitted to utilize your cell phone for emergency calls within an administrator's approval while in the main office. If there is an emergency, parents/guardians please call the main office for assistance. However, students are allowed to utilize their electronic devices within the cafeteria/commons area or hallways unless permitted otherwise.

Cell phones are **NOT** permitted to be used during detentions or during in school suspensions.

***Please note: Westinghouse Arts Academy is not held liable or responsible for your students' electronic devices which include but are not limited to: cell phones, watches, tablets, iPods, headphones, etc.***

***Students are responsible for their own electronic devices and should not hold any one else accountable if their devices are lost or stolen at any point. Students must make sure their items are safe and secure at all times. We allow students lockers with their own locks and combinations, should they need to secure any personal belongings during the school day. The school's technology support does not include assistance with personal devices.***

## School Provided Technology

Students have been provided with a protective case for the Chromebook that does not need to be removed to use the device. **The protective case should remain on the device at all times.** Students and parents are responsible for keeping the device secure and in good working condition. That said, accidents can happen. If a Chromebook is damaged or destroyed the student and parents are responsible for the cost to repair or replace the device.

To help families protect themselves against unexpected repair or replacement costs, families are required to purchase insurance for their Chromebook. The attached application explains the coverage. Manufacturing defects and failure as well as standard wear and tear are not covered, but families **will not** be held responsible for those issues. Cosmetic damage and unexplained loss are also not covered, but families **will** be responsible for these issues. The coverage is \$25 and covers the entire school year.

Students and parents must also sign the attached Chromebook agreement before students will be allowed to take their Chromebook off school premises.

## School-Issued Technology Rules & Guidelines

- ☐ Bring your Chromebook to school each day charged and ready to use. Bring your charger and headphones each day. A loaner Chromebook may or may not be available for you to use if you forget your device or if it is not charged.
- ☐ Only school appropriate images, content, and apps are permitted on the Chromebook.
- ☐ Do not take photos, video or audio recordings of others without their permission. This includes other students, teachers, and staff.
- ☐ Use headphones to avoid disturbing those around you. If you neglect to bring headphones on a regular basis, you may be required to leave a set at school to ensure that you have them every day. Be aware of the volume even with headphones on. Some headphones allow significant noise to escape to those around you.

- ☐ Do not delete any content, links, or apps that have been installed by the school onto your device.
- ☐ Be careful of eating or drinking near your Chromebook. Spills and crumbs can damage your device.
- ☐ Keep your Chromebook in a secure and safe place. You are responsible for what happens to your device whether you are at school or off premises. Do not leave your Chromebook unattended and take it with you to all classes.
- ☐ Chromebooks will need to be in protective cases at all times.
- ☐ Please do not use stickers anywhere on your Chromebook.
- ☐ If you have any issues, please email [support@westinghousearts.org](mailto:support@westinghousearts.org) with your issue.

## **Anti-Bullying Policy**

Westinghouse Arts Academy will **NOT** accept bullying in any manner. Bullying within our school building is considered a Level IV or V infraction with the same levels of consequences to be given or determined (see Discipline Section of the Consequences of Violating Student Code of Conduct). Bullying is defined as an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm to another person or group of people. It will feel as though the victims of bullying can not stop this avoidable behavior.

Westinghouse Arts Academy strongly condemns acts of bullying and will take swift and appropriate action to respond to any accusations of bullying such as peer mediation, resolution journal, etc. Harassment or bullying is any gesture or written, verbal, graphic, or physical act (including electronically transmitted act) that takes place on school property, at any school-sponsored activity, or in a school vehicle and is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; a disability or impairment; or by any other distinguishing characteristic. Harassment or bullying includes any gesture or written, verbal, graphic, or physical act (including electronically transmitted act) that takes place off school property if such act causes a hostile environment on school grounds.

Westinghouse Arts Academy encourages students who have been subject to bullying or harassment to promptly report such incidents to the School Principal, Director of Student Services, School Counselor or Faculty Member as soon as possible. All complaints of harassment or bullying shall be investigated promptly, and corrective action shall be taken when allegations are substantiated. Confidentiality of all parties shall be maintained to the extent possible, consistent with Westinghouse Arts Academy's legal and investigative obligations.

Consequences and appropriate remedial actions may range from restorative interventions up to and including suspension or expulsion. Consequences must be consistent with Westinghouse Arts Academy's Code of Conduct and infraction levels. Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

## **Attendance Policy**

### **Philosophical Statement**

*It is the belief of Westinghouse Arts Academy that school truancy is a symptom, not a problem. The earlier in a student's school career that action is taken, the better chance to assure intervention and success. According to research, pupils are absent from school for a variety of reasons, including sometimes willful truancy. In situations of truancy, the problems causing absenteeism are often: poverty, neglect, lack of parental support or understanding of the importance of education, peer influence or difficulties and boredom, to name a few. Conversely, students are engaged and regularly attend school when: class is interesting, instruction is participatory, parents "insist" on attendance, the teacher makes class special, teachers care and have high expectations, teachers enforce classroom rules, teachers mark attendance promptly, to name a few responses.*

Good attendance is a habit every student should develop. A student with excessive absenteeism cannot be taught effectively and cannot keep up with the work missed in class. To develop and maintain good attendance habits for all students, Westinghouse Arts Academy has adopted a strict and effective attendance policy. New School Laws of Pennsylvania classify all absences as unexcused or illegal except those for the following reasons: illness of the pupil, death in the family, religious, and "exceptionally urgent reasons" such as quarantine, recovery from an accident, required court attendance, approved family educational trips, educational tours, etc. Westinghouse Arts Academy will enforce the state's compulsory attendance laws to eliminate absenteeism. Parents can access their child's attendance at any time by logging into the parent portal on Canvas or E-Schools. **A doctor's excuse is required for absences due to illness in excess of ten days, and for each day of absence thereafter. A warning letter will be sent after the eighth day of absence regardless of the reason.**

### **Absence Reporting/Information**

It is not necessary to call the school when your child is absent. Feel free to communicate with your child's teachers about absences, but please understand that a phone call will not excuse the absences. Written or email documentation is required for our records. Family educational trips (up to 5 days) must be pre-approved by the principal. Requests must be submitted at least one week in advance of the trip and should be submitted to the office. **If an excuse is not provided to the school within 3 days of the student's absence, the absence(s) will be recorded as an illegal absence. Excuses will not be accepted if they are turned in late.**

If a student has 3 illegal absences, parents will receive a Notice of Truancy in the mail notifying them of the illegal days and encouraging them to participate in an attendance improvement meeting. After the 6th illegal absence, a letter will be sent in the mail with a date and time for a Student Attendance Improvement Plan conference. If parents cannot attend due to work, they should contact the school office within 48 hours of the meeting to reschedule. Failure to attend the meeting and/or continued absences may result in a citation with the local magistrate. When a student reaches an 8th Excused absence, a Warning Letter will be mailed notifying parents that all absences beyond 10 require a doctor's excuse or the absence will be illegal.

**Truancy is defined as 3 unexcused absences; habitually truant is defined as 6 unexcused absences. If a student has 10 days of consecutive non-attendance, they will officially be withdrawn from Westinghouse Arts Academy.** Re-enrollment would be required to attend Westinghouse Arts Academy in the future. Please contact the Director of Student Services if you have any questions about the policy.

### **Keystone Exams - Attendance**

Students will **NOT** be allowed to miss any school days when testing such as Keystone Exams are taking place. Testing windows are in the school calendar which allows you to note and is the students responsibility to be in school during those particular time frames. All students are required to participate in keystones or any other assessments according to the laws outlined by the Pennsylvania Department of Education.

**If a student is absent on a required testing day, the student will be marked unexcused unless there is proper/official documentation provided to the School Office Administrative Assistant.**

For more information on Keystone Exams, [click here](#).

## **Definitions:**

**Absences (Lawful/Unlawful)** - “Absences” are defined as when a student is not present in the school building for the current school day. Students will be excused for illnesses, family emergencies, death of a family member, medical, dental, school activities, and educational travel with prior approval. Educational Travel requires a completed form bearing the signatures of the student’s teachers and the school Principal. This form may be obtained at the office.

**Class Attendance** - “Classroom Attendance” will be conducted at the beginning of each period throughout the entire school day and entered into the Student Information System. Classroom attendance will be taken at the beginning of each period. After the second *unexcused* classroom absence or *third* excused classroom absence in the semester, the teacher will contact the parent to notify them that the student is at risk for decreased grade or no credit for the course. If a student misses five class periods in one semester, they will be referred to the school office for appropriate consequences.

**Class Tardiness** - At the start of each class, the doors will be closed. No students are admitted into the classroom unless they receive a pass from the School Office, an administrator, or his/her designee.

**Early Dismissals** - “Early dismissals” may be requested for funerals, doctor appointments, college visitations, and court appearances. Students are to present an early dismissal request to the school office listing the date, time and reason for dismissal, and including a parent/guardian signature. At the time of dismissal, the student must report to the front office and a parent/guardian or parent/guardian’s designee must sign out the student to leave the building.

**Family Emergency** - A “Family Emergency” is something that happens instantly and influences the wellbeing or security of your family members or relatives. This will affect your family in a huge way such as a car accident, funeral, sudden illness that will impact your family. If there is a family emergency in such a manner that will truly impact your family then it will be considered an excused absence.

**Truant** - A child is “truant” if the child is subject to compulsory school laws and has incurred three or more school days of unexcused absences during the current school year.

**Habitually Truant** - A child is “habitually truant” if the child is subject to compulsory school laws and has incurred six or more school days of unexcused absences during the current school year.

## **Excuses for Absence**

After an absence, a parent **MUST** provide a written excuse to the main office, or the parent/guardian may email an excuse to [attendance@westinghousearts.org](mailto:attendance@westinghousearts.org).

**Emailed excuses** must include an attachment which includes:

- A signed excuse written and signed by the parent and generated from the parent or guardian’s email address on record with the school;



- A doctor's excuse on a letterhead from their office.

An email without an attached written excuse is not an acceptable excuse for an absence or tardiness.

The excuse must include:

- the student's full name
- date(s) of absence(s)
- reason(s) for absence(s)
- the date(s) the excuse was written
- and the signature of the parent or guardian

The excuse must be submitted upon return to school, or the absence will be classified as illegal. Excused absences include illness, accidents, death in the family, religious reasons, or impassable roads. All other absences may be judged illegal. Parents and students should make every effort to schedule appointments for special services after school.

Please click here to attach to [Absence Excuse Form](#) be directed to a school excuse form that you can print out or email to the school.

Administrators and teachers discourage the practice of dismissal during school hours, but if it is necessary to be excused during the day, the student must follow this procedure: Submit to the office, a written request from the parent stating the reason and time the student is to be excused. **The excuse must be presented to the office one day in advance. (Requests made by phone will not be honored.)** The parent or guardian must report to the office to have the student released.

### Lawful/Excused Absences - Required Documentation

Absence Reasons	Required Documentation	Number of Times Allowed
Bereavement	Parent note required immediately when you return to the school building	With Appropriate Documentation
College Visit (Junior and Seniors)	Documentation from College/University including dates of visit	Up to six (6) visits throughout the school year
Court Hearing	Documentation from Court/Parent	With Appropriate Documentation
Doctors/Medical Appointment	Physician's note	With Appropriate Documentation
Family Emergency	Documentation from the hospital/funeral attended and/or parent note the day you enter back into the school building	With Appropriate Documentation
Field Trip	Teacher Documentation	With Appropriate Documentation
Professional Absence	Parent Request to administration two weeks prior to the dates; Documentation from the organization	Up to three (3) professional absences throughout the school year
Parent Excused Absences	Parent note required to be submitted to the main office prior to vacations or	Up to six (6) parent excuse notes throughout the school year

	immediately following after an absence or any other reason	
Vacation	Parent note required and if it is educational please provide documentation from the organization or institution two weeks prior to the date	Up to six (6) missed school days throughout the school year. Not during a testing window if that child is scheduled to take a test.

## Absence for Vacations

For optimal student(s) success, we request you do not schedule vacations when school is in session. Absences due to family vacations will only be considered legal if the following conditions are met:

- [Submit a request on required school form](#) detailing the nature and dates of the vacation to the building principal at least one week in advance of the departure date.
- The length of the vacation does not exceed five (5) school days. Any days exceeding 5 will result in illegal absences.
- Parents will be responsible for making sure that missed schoolwork is completed by the child before returning to school.
- Students referred to the magistrate for attendance issues may not be granted approval. This permission will be at the principal's discretion.

## Illness During School Hours

A student's claim of illness does not necessarily justify being excused from class or school. Students who claim to be ill must:

- Ask the teacher's permission to see the nurse, who will determine the degree of illness. If the nurse is not present, the student should report to the office. If a student is sent home from school by the nurse, that day is counted as an attended day of school.
- If necessary, the nurse or member of the office staff (**NOT THE STUDENT**) will contact the home to arrange for transportation.
- If the parent, near relative or designated person cannot be contacted, the student will remain in school. Families may request the child's homework assignments during an extended absence, and should plan for the work to be picked up, after a 24-hour notice.

## Tardiness

A written excuse is required for all tardiness. If an excuse is not provided to the school, the tardy will become illegal.

- Students who arrive between 7:50 AM and 9:30 AM will be marked Tardy. Any student arriving between 9:30 AM and 11:00 AM will be marked Absent for a half day.
- Students who arrive after 11:00 AM will be marked Absent for the whole day.
- Students who leave school before 9:30 AM will be marked Absent for the day. Students who leave school between 9:30 AM and 11:00 AM will be marked Absent for half a day, and students who leave after 11:00 AM will be given full credit for the day.



- Four (4) unexcused tardies to school will be recorded as one (1) unexcused illegal absence. Up to 5 (5) tardies within one month will result in a referral to the Student Assistance Program and the implementation of a Student Attendance Improvement Plan (SAIP).

**TARDY TO CLASS NOTE:** Period Attendance (Absent/Tardy) will be taken daily. The definition of “Tardy” to class is if the student arrives after the class has begun. However, a student will not be considered tardy to class if another staff member has written a pass for that student.

**For any tardiness over 3, the following consequences will be issued:**

- 4th Tardy = After School Detention
- 5th Tardy = After School Detention
- 6th Tardy = 1 day of In-School Suspension
- 7th Tardy = 3 days of In-School Suspension

**Habitual tardiness will be addressed by the administration:**

- Four unexcused class tardies, less than 20 minutes, will be recorded as one absence from that class.
- Tardiness of 20 minutes or more to class will be considered an unexcused class absence.
- 12 Unexcused Class Absences per semester equals a Failing Grade. (Semester Course)
- 24 Unexcused Class Absences per year equals a Failing Grade. (Year Course)

### **Explanation of Truancy Process**

All absences will be treated as illegal until the school district receives a written excuse explaining the reason(s) for an absence. If the student does not submit an excuse within **three (3) school days**, the absence will be classified as unlawful. All absences beyond (10) cumulative days shall require an excuse from a licensed physician. Parents will be served a 1st Notice of Unlawful Absence as required by state law after three (3) unlawful absences. Any and all notices served thereafter, during the student’s entire period of enrollment in the Westinghouse Arts Academy, shall be considered 2nd Notices with the issuance of a citation with the District Justice.

**First Unlawful Absence:** Parent/guardian receives a notice of unlawful absence from the school district after three (3) unlawful absences, as required by state law. The legal penalties established by law for violation of compulsory attendance requirements will be documented in the notice. Parents are welcome to contact the School Attendance Officer or their child's building attendance secretary.

**Second Unlawful Absence:** Parent/guardian receives a second notice of unlawful absence from the school district after the 6<sup>th</sup> unlawful absence. The letter will include a date and time for a Student Attendance Improvement Plan conference.

**Third Unlawful Absence:** Parent/guardian receives a third notice of unlawful absence. Three days after giving such notice, if the student again violates the compulsory attendance requirements, the student or parent/guardian shall be liable without further notice.

### **School Attendance Improvement Plan (SAIP)**

**Westinghouse Arts Academy coordinates a school/family conference to discuss the cause of the child's truancy and develop a mutually agreed upon School Attendance Improvement Plan (SAIP) to resolve truant behavior. Issues to be reviewed at the school/family conference include the appropriateness of the child's educational environment, current academic difficulties, physical or behavioral health issues, and family/environment concerns. At the end of the conference all parties should sign a comprehensive SAIP that is agreed upon by the school representative, the child, and the parents and/or family.** The district must hold the SAIP conference even if the person in parental relation declines to participate or fails to attend.

### **Subsequent Illegal Absence**

If a child is subsequently unlawfully absent at any point within the school year after a SAIP is in place, an official notice of the unexcused absence will be sent to the person in parental relation. The purpose of this correspondence is to inform the person in parental relation that the SAIP has been violated and that further action will be initiated.

***To review a full description of Pennsylvania State Law as it relates to truancy, [click here](#).***

### **Attendance Notifications**

**Parents be aware that you may see this in the parent portal within our student information system [eSchool](#).**

1. All teachers will take attendance in the beginning of each period and it will be documented within our Student Information System. The system will alert the school administrators of any absent or tardy students day by day. Attendance Reports will be generated each day.
2. The school office will contact parents by email after three or more unexcused absences.
3. The school office will follow up with a phone call after three (3) unexcused absences.
  - ☐ Westinghouse Arts Academy will accept excuses up to three (3) days after each day a student was marked absent from school.
4. The school office will follow up with phone calls to the individuals' parents and letters will be sent out at six missed days of school.
  - ☐ A School Attendance Improvement Plan will be implemented with the student and parent during a scheduled meeting face to face or via phone call if another pandemic situation were to happen.
  - ☐ The purpose of a SAIP is to help the student to get on a positive track with attending school more, it allows to show documentation and the reasons as to what is holding the child back and how to better help the student and their family.
5. After ten (10) consecutively missed school days, there will be a certified letter sent to that parent(s)/guardian(s) home address.
  - ☐ Possible referral to the Student Assistance Program and information will be sent to the parent, after contact if no changes have been made.

- ☐ A physician's note will be required after ten (10) consecutively missed school days.
- ☐ Truancy charges may be potentially filed after ten (10) consecutively missed school days.
- ☐ A student could potentially be dropped from our rosters within Westinghouse Arts Academy after ten consecutively missed school days.

**PLEASE NOTE:** *Teachers/faculty will contact parents or families regarding a child's academic performance due to absences or tardies within our school building. Westinghouse Arts Academy will follow state laws, policies and procedures for attendance. The consequences are built in this plan already based on the school and legal procedures. Our main focus is to get our students to arrive at school and each class period on time, be present within the classroom without being out of the classroom for a long period of time and keep all students engaged in instructional learning time.*

### **How Families Can Help Students Stay in School**

The following is a partial list of ways parents can help students stay in school:

The key to regular attendance is parent involvement. When families are concerned about the educational experience, and take an active interest in the educational process, their children are less likely to have attendance problems and are more likely to graduate.

- Make education a family priority.
- Build the child's self-confidence as a student by recognizing when he or she does well in school.
- Help the child develop good study and work habits.
- Develop a system of praise and rewards for good study habits, good grades, and other good school-related behaviors.
- Schedule a daily period of home study time.
- Help with homework when needed.
- Meet the child's teachers and other school personnel. They can provide important insights into the child's school performance and suggest ways for improvement.
- Find ways to discuss issues, subjects and course materials being covered at school.
- Help the child develop an interest in extra-curricular school activities such as sports, band, clubs, etc.
- Get the child tutorial help with subjects that pose learning difficulties.
- Help the child develop and achieve academic goals.
- Emphasize the important role education plays throughout life.

### **Confidentiality Policy**

Westinghouse Arts Academy(WAA) recognizes the need to protect the confidentiality of personally identifiable information in the education records of students with disabilities.

WAA shall maintain a system of safeguards to protect the confidentiality of students' educational records and personally identifiable information when collecting, retaining, disclosing and destroying student special education records, in accordance with Board policy, state requirements, and federal and state law and regulations.

The rights provided by this policy apply to parents/guardians of students who receive special education programming and services from WAA or an outside program provided through WAA.

## Definitions

**Destruction** shall mean the physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

**Disclosure** shall mean to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

**Education Records**, for purposes of this policy, shall include the records and information covered under the definition of education records in the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations.

Personally identifiable information includes, but is not limited to:

1. The name of a student, the student's parents/guardians or other family members.
2. The address of the student or student's family.
3. A personal identifier, such as the student's social security number, student number, or biometric record.
4. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name.
5. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
6. Information requested by a person who WAA reasonably believes knows the identity of the student to whom the education record relates.

## Delivery Policy

Parents/guardians and students are **NOT** permitted to order food for delivery at school from any restaurants or other establishments. The office staff or faculty will not accept delivery of food items for students from outside vendors.

Gifts, flowers and balloons are **NOT** permitted to be delivered or brought to the school; it is disruptive to the academic process. Any gifts, balloons, flowers brought to the school will remain in the main office until the end of the school day.

## Tobacco, Drug and Alcohol Policy (Smoking & Vaping)

Student use of alcohol and controlled substances (drugs & vaping), for which the student does not have a valid prescription, are illegal. Illegal use of drugs, including smoking, vape mechanisms and alcohol, has an adverse effect on everyone in the Westinghouse Arts Academy community.

Westinghouse Arts Academy is committed to providing a healthy, productive environment for staff, students, student families and community members. We believe that education has a central role to play in establishing

healthy habits for students; we also believe it is appropriate to help students resist the use of tobacco. Students shall not be permitted to possess or use tobacco products of any kind or any form while in the school building, on school property, in a school vehicle, in a school bus, or while attending a school.

Westinghouse Arts Academy **WILL NOT** tolerate or condone this type of behavior or actions on school property or grounds. We will take appropriate action deemed necessary if any student violates our code of conduct. **Smoking, vaping or the use of illegal substances on school property will immediately result in a Level IV (4) or V (5) consequence.**

Westinghouse Arts Academy will provide educational guidance and supportive services to assist students in issues related to illegal drugs, smoking and vaping, and alcohol use. Students with drug and/or alcohol problems may be referred to appropriate supportive services after parents are informed and with permission to do so.

***Please Note: Students who are found to be smoking, vaping or using illegal drugs or alcohol on school property or grounds will result in disciplinary actions that are deemed necessary and appropriate.***

## **Weapons Policy**

### **Introduction**

Westinghouse Arts Academy recognizes the importance of a safe school in the educational process. Weapons in schools are a threat to the safety of students and staff and are prohibited by law.

### **Definitions**

**Weapon** - any object, device, or instrument designed for or capable of threatening or inflicting serious bodily harm or which may be used to inflict self injury including, but not limited to: any firearm, shotgun, or rifle, whether loaded or unloaded; any knife, cutting instrument, or cutting tool; any nunchaku; any chemical agents such as pepper spray or mace; laser pointers; stun gun; incendiary device; any other tool, instrument or object used or intended to be used to inflict serious bodily harm. The term weapon shall also include any simulated, replica, toy, or look-alike weapon.

**Possession** – to have on one's person; in one's locker; or under one's control while on school property, on property being used by the school, at any school function or activity, at any school sponsored event held away from the school, or while the student is coming to or from school.

### **Procedure**

Students are prohibited from possessing and bringing weapons and replicas of weapons into any school building, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or to a school sponsored activity.

Westinghouse Arts Academy shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and Westinghouse Arts Academy policy. The Principal may recommend modifications of such expulsion requirements on a case-by-case basis.

In the case of a student with disabilities, Westinghouse Arts Academy shall take all steps required to comply with the Individuals with Disabilities Education Act and follow Westinghouse Arts Academy policy.

The discovery of any weapon prohibited by this policy shall be reported promptly to the student's parents/guardians and to local law enforcement officials.

The Principal or designee shall respond promptly to information and knowledge concerning weapons on school property. Such response shall be in compliance with state law and regulation and with the procedures set forth in the memorandum of understanding with local law enforcement officials.

The Principal or his/her designee shall:

1. Report all incidents relating to expulsion for possession of a weapon to the Department of Education.
2. Ensure that the memorandum of understanding with local law enforcement officials sets forth procedures to be followed when an incident involving an act of violence or possession of a weapon by any person occurs on school property.

Acts of violence or possession of a weapon in violation of Westinghouse Arts Academy policy shall be reported to the Office of Safe Schools as required by law and regulations.

## **Guidelines**

Westinghouse Arts Academy shall annually inform staff, students and parents/guardians about the Westinghouse Arts Academy policy prohibiting weapons and about their personal responsibility for the health, safety and welfare of the school community.

This policy shall not apply to a weapon, or item that otherwise would be considered a weapon, being used by an individual who is participating in a supervised school program approved by Westinghouse Arts Academy.

Additional exceptions to this policy may be made by the Principal, who shall prescribe special conditions or administrative procedures to be followed. In no case shall an exception to this policy violate laws or ordinances regarding possession of weapons.

## **GENERAL INFORMATION**

### **Attendance**

"Daily Attendance" will be conducted as the student enters their 1st period classroom each morning at 07:50 AM through our Student Information System. The attendance will be uploaded within our Student Information System by 08:20 AM each morning.

If at any point in time a student is going to be absent for more than one day, please contact the school office or email at [attendance@westinghousearts.org](mailto:attendance@westinghousearts.org). At this time, we can schedule an in person meeting to discuss the upcoming dates and prepare a plan for the individual student. Westinghouse Arts Academy wants **ALL** students to obtain an effective learning environment without disruption to their academics and arts courses.

If at any time a student is missing school for a particular reason on a specific day, please provide an excuse within 3 days of this absence. We will accept excuses from days listed as unexcused after the 3 day period. You can submit these excuses via an email to [attendance@westinghousearts.org](mailto:attendance@westinghousearts.org); however, please know, truancy citations may have been already in process in accordance with compulsory school law. Therefore, timely submission of all excuses is greatly appreciated and these situations can be avoided. Excuses can also be given in person. Please provide your student with appropriate documentation which he/she will give to the School Office Administrative Assistant located within the school office. For more information on absence accounting, [please visit this link](#).

If a student is absent on a required testing day, the student will be marked unexcused unless there is proper/official documentation provided to the School Office Administrative Assistant.

## Attendance Documentation

Any student that will be missing part of the school day is to bring the required and appropriate documentation into the school building. The documentation/excuse/note must consist of the following:

- ☐ Date
- ☐ Time
- ☐ Reason
- ☐ Student's first and last name
- ☐ Parent/Guardian first and last name in print only (If anyone else is picking up the student, please place their first and last name on the excuse/note)
- ☐ Signature of parent/guardian's first and last name

## Attendance Expectations

**Students are expected to attend school each day an instructional day is assigned. Please see the *Attendance Policy* for more detailed information.**

Students are expected to arrive at school on time. The instructional day begins at 7:50am.

## Classroom

All students must show up to class on time. Teachers will shut their doors after the last bell rings for the start of their class. Students should not go to the nurse, counselors or office in between classes. Students should report to their assigned class and request to go with a pass so that teachers know where each student is during the class period.

In each classroom there will be signs of behavior and expectations such as our general RISE UP positive behavior strategies and teacher's classroom rules and expectations of their students. Students must follow both sets of rules throughout the entire school day or consequences will be administered. Students must respect their classroom and their classroom teachers at all times. The general classroom rules apply in all classrooms:

- ☐ Arrive to class on time



- ☐ Students must have a hall pass to be in the hallway. This includes restrooms, nurse's suites, and offices
- ☐ Raise your hand
- ☐ Respect your teachers and yourselves
- ☐ Pay attention
- ☐ Stay on task/work hard
- ☐ Bring appropriate materials to class
- ☐ Listen to directions
- ☐ Complete your assignments within a timely manner
- ☐ Voice tone should be appropriate within a classroom

## **Dress Code**

Westinghouse Arts Academy recognizes that students' clothing is a form of self expression. We do not wish to restrict self-expression; however, we have guidelines in place to allow all students to learn within a safe and supportive atmosphere. Students in violation of our dress code policy, will be addressed either by a classroom teacher or sent to the main office and asked to change or to cover up. In the event that a student continually violates our dress code policy, it will be handled within a level III consequence of disciplinary actions.

The following are **NOT** permitted at Westinghouse Arts Academy

- ☐ Clothing with indecent, obscene or lewd messages and/or images
- ☐ Clothing that promotes or depicts illegal acts such as violence or drug use
- ☐ Clothing with gang related messages or images
- ☐ Visible undergarments or any clothing that is see through
- ☐ Wearing hats or hoods while in the school building
- ☐ Bare midriffs that exceed 4 fingers from the top of the pants/shorts/skirts to the bottom of the shirt when standing up straight. The bare midriff may not show undergarments or cleavage (unless the student is wearing dance attire-please see dance dress code)
- ☐ Bare feet, shoes must be worn at all times (unless you are in dance attire and participating in a dance/yoga course)

## **Early Dismissal Procedures**

At Westinghouse Arts Academy when a student is going to be picked up from school early, the student must have appropriate/proper documentation that is given to the administrative assistant within the main office as soon as your student arrives at school. Appropriate/proper documentation **MUST** include time, date, reason and parent/guardian signature. If someone other than the parent or guardian is picking up the student, that will also need to be included in the documentation and parent/guardian must contact the main office.

Anyone (parents/guardians) picking up a student that comes into the building will only be allowed to wait for their student in the vestibule. If you are wanting to go through the second set of locked doors you will need to



be raptured in. However, you **MUST** present your state issued identification to the main office Administrative Assistant. This is required to secure everyone's safety. Once the administrative assistant checks, you will be able to sign the student out before leaving the vestibule. After anyone signs out their student, the student will be immediately called out of their assigned class to the main office, at that time the student will be able to leave the school building.

Proper or official documentation is required when a student enters back into the school building. All early dismissals must be provided through written documentation. Students who leave half way through the day will be marked as half day. If official documentation is provided the following school day this will be considered excused.

## **Electronic Devices Expectations**

As per the Acceptable Use Policy, students must receive specific teacher permission to use electronic devices/cell phones, otherwise these devices are not permitted. These devices should not interrupt the school day or learning environment and should remain silent and out of sight within a classroom. We must maintain a conducive, supportive, safe and professional school atmosphere. **ALL** students must respect their classroom teachers and rules in place. Cell phones should be silenced, completely turned off, or out of sight when you are within a learning environment.

You are permitted to utilize your cell phone for emergency calls within an administrator's approval while in the main office. If there is an emergency, parents/guardians please call the main office for assistance. However, students are allowed to utilize their electronic devices within the cafeteria/commons area or hallways unless permitted otherwise.

Cell phones are **NOT** permitted to be used during detentions or in school suspensions.

***Please note: Westinghouse Arts Academy is not liable or responsible for your students' electronic devices which include but are not limited to cell phones, watches, tablets, iPods, headphones, and etc. Students are responsible for their own electronic devices and should not hold any one else accountable if their devices are lost or stolen. Students must make sure their items are safe and secure at all times. We allow students lockers with their own locks and combinations, should they need to secure any personal belongings during the school day.***

## **Emergency Closings**

- ☐ If Westinghouse Arts Academy is delayed or closed due to inclement weather, it will be posted on News outlets, the [WAA Website](#) and Social Media Accounts. You may also sign up for emergency text alerts via our School Messenger System.
- ☐ If East Allegheny School District is delayed or closed due to inclement weather, we will also be closed or delayed.
- ☐ If your student relies on their home school district transportation, please be aware that your transportation will be based upon your resident school district.
- ☐ Absences and tardiness due to inclement weather will be considered excused with written documentation.

## **Flexible Instructional Days (Virtual Days)**

Westinghouse Arts Academy has five flexible instructional days that are approved and built into our school calendar. These days are defined as days during the school year where alternate instruction is provided to the students by faculty due to Westinghouse Arts Academy being prevented from opening. Prevention to open is usually caused by hazardous weather conditions, disease, epidemic, school damage emergency, law enforcement emergency, and etc.

## **Hall Pass**

Students must report to their assigned locations as per their daily schedule. **Students must use the eHallpass system to obtain permission from their assigned teacher to make a change to their assigned location.** Any change in the school day will be communicated to the student body such as when there are special activities, change of classroom location, etc.

## **Lost and Found**

Articles found should be turned into the main office, where the owner may claim his/her property by identifying the item. Students should be sure their lockers are properly secured in order to protect their belongings. Every two weeks, lost and found items may be emptied and may no longer be available. All unclaimed items will be donated at the end of each semester. It is suggested you label any items possible with your name for identification purposes.

***Please Note: Westinghouse Arts Academy is not responsible for students' personal belongings if damaged, lost or stolen. It is your student's responsibility to make sure their personal belongings are safe and secure at all times.***

## **Medical Information**

Westinghouse Arts Academy offers medical services for student illness or injury within our school building or property. If illness should occur, the student should report to the Nurse's Station/Health Suite. To be admitted to the suite, the student must have a hall pass through eHallpass from the sending teacher, administrator or staff.

### **Medication in School**

Students who require prescription medication to be administered at school must have a physician's written order and parent/guardian's written consent on file. The Medication Authorization Form is available from the Health Suite. Medications of any sort must be delivered to school by the parent/guardian in a container properly labeled by the pharmacy or physician. Over the counter drugs must be received in the original, unopened containers.

- ☐ Students are not allowed to bring medication to school.
- ☐ Students are not allowed to carry their own prescription **or** non-prescription medication to school.
- ☐ Medications are to be stored in the nurse's office at all times. Only exceptions to this rule are inhalers or Epi Pens. However, if students must carry these items, there must be a doctor's orders on file with the school nurse.

- ☐ Students should have on file their permission to be able to take over the counter medications such as TUMS/Tylenol/Ibuprofen/etc.
- ☐ Students are not permitted to possess, use or distribute any medications (prescription or nonprescription) , such as Tylenol, Advil etc.

Should you need further assistance or have questions, please contact Westinghouse Arts Academy Nurse, at [nurse@westinghousearts.org](mailto:nurse@westinghousearts.org) or x7007.

## **Immunizations**

Vaccinations are required for students to enter school in the state of Pennsylvania. This change or new regulation went into effect during the 2017-2018 school year. The regulations are to ensure that all students are safe and protected against potential outbreaks of preventable diseases. Vaccines are held to the highest standard of safety.

- ☐ **DTAP** (4 doses of Tetanus, Diphtheria, & Acellular Pertussis) :

One dose should be given on or after the students fourth (4th) birthday

- ☐ **Hep B** (3 doses of Hepatitis B)

The third (3rd ) dose should be administered on or after 24 weeks of age

- ☐ **IPV** (4 doses Inactivated Polio Vaccine )

Fourth (4th dose on or after on a students fourth (4th) birthday; at least six (6) months after the previous dose was given

- ☐ **MMR** (2 doses of Mumps, Measles, & Rubella )

- ☐ **VAR** (2 doses of Varicella chicken pox or evidence of immunity)

- ☐ **MCV** ( 2 doses of meningococcal conjugate vaccine)

The first dose of this vaccine should be administered between the ages of 11 and 15 years of age; the second dose is required at the age of 16 years old or before entry into their senior year of high school (12th grade).

However, if the required dose was given at 16 years of age; then only one dose is required

- ☐ **TDAP** ( 1 dose of Tetanus, Diphtheria, & Acellular Pertussis)

Upon entering into Westinghouse Arts Academy Charter School, all students must have these vaccines mentioned above or they are at risk of exclusion. Students can be exempt for medical reasons, religious beliefs, or strong moral ethic of conviction; however, there should be a parent signed waiver of documentation and it must be kept with student records. If there happens to be an outbreak of sorts, your students may be removed from school to avoid contact.

## **Respecting School Property**

As per Section 3307 of PA Code, if a student commits the offense of **vandalism** in a school it is considered Institutional Vandalism. Institutional vandalism is defined as when a person knowingly desecrates, as defined

in section 5509 (relating to desecration or sale of venerated objects), vandalizes, defaces or otherwise damages:

- (1) any church, synagogue or other facility or place used for religious worship or other religious purposes;
- (2) any cemetery, mortuary or other facility used for the purpose of burial or memorializing the dead;
- (3) any school, educational facility, community center, municipal building, courthouse facility, State or local government building or vehicle or juvenile detention center;
- (4) the grounds adjacent to and owned or occupied by any facility deemed an institution
- (5) any personal property located in any facility deemed an institution

A person commits the offense of institutional vandalism with intent to violate if the person carries an aerosol spray-paint can, broad-tipped indelible marker or similar marking device onto property identified as one of the above institutions.

An offense under this section is a felony of the third degree if the act is one of desecration as defined in section 5509 or if the actor causes pecuniary loss in excess of \$5,000. Pecuniary loss includes the cost of repair or replacement of the property affected. Otherwise, institutional vandalism is a misdemeanor of the second degree.

## **School Provided Materials**

Any materials that your student is given by the school is Westinghouse Arts Academy's property. Students are supposed to utilize their given materials for school purposes only such as academic or art coursework and projects. Students are responsible for anything that is damaged, lost and or stolen property from the school. Chromebooks or anything the teacher has provided you should be returned in the fashion it came at the end of the school year. Students will be held responsible for any damage or if a student does not return something borrowed back to its original owners.

## **Transportation Information**

These are the appropriate and safe measures or helpful tips when using any of Westinghouse Arts Academy transportation including home district school bus and public transportation.

The following **ARE** permitted when you are waiting or riding Public or Home District Transportation:

- ☐ Arrive 5 to 10 minutes prior to your appropriate bus transportation for school unless it is at the end of the school day.
- ☐ Stand on the sidewalk and not out in the street.
- ☐ At the end of the school day, bus transportation will be utilized and available.
- ☐ Students will have five minutes from the end of the school day (2:40 PM-2:44 PM) to get to their appropriate school or public transportation. School buses are subject to leave at 2:45 PM unless it is an early dismissal.

- ☐ When boarding or exiting the school bus, please be in a single file line. You will all get the chance to enter and exit.
- ☐ Follow your bus driver's rules
- ☐ Stay seated
- ☐ Keep your legs and bookbags on the floor in front of you
- ☐ Keep the aisle clear
- ☐ Never put your hands or any limbs out of the window
- ☐ No vaping, smoking or use of illegal substances on the bus
- ☐ Have respect for your bus driver and yourselves
- ☐ No yelling, swearing or displaying of distracting behaviors
- ☐ No fighting
- ☐ No littering

## Bus Transportation

The Office of the Auditor General and PDE have stated that every school district must have, in writing, transportation requests for all students attending school outside their home school district.

Westinghouse Arts Academy is required to provide the school districts with a new transportation request form for each of our students each academic year, even if the student resides outside of the school's 10-mile radius and does not receive transportation from the school district.

Westinghouse Arts Academy provides the transportation requests and rosters to each school district, however, **parents/guardians are ultimately responsible for their child's transportation.** Because many districts have additional requirements for transportation, **all parents/guardians must review the transportation page on their home school district's website to see what is required by the district to secure their child's place on the district bus.**

All students should be aware of the bus policies that should be followed for their resident school district. Proper behavior should be conducted at all times. Improper behavior can result in temporary or permanent privilege being revoked, or suspension or any other consequences.

Please be aware that all students should report to their bus stop 5-10 minutes prior to their resident school bus pick up time. Westinghouse Arts Academy cannot grant permission for students to ride another school bus other than their assigned resident school district. That permission may be granted by the school bus resident districts **only**.

## Student Drivers

- ☐ Any student wishing to drive to school must complete a student driver form in the main office. Students who drive to school must arrive between 07:30 AM-07:45 AM. By 07:50 AM students will need to be in their 1st period class. Student drivers must park in the student parking lot behind the school near the auditorium and display their parking pass in their vehicle.

- ☐ Upon arrival, students are expected to secure and leave their vehicles, the student will not be allowed to return to their vehicles prior to their scheduled departure from school. Additional rules and regulations regarding motor vehicles will be distributed to those applying for parking permits.
- ☐ Any incidents or relies and expectations that are not followed, may result in the loss of privileges, towing, and/or suspension. Parking privileges may also be denied as a result of poor attendance, tardiness, misbehavior, or disciplinary actions that have occurred. Students who use the student parking lot must enter and exit through the Herman Street entrance, near the auditorium.

### Student Driver Parking

Driving a motorized vehicle to school is a privilege. Students will operate motor vehicles in a safe, careful manner at all times and in accordance with the laws of Allegheny County and the State of Pennsylvania. Everyone in the car should use safety measures such as seat belts.

- ☐ A valid parking permit must be visible at all times in the student parking lot.
- ☐ Students must park in the spaces by the park.
- ☐ Students must make sure their cars are secured before entering into the school building.
- ☐ Students are not allowed to return to their car at any point of the day unless permitted by administration.
- ☐ Vehicles are not permitted in the bus lane during pick up or drop off hours.
- ☐ All students must yield to buses, as they have the right away.
- ☐ Students must obey all signs and pavement markings.
- ☐ Students must report all accidents or damage that is done on school property.
- ☐ Student handicap parking is in front of the main building (should you be issued one through the DMV).
- ☐ Vehicles on Westinghouse Arts Academy property may be subject to random searches by the Allegheny County Police Department and/or Pennsylvania State Police.

Review our discipline policy for more information and if at any time these rules are not followed, this student privilege can be taken away.

### Student Drop Off and Pick Up Procedures

- ☐ Students who are driven to school must use the Marguerite Avenue entrance and enter the school building between 7:20 AM - 07:45 AM. By 7:50 AM students need to be in their 1st period classrooms. **Students arriving after 7:50 AM must use the School Office entrance located in the visitor/staff parking lot.**

- ❑ Students are to be picked up before 03:00 PM using the Marguerite Avenue doors. Only students involved in extracurricular activities will be allowed to stay after school.

### **Student Walkers**

Students who walk to school may enter either through the Herman Street entrance near the auditorium or the main entrance between 07:20 AM-07:45 AM. By 07:50 AM students will be in their assigned 1st period classrooms.

## **EMERGENCY/SAFETY INFORMATION**

### **Cooperation with Local Law Enforcement**

Westinghouse Arts Academy will fully cooperate with local law enforcement, Pitcairn Police Department, for anyone breaking laws.

### **Emergency Closing**

If Westinghouse Arts Academy is delayed or closed due to inclement weather, it will be posted on News outlets, the [WAA Website](#) and Social Media Accounts. If East Allegheny School District is delayed or closed due to inclement weather, we will also be closed or delayed. If your student relies on their home school district transportation, please be aware that your transportation will be based upon your resident school district. Absences and tardiness due to inclement weather will be considered excused with written documentation.

Our school could be affected directly or indirectly in a moment of crisis. Westinghouse Arts Academy will do our best to protect all students within our school building at any given time. Should there be an emergency, please contact your student via their cellphones to ensure their safety and our lines could be down, busy etc. and most importantly school lines will always be utilized for contacting emergency services if needed. In case of an emergency, you should all check the local news stations such as KDKA, WPXI, WTAE. Also, there may be alerts sent out through our School Messenger Notification System, as well as to the [WAA Website](#) and Social Media Accounts

### **Evacuation & Reunification**

For every emergency, there will be an administrator in charge. If the school needs to evacuate, everyone in the building must leave immediately and abruptly. Students should report to the nearest adult for any guidance/directions needed.

***As students are leaving quickly and quietly, students must only bring items/materials that are small or could fit into the clothing worn. Students must leave big items behind. Students must also use the exit closest to them and go to their assigned destination. Students must not block roads or driveways and must allow entry for emergency vehicles etc. Students may not leave school property without the permission of an administrator.***

If a student needs to be out of the school for a longer period, they will be taken to a designated area. Parents will be contacted immediately. If the student needs to be picked up, only the parent/guardian/emergency contact on file will be able to retrieve them from school building, property or grounds.

Reunification is for onsite (parents/guardians will come to the school building once given a specified time and entrance to pick up their student) and offsite (parents/guardians will come to a specific



location, not within the school building, and be given a specific time). We will ensure bussing transportation is made aware.

### **Fire Drills**

Fire drills and emergency drills are held throughout the school year for safety purposes. Students must follow teacher directions and exit quickly in an orderly fashion. Emergency exit routes are posted in each classroom and office.

### **Lock Down Drills**

Lock Down drills are held throughout the school year for safety purposes. Students must follow teacher directions.

### **Raptor Visitor Management System**

Westinghouse Arts Academy will be using the Raptor Visitor Management System as part of our program for the safety of our students, staff and faculty. Part of keeping students, staff and faculty safe is knowing who is in our building at all times and the Raptor system allows us to do that. The Raptor system allows us to track visitors, contractors, and volunteers in our school and provides us with a safer environment for our students and staff.

Upon entering the building, visitors will be asked to present a valid state-issued ID, which will be scanned into the system. The Raptor system will check to ensure that registered sexual offenders are not entering our buildings. It is important to note that the Raptor system only scans the visitor's name, date of birth and photo for comparison with a national database of registered sex offenders. Additional visitor data from the driver's license is not gathered nor is the system connected to any other system such as the Department of Motor Vehicles. Therefore any additional information on the ID is **not** scanned by the system and is not accessible to any of the users. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit.

A visitor's badge will not be necessary for those who visit our school simply to drop off an item in the office or pick up paperwork and their student. In the event that a person does not have identification, he/she can still be given access to the building, but will be escorted by a school staff member.

### **School Right to Search**

Westinghouse acknowledges the need to respect the rights of students to be free from unreasonable searches and seizures while fulfilling Westinghouse's interest in protecting and preserving the health, safety, and welfare of the school population, enforcing rules of conduct, and maintaining an appropriate atmosphere conducive to learning. However, we live in a time where we must stay vigilant and proactive to ensure the safety of our students and staff. Therefore, every student will have their belongings searched upon entering the school for the purpose of finding or preventing entry onto school property or activities of controlled substances, weapons or other dangerous materials.

In addition, a student and/or his or her belongings shall be searched if there is reasonable suspicion that the place or thing to be searched contains prohibited contraband, material that would pose a threat to the health, safety, and welfare of the school population, or evidence that there has been a violation of the law, or Westinghouse's policies and rules.

Under certain circumstances, random or general searches of students and their belongings may be conducted during the school day for the purpose of finding controlled substances, weapons or other



dangerous materials. Such searches normally will be conducted in a minimally intrusive manner using various screening methods such as staff bag checks, certified drug-sniffing dogs, as well as metal detectors and other technology.

## **Securing Student Property**

### **Lockers**

Lockers are the property of Westinghouse Arts Academy. Therefore, students have no expectation of privacy in their lockers. Lockers may not be used to store any illegal substances or items that are prohibited by law, Westinghouse Arts Academy policy or rules, or that presents a threat to the health, safety, or welfare of Westinghouse Arts Academy's community or property.

Students will be provided a locker and a lock. Students are not required to use a locker, but all lockers in use must have locks. All students are responsible for personal possessions stored in their lockers and should be certain their lockers are secured at all times. Students should not share their combination with any other student. Westinghouse Arts Academy is not responsible for a student's personal items stored in lockers or if personal items are lost or stolen.

***Please note: Students may not use any locker that is not assigned to them.***

### **Visitors**

Visitors are welcome with prior approval from Westinghouse Arts Academy administration or board approval (as needed). The visitor(s) will be issued a printed badge that is worn to identify the visitor, the date, and possibly the purpose of his/her visit. The visitor's adhesive badge must be worn and visible while being in our school building due to the safety of our students, staff and faculty. Each visitor is required to provide state identification to the main office Administrative Assistant. Each identification will be returned to the visitor at the end of their visit. If a visitor enters the building at departure or after school hours, whomever is filling in at the front desk will check their identification and return it to them immediately.

Students are not allowed to have visitors/guests on school property.

***Contact Westinghouse Arts Academy for more information regarding a potential shadowing experience.***

## STUDENT BEHAVIORAL EXPECTATIONS

### Overview

Westinghouse Arts Academy students are given the opportunity to make positive behavior decisions and choices. All students are held accountable for their actions whether negative or positive. Students are expected to follow the rules/expectations within our code of conduct in school, community events, or extra curricular activities. Monitoring of student behavior is subject to electronic surveillance.

Just like when a student maintains unsatisfactory academic and/or artistic performance at the end of the first semester, a student will be assigned to Behavioral Probation. The minimum qualifying criteria of Behavioral Probation are: skipping more than 3 classes; missing more than 10 days of school; and/or having more than 5 disciplinary reports by the end of the 1st semester will be assigned Behavioral Probation. A Behavioral Conference is held with the student, parents/guardians, teachers, administration and school counselors to discuss ways to support the student. A Positive Behavior Interventions and Support Plan will be developed or will be improved (if one already exists).

For the duration of the 2nd semester, students meet with their assigned school counselor once a week as well as participate in bi-weekly check-ins with the principal or director of student services to monitor their behavioral progress and address any concerns. Students are also connected to support services as applicable to their situation. If the student fails to show progress as measured by an increase in classes skipped, increase in absenteeism or increase in disciplinary reports by the end of the 3rd 9 weeks, the student will be deemed as “failing to show behavioral progress”. Another conference is held to discuss next steps and determine whether the student should continue attending WAA.

Students, faculty and staff are to responsibly contribute to this environment through positive demonstration of behaviors. The core values of Westinghouse Arts Academy are **Respect, Integrity, Success, Effort, Unity and Phoenix Pride (RISE UP)**.

Listed below are the behavioral expectations of students with regard to each core value:

### Be Respectful

1. Respect yourselves and others including students, staff & faculty
2. Treat others as you would like to be treated
3. Respect others privacy
4. Be polite
5. Listen to others including students, staff & faculty
6. Use your inside voices
7. Do not use foul language, name calling, yelling or screaming
8. No bullying behaviors should ever be demonstrated
9. Wear appropriate clothing when in the school building
10. Hats/hoods should not be worn in school

## **Show Integrity**

1. Show up to all classes on time
2. Have materials readily available
3. Meet with your teachers regularly
4. Stay up to date and on topic
5. Wait patiently in order to be helped
6. Be honest and truthful
7. Manifest humility
8. Take responsibility for your own actions
9. Do the right thing
10. Be reliable and consistent

## **Be Successful**

1. No cheating or academic dishonesty
2. Work hard
3. Study hard
4. Be present in the moment
5. Ask/Inquire
6. Don't interrupt others when they are working
7. Take responsibility for your own learning
8. Put forth your best efforts in all classes
9. Be productive
10. Work in a timely manner

## **Show Effort**

1. Ensure safety
2. Clean up after yourselves
3. Do not eat outside of specified areas
4. Be present in school and on time
5. Show up to all classes or periods on time

6. Be strong
7. Be able to withstand adversity
8. Behave in a responsible manner

### **Be Unified**

1. Work together efficiently and effectively
2. Help others
3. Encourage/Support others
4. Uplift/Empower one another and make others proud
5. Act appropriately in group settings
6. Make everyone feel welcome and accepted
7. Stand with one another
8. Cooperate with others including students, staff & faculty

### **Demonstrate Phoenix Pride**

1. Be kind to one another
2. Show school spirit
3. No running in the hallways
4. Support each other
5. Enjoy yourself and others
6. Show positivity
7. Respect one another
8. Be responsible
9. Be open to others ideas

## **ACADEMIC EXPECTATIONS**

At Westinghouse Arts Academy, we endorse our students developing their artistic skills and achieve their academic goals through the arts. Students need to master core academic content in order to be successful in life. Students who are dedicated to completing the academic requirements of their coursework find that their

academic progress is satisfactory or better than. Students who fail to meet the academic requirements are usually not organized, not completing assignments at all or on time, or do not have acceptable school and/or class attendance. When a student has not met a minimum threshold to be in good academic standing by the end of the first semester, and that typically is a minimum grade point average of 2.0, a student will be assigned to Academic Probation.

Academic Probation is a means to get students back on track with their academic goals. An academic conference is held with the student, parents/guardians, teachers, administration and school counselors to discuss ways to support the student. For the duration of the 2nd semester, students meet with their assigned school counselor once a week to monitor their progress and address any concerns. Students are also connected to support services as applicable to their situation. If the student fails to show academic progress as measured by a final year grade point average of less than a 2.0, the student will be deemed as “failing to show academic progress”. Another academic conference is held to discuss next steps and whether the student should continue attending WAA.

## ARTISTIC EXPECTATIONS

We value academic and artistic success. Just as students need to master core academic content in order to be successful in life, we want our students to grow and develop their artistic skills and abilities. Students who are dedicated to completing the program requirements find that their progress will be satisfactory or better than. Students who fail to meet the requirements are usually not completing assignments or completing assignments on time, or do not have acceptable school and/or class attendance. **When a student has not met a minimum threshold to be in good standing within the artistic program by the end of the first semester, and that typically is a minimum grade point average of 2.0 in their core art program course, a student will be assigned to Artistic Probation.**

Just like academic probation, Artistic Probation is a means to get students back on track with their artistic goals. A conference is held with the student, parents/guardians, art teacher administration and school counselors to discuss ways to support the student. For the duration of the 2nd semester, students meet with their assigned school counselor once a week as well as participate in weekly check-ins with their art teacher to monitor their progress and address any concerns. Students are also connected to support services as applicable to their situation. If the student fails to show academic progress as measured by a final year grade point average of less than a 2.0 in their core art program course, the student will be deemed as “failing to show artistic progress”. Another conference is held to discuss next steps and determine whether the student should continue attending WAA. If the student is making satisfactory academic progress in their core academic subjects, the student could consider transferring to another art program provided they participate in the required admissions process and are given acceptance into the new art program.

## VIRTUAL LEARNING EXPECTATIONS

The following expectations are provided for teachers and students as guidance to making any virtual learning time effective and productive.

## Instructional Expectations

- Each Class Period should be attended according to the Bell Schedule. Students and teachers should meet at the stated class period according to the schedule above. Asynchronous class times will not occur during the virtual instruction school day. Students are expected to log on and attendance will be taken by the teacher each period and each day.
- If a class is canceled, a school-wide email message will be sent out by Dr. Lombard, Dr. Lehew or Michelle Keenan.
- Instruction will be provided via Google Meet, and all activities, assignments, quizzes, and tests will be available via Google Classroom. Instruction provided should be as much like in person as is possible, and the progression of the course should be paced to allow yearly progress to continue.
- If technical assistance is needed or if technical issues occur during the school day for teachers or for students, an email should be sent to [support@westinghousearts.org](mailto:support@westinghousearts.org). Please also email Dr. Lombard at [klombard@westinghousearts.org](mailto:klombard@westinghousearts.org) and/or Dr. Lehew at [dlehew@westinghousearts.org](mailto:dlehew@westinghousearts.org).

IMPORTANT! Students, if you experience internet issues, please email your teacher, Dr. Lombard and/or Dr. Lehew **as soon as possible**.

- Students, please stay in contact with your teachers, submit assignments and activities as per your teacher's instructions. You are expected to participate each and every day of virtual instruction, and attendance will be taken.
- Students - if you are experiencing any struggles - emotionally, academically, etc. Please contact your school counselor, Dr. Lombard, Dr. Lehew or your teachers. We are here to help you!

## Virtual Bell Schedule

<b>CLASS PERIOD</b>	<b>REGULAR SCHEDULE</b>	<b>CLASS PERIOD</b>	<b>2 HOUR DELAY SCHEDULE</b>	<b>CLASS PERIOD</b>	<b>EARLY DISMISSAL SCHEDULE</b>
1	7:50 AM - 9:13 AM	1	9:50 AM - 10:46 AM	1	7:50 AM - 8:20 AM
2	9:16 AM - 10:39 AM	3 Lunch A Advisory A	10:49 AM - 11:19 AM	2	8:23 AM - 8:53 AM
3 Lunch A Advisory A	10:43 AM - 11:13 AM	4 Lunch B Advisory B	11:22 AM - 11:52 PM	5	8:56 AM- 9:26 AM
4 Lunch B Advisory B	11:17 AM - 11:47 AM	2	11:55 AM - 12:48 PM	6	9:29 AM - 9:59 AM
5	11:51AM - 1:14 PM	5	12:51 PM - 1:44 PM	3 Lunch A Advisory A	10:02 AM - 10:32 AM
6	1:17 PM - 2:40 PM	6	1:47 PM - 2:40 PM	4 Lunch B Advisory B	10:35 AM - 11:05 AM

**NOTE:** You will have an Advisory period on Virtual Learning days.



## ENSURING STUDENT SUCCESS

We employ a variety of supports and practices to ensure student success at WAA. These supports and practices are guided by: 1) the use of preventative measures such as clear communication of rules, procedures and policies; and tools and systems to monitor student success; 2) positive behavior support practices which teaches and rewards students when they uphold the school's academic, artistic, and behavioral expectations; and 3) restorative practices used to improve and repair ("restore") relationships between people and communities by valuing every member of the community.

The following is a list of possible preventative measures (but not limited to) to improve student success:

- High School Academic and Artistic Goal Setting/Planning
- Career Development Portfolio/Plans
- Peer Mediation
- Resolution Journal
- Student Assistance Program Referral
- Parent/Guardian Conference with Principal and/or Director of Student Services
- Informal Conference with Principal and/or Director of Student Services
- Community Support Referral
- School Counselor Referral
- Student/School Attendance Review Team Referral

### Advisory

An Advisory program is a structure built into the school day through which a faculty member and a group of students meet regularly for academic guidance and support. Students' academic skills do not grow in isolation from their social-emotional development. Student performance (efficacy and academic outcomes) can be positively influenced by personalizing the learning environment to meet the most basic social needs of learners—to be recognized, appreciated and supported. Once students feel safe and connected they are equipped to rise to the high standards educators set. In order for students to do well in the classroom, their developmental needs must be concurrently addressed.

**The overarching purpose: to personalize students' learning environment.**

- connects students and staff - decrease dropout and disconnection (Advisory is highly connected to lowering dropout rates, raising four-year graduation rates, and improving the trajectory for students to continue academic pursuits and post-secondary training after high school.
- Just as "advisement" at the college level is built on this foundation---the relationship between advisor and student is particularly important during the high school years.

### Positive Behavior Intervention & Supports (PBIS)

Positive behavioral interventions and supports (PBIS) is a proactive school-wide approach used to promote school safety and positive and appropriate behavior. Students are taught behavioral expectations and strategies. When students know what is expected of them, they are more likely to behave appropriately. Every school community member works together to set up behavioral expectations and subsequent rewards

that are specific to their school. Expectations are reinforced and acknowledged at places like morning meetings, classrooms, and school-wide events. Specifically, PBIS is an evidence-based three-tiered framework for improving and integrating all the data, systems, and practices affecting student outcomes. It is a strength-based and positive approach to create the kinds of schools where all students are successful.

The focus of PBIS is prevention, not punishment. Many students struggle with behavior because the behavioral expectations are not taught to students. When schools only react with punishment, students do not learn the skills needed to improve. Positive behavioral interventions and supports provide students with what they need to succeed and are built upon the school's core values.

A **positive behavior support plan** is designed to create a plan of action to help any student demonstrating problem behaviors. The main purpose of this plan is to reduce the negative behavior occurrences through positive and proactive means. Westinghouse Arts Academy staff & faculty, would like all students to display positive behavior to the best of their ability.

### **Positive Behavior Intervention Supports (PBIS)**

PBIS is a program for all students to succeed academically as well as socially, emotionally, and behaviorally. The program is in place to reward positivity through Phoenix Pheathers and the following:

**R** - Respect

**I** - Integrity


**S** - Success


**E** - Effort


**U** - Unity


**P** – Phoenix Pride

### **Matrix of Student Behavioral Expectations (RISE UP)**

	<b>Respect</b>	<b>Integrity</b>	<b>Success</b>	<b>Effort</b>	<b>Unity</b>	<b>Phoenix Pride</b>
<b>Attendance</b>	Be on time to school between 7:30 AM- 8:00 AM	If you are tardy to school or to class please	90% of Success is showing up School Attendance	Always put 100% effort in Be present	Assist your friends with getting to school on time	Show positivity Congratulate others

	<b>Respect</b>	<b>Integrity</b>	<b>Success</b>	<b>Effort</b>	<b>Unity</b>	<b>Phoenix Pride</b>
	Show up on time for all of your class periods	have a hall pass to present to your teacher upon arrival	Counts. Be there!	and enjoy your school day		Positively influence our school climate
<b>Hallway</b>	Use appropriate language and volume  Keep the hallways clean  Interact with others appropriately	Keep the hallways clean  Be mindful of others personal space  Hats and hoods off in the school building	Walk with purpose  Be to class on time	Keep the hallways clean	Treat others how you want to be treated  Accept others as they are  Support each other	Keep the hallways clean  Show Your School Spirit  Create a culture of kindness
<b>Classroom</b>	Be Respectful to your peers and teachers  Be on time at the start of each class period  Turn your cell phones off or silence them	Pay attention (I Give your undivided attention)  Raise your hand  Wait your turn  Be assertive in your learning	Be present  Complete your assignments  Bring all required materials	Inquire/Ask questions  Work Hard  Study Hard  Utilize Available Resources	Treat others how you want to be treated  Accept others as they are  Support each other  Listen to others	Support Your Fellow Peers  Conduct our School Values  Create a culture of kindness
<b>Bathroom</b>	Raise your hand and ask politely to use the restroom	Allow 5-7 minutes maximum in the bathroom	5-7 minutes maximum in the restroom	Be conscious of your time  Pay attention	Treat others how you want to be treated	Show Your School Spirit
<b>Bathroom, Continued</b>	Sign in/Sign out when leaving your assigned classroom  Use the restroom and return to your	Interact with others appropriately  Use facilities appropriately  Flush toilets	Return to class in a timely manner  Use a hall pass	Move within a timely manner	Accept others as they are  Support each other	Conduct our school values  Create a culture of kindness

	<b>Respect</b>	<b>Integrity</b>	<b>Success</b>	<b>Effort</b>	<b>Unity</b>	<b>Phoenix Pride</b>
	assigned class  Allow others to use the restroom peacefully  Use appropriate language	and wash your hands				
<b>Cafeteria</b>	Appreciate the cafeteria staff  Use your manners	Keep the cafeteria clean  Clean up after yourselves	Check out appropriately  Pick up after yourselves/  Remind others to pick up after themselves	Stand in line patiently  Wait your turn	Treat others how you want to be treated  Accept others as they are  Support Each other	Show Your School Spirit  Conduct our School Values  Create a Culture of Kindness
<b>Dining Commons</b>	Be quiet  Use appropriate language and volume	If you rearrange your seating area, please return back to original setting  Clean up after yourselves  Keep this area clean	Keep all food in this area/cafeteria only  Clean up after yourselves	Manage your time wisely	Treat others how you want to be treated  Accept others as they are  Support each other	Show Your School Spirit  Conduct our School Values  Create a culture of Kindness
<b>Nurse Station</b>  <b>Nurse Station, Continued</b>	Be respectful to the school nurse	Wait patiently	Once you are seen return to class  Once you are seen, go home  Once you are seen lie down  The school nurse will contact your parents if	Take care of yourself  Make sure your space is clean after use	Please remain quiet  Interaction with others should be kept to a minimum  Treat others how you want to be treated	Conduct yourself pleasantly  Create a culture of kindness

	<b>Respect</b>	<b>Integrity</b>	<b>Success</b>	<b>Effort</b>	<b>Unity</b>	<b>Phoenix Pride</b>
			necessary			
<b>Virtual Learning</b>	Be Respectful to your peers and teachers  Be on time at the start of each class period  Respect the privacy of others  Turn your cell phones off or silence them	Wait your turn to speak  Be assertive in your learning	Be present  Complete your assignments  Bring all required materials	Inquire/Ask Questions  Work Hard  Study Hard  Utilize available resources	Treat others how you want to be treated  Accept others as they are  Support Each other  Listen to others	Support Your Fellow Peers  Conduct our School Values  Create a culture of kindness  Listen to others
<b>Extra Curricular Activities</b>	Be respectful to others  Listen and pay close attention  Be on time	Use appropriate manners, language and volume	Be on time  Participate	Work hard	Interact with others appropriately  Help others	Conduct our schools core values

## Restorative Practices

The goal of restorative practices is to improve and repair (“restore”) relationships between people and communities by valuing every member of the community. It is a positive way of living and is not a disciplinary tool. An example: if a student was stealing food from the lunch room, they may be made to apologize to the cafeteria staff and made to clean lunch tables or help the cafeteria staff for one day to three days. This may also include peer mediation conferences between two students involved in conflict or the resolution journal to solve inter and intra personal conflicts. A restorative practice will usually occur if the infraction level is between level I, II or III. We want students to develop appropriate social-emotional skills and understand how their actions affect others as well as understand how to repair damage or harm done. Restorative practices support our Positive Behavior Intervention and Supports framework that was established to ensure everyone is treated with respect, and that our school is a safe and supportive learning environment.

## **Seminar Classes**

### **Freshman Seminar**

Freshman Seminar provides resources and support for students transitioning into their freshman year of high school. We acknowledge that it is an anxious time to begin attending a new school or just simply becoming a freshman, but this course is designed to provide you with the necessary support to assist you and set you up for success. This course prepares students for the academic, social/emotional and career development experiences. It also helps students navigate through any challenges that can occur whether inter or intrapersonal.

### **Senior Seminar**

The overall goals of the Senior Seminar Program are to help seniors prepare to transition smoothly to college, career after graduation. Topics include what is necessary to prepare for college applications, financial aid, portfolios and interviews. In addition, skills and topics are explored about what is necessary to be successful in the workforce. A Senior Project that is designed around the student's post-secondary goals is the culmination experience of this learning process.

## **Student Assistance Program (SAP)**

In Pennsylvania, every middle and high school has a Student Assistance Program (SAP). SAP team members are trained to identify and assist students who may be having problems in school due to difficult life events, mental health, and/or drug and alcohol problems. These students may be referred to the school social worker or an outside agency for assessment and services. Students may be referred to the SAP team by teachers, school personnel, parents or other students. Any student can also refer themselves by going directly to a SAP team member and asking for assistance.

Participation in the SAP process is voluntary and confidential. Parents will be contacted to sign a permission form to move forward with the data collection process. Once the permission form is signed, SAP members will begin working with the student to identify needs and obtain appropriate services.

### **Identification**

Identification of a student for SAP can be for a number of reasons. An appropriate SAP referral may be due to:

- Withdrawal from things they previously enjoyed;
- Choosing to spend time with new friends;
- Unexplained physical injuries
- Your student talks or writes about suicide (***please do not wait if this is the case for your child. Let the administration or school counselor know immediately***)
- Depressive symptoms;
- Disrespecting rules or people in their life;

- Acting differently;
- Lying;
- Needing money without an explanation;
- Change in academic performance;
- Use of drugs or alcohol;
- Tardiness or truancy

Parents/guardians, peers, faculty/Staff, and/or Community Members may also be concerned about a student's reaction to:

- Death or loss of a loved one;
- Divorce or separation in the family;
- Other changes in their family life;
- Relationship problems;
- Other issues in their life that are traumatic to them

## **SAP - FAQs**

### **How does the SAP team help?**

The WAA SAP Team helps parents find resources within school and community. We cannot diagnose or treat the student, but instead share information, resources, and referrals. The SAP team (and case manager) is an additional level of support within the school building. Once assigned, the case manager will become another adult for the students in a time of need. Parents/guardians and the student ultimately decide to participate in the program. **Once a need for a SAP Team is determined, parent permission is required to move forward.**

### **What happens after permission is granted?**

There are several steps that the Team will take:

- The SAP Team will gather specific information about the student and how the issues are impacting their life at school.
- A Case Manager will be assigned, and communicate directly with the student and their family about the concerns and what can happen moving forward.
- The parents/guardians and the SAP Team will work together to develop a plan of action to help the student achieve success in school.
- The SAP Team will continue to work with and support your student if deemed appropriate.

## **Contacting the SAP Team**



If you know a student who may need help, please contact a member of the SAP Team. For further information please contact our School Counselors, [Caitlyn Weaver](#) or TBA.

## **Privacy**

The SAP Team and the school will respect student privacy at all times and maintain communication in the team setting as well as with appropriate staff only.

## **Student Services**

### **School Counseling**

School counselors are available to all students who have academic, social/emotional and/or career preparation concerns. School counselors also assist students with scheduling, PSAT/SAT information, scholarships, and Keystone state testing and resources. School counselors are located in the Student Service Center located on the 2nd Floor. Conferences with the School Counselor should be scheduled during Advisory time whenever possible. The counselors will try to provide students with material useful in helping to solve problems with perplexities beyond the students' resources. Students should make every effort to become acquainted with his/her counselor.

### **School Counselors:**

TBA, Students - Last Names beginning with A-L

Mrs. Caitlin Weaver, Students - Last Names beginning with M-Z [cweaver@westinghousearts.org](mailto:cweaver@westinghousearts.org)

## **FOOD SERVICE**

### **Free and Reduced School Lunch Program**

Breakfast and lunch can be purchased each day for all interested students within the school building. Students may also bring lunch from home if they choose. If students wish to purchase breakfast and/or lunch, the prices are as follows:

- ☐ Breakfast \$1.90
- ☐ Reduced Breakfast \$0.30
- ☐ Lunch \$3.30
- ☐ Reduced Lunch \$0.40

### **School Cafe Meal Account System**

WAA Cafeteria operates on a meal account system. Cash will not be accepted in the Cafeteria. Funds may be loaded onto student accounts by using the [School Cafe](#) app or by cash or check that is directed to the main office. Please allow at least 24 hours for the funds to appear in your meal account. Funds do not automatically appear in your account on the day you submit.

- ☐ The website to utilize is [schoolcafe.com](http://schoolcafe.com)

- ☐ **Please note:** All students will need to set up an account through School Cafe. Remember schoolcafe is the only account that parents and students have access to.
- ☐ Through the School Cafe account, parents/guardians will have access to all information such as your student's balances, items bought, etc.
- ☐ **School Cafe has a helpline for issues pertaining to the use of student accounts online. That phone number is 866-442-6030.**

Free and Reduced priced meals are available for students who qualify and you **must** apply online for free/reduced meals.

- ☐ The free/reduced lunch application expires every year in June. You **must** reapply for free reduced meal accounts online at the start of every school year.
- ☐ **Please note:** As of July 9, 2020 the free and reduced lunch applications through school cafe are readily available. Remember schoolcafe is the only account that parents and students have access to.

Letters from our cafeteria director/staff will be sent out to notify parents or families at the end of every month.

## A la Carte Items

Our cafeteria also offers à la carte items for purchase. These items are **not included** in the free/reduced lunch program. A la Carte items are drinks, snacks and various other food items that are not part of the student lunch.

Parents/Guardians who wish to disallow purchases of à la carte items may do so by notifying the school office staff.

When a student's School Cafe account balance falls below -\$5.00 they will no longer be able to purchase items à la carte, however this does not inhibit students from receiving the free breakfast and lunch.

## **Please be considerate of the rules that will apply while being in our school cafeteria:**

- ☐ All items must be taken up to the cashier
- ☐ Please follow the directional arrows regarding entering and leaving the cafeteria
- ☐ Please be respectful/appreciative of the school cafeteria staff
- ☐ Please do not use obscene language
- ☐ Please use your inside voices when entering into the cafeteria line
- ☐ Please stand behind the black divider
- ☐ Please wait your turn
- ☐ Please stand in line patiently
- ☐ Check out appropriately
- ☐ Make sure you have a complete meal before checking out (fruit & drink)

## **Vending Machine Rules**

We ask that **ALL** students adhere to the specific vending machine rules to be utilized.

- ☐ ALL food must be eaten in the cafeteria/commons area only
- ☐ You will have access to the vending machines throughout the day
- ☐ Notify the cafeteria staff if there are any issues with the vending machines
- ☐ Notify the main office if your money is lost while using the vending machines
- ☐ The office does not make change for the vending machines, however, each student is provided with free breakfast and lunch daily through the school lunch program.

***Please note:***

***Do NOT bring any food or drinks into your classroom (unless it is permitted by your teacher).***

***Food and drinks are permitted in the cafeteria/commons area/designated quiet lunch areas/rooms only (unless otherwise permitted by the school nurse or school administrators).***

## **ACADEMIC INFORMATION**

### **Adding and Dropping Courses**

A student may not drop a course and add a new course after the first 10 school days of each term. All requests for changing courses are reviewed on a case by case basis. Students must obtain a course change form from a counselor that must be signed by a parent/guardian as well as by all affected parties BEFORE

course change consideration occurs. Students MUST ATTEND CURRENT ENROLLED COURSES until all appropriate forms and counselor meetings have been successfully completed.

Top priority will be given to students with schedules containing discrepancies listed below:

- The student has failed a class
- The student has taken this class in the summer
- The student is a senior who needs a course to meet graduation requirements
- The student has not met prerequisites for a scheduled class
- There is a current health issue that requires a change in schedule with written documentation
- Inappropriate academic placement
- The placement was an error on the school's part (unrequested placement)
- The student is an incoming student who needs a schedule created immediately

### **Changing Arts Areas**

For a student to change their arts area, they must reach out to our school counselor to discuss their concerns and determine how to move forward. Students will be required to audition for the new art area and qualify as they did upon entry to the WAA.

### **Dual Enrollment**

Dual enrollment allows high school students to take college classes while they are still enrolled in high school. These classes count for both high school and college credit. High school students who complete dual enrollment classes have the ability to accrue college credit which could decrease the amount of college costs they may have to pay.

We partner with Carlow University. For a complete list of which courses are available as Dual Enrollment courses, please contact the school counselors.

### **Grading**

The school year is divided into four quarters with each quarter consisting of a nine week cycle with a grade at the end of the cycle. The first two quarters of the year form the first semester, and the third and fourth quarters form the second semester. Course lengths may be one quarter, one semester, or a full year. When the course is complete, the cycles will be averaged for the final grade.

Students may receive an incomplete grade ("I") due to extenuating circumstances as approved by the administration. Students must show effort in making up any incomplete assignments and submit work as soon as possible after the original due date. Incomplete assignments will be assigned a zero if not submitted

by an established due date. This grade is subject to improvement based upon the timely completion of any assigned make-up work.

The cycle grades are calculated numerically, and the final grade is the average of the numeric grade. The grading system used is the 4.0 alphabetical system as follows.

<b>Letter Grade</b>	<b>Range</b>	<b>Ten-point Conversion</b>	<b>Honors Courses</b>	<b>AP Courses</b>
A	90-100	4.0	4.5	5.0
B	80-89	3.0	3.5	4.0
C	70-79	2.0	2.5	3.0
D	60-69	1.0	1.5	2.0
F	0-59	0.0	0.0	0.0

### **Honor Roll**

Honor roll is determined on the student's marking period GPA.

- ☐ High Honor Roll – 3.75 and higher
- ☐ Honor Roll – 3.5 – 3.74

### **Graduation Requirements for the class of 2023 and beyond**

The cycle grades are calculated numerically, and the final grade is the average of the numeric grade. The grading system used is the 4.0 alphabetical system as follows.

**Requirements Graduation from Westinghouse Arts Academy for the [Class of 2023+](#) requires the satisfactory completion of a minimum of 26 credits comprised as follows:**

<b>English</b>	<b>4 credits</b>
<b>Social Studies</b>	<b>3 credits</b>
<b>Science</b>	<b>3 credits</b>
<b>Math</b>	<b>3 credits</b>

**Health/PE** **2.0 credits**

**Electives** **11.0 credits**

**(2 credits must be completed in Arts/Humanities for each year in attendance at WAA)**

All students must also comply with any testing requirements as established by the Commonwealth of Pennsylvania. Students must show proficiency in the Keystone Exam Subjects: Biology, Literature and Algebra I.

### **Credit Requirements for Promotion to the Next Grade Level**

10th grade: 6

11th grade: 13

12th grade: 20

### **Keystone Exams: Statewide High School Graduation Requirement (Act 158)**

Keystone Exams will continue to be the statewide assessment that Pennsylvania uses to comply with accountability requirements set forth in the federal Every Student Succeeds Act (ESSA). Act 158 of 2018 no longer requires students (graduating 2023 and after) to achieve proficiency on the Keystone Exams to meet the statewide graduation requirement; however, **students must take the Keystone Exams for purposes of federal accountability**. Failure to do so will affect a school's participation rate.

Act 158 outlines alternative pathways to Pennsylvania's statewide high school graduation requirement for attaining proficiency on the three (3) end of course Keystone Exams (Algebra I, Biology and Literature (English 10). The pathways are: Keystone Proficiency Pathway; Keystone Composite Pathway; and 3 pathways aligned to student specific goals that involve Career Technical Education (CTE), alternative assessments, and advance course evidence. Under this requirement, students may demonstrate post-secondary readiness for college, career and community endeavors choosing one of these alternative statewide graduation requirements even if students do not score proficient on the Keystone Exams.

Through Act 158 of 2018 and Act 6 of 207, students must meet statewide high school graduation requirements through the successful completion of one of five graduation pathways to show their college, career and community readiness:

- 1. Keystone Proficiency Pathway**
- 2. Keystone Composite Pathway**
- 3. CTE Concentrator Pathway**
- 4. Alternative Assessment Pathway**
- 5. Evidence-Based Pathway**

### **Tests & Assessments**

**PSAT/NMSQT****When?**      **October 12, 2022****Who?**      All 10th & 11th grade students**Where?**      WAAFor more information: [What's on the PSAT/NMSQT? – SAT Suite | College Board](#)**SAT DATES AND INFO****When?**      [SAT Dates and Deadlines](#) Also see SAT Schedule below for all 2022-2023 dates and deadlines to register**Who?**      All 11th and 12th students planning to go to college**Where?**      **WAA DOES NOT ADMINISTER THE SAT** - You will need to register at a local SAT administration site. **To register:** [SAT Registration](#)

SAT Test Date	Registration Deadline	Deadline for Changes, Regular Cancellation, and Late Registration
Aug 27, 2022	Jul 29, 2022	Aug 16, 2022
Oct 1, 2022	Sept 2, 2022	Sept 20, 2022
Nov 5, 2022	Oct 7, 2022	Oct 25, 2022
Dec 3, 2022	Nov 3, 2022	Nov 22, 2022
Mar 11, 2023	Feb 10, 2023	Feb 28, 2023
May 6, 2023	Apr 7, 2023	Apr 25, 2023
June 3, 2023	May 4, 2023	May 23, 2023

**KEYSTONE EXAM DATES**



**When?** MAY 15-26, 2023  
**Who?** All students enrolled in the following courses:  
**Algebra I, Algebra I B, Biology, and/or Honors English 10 or English 10**  
**Where?** WAA

**AP EXAM:** The 2023 AP Exams will be administered in schools over two weeks in May: May 1–5 and May 8–12, 2023. For more info: [AP at a Glance](#)

*Please see the following AP Exam Schedule:*

Week 1	Morning 8 a.m. Local Time	Afternoon 12 p.m. Local Time
Tuesday, May 2, 2023	Environmental Science	
Wednesday, May 3, 2023	English Literature and Composition	
Friday, May 5, 2023	United States History	

Week 2	Morning 8 a.m. Local Time	Afternoon 12 p.m. Local Time	Afternoon 2 p.m. Local Time
Monday, May 8, 2023	Calculus AB		
Tuesday, May 9, 2023	English Language and Composition		
Thursday, May 11, 2023	World History: Modern	Physics 1: Algebra-Based	

**Withdrawing from School**

Student services will issue withdrawal forms to students only upon receipt of parental request or administrative action. Parents should notify the Student Services office at least 3 days prior to the child's withdrawal date.

## SPECIAL EDUCATION SERVICES

### **Child Find Policy**

As required by the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. seq. (IDEA 2004), Westinghouse Arts Academy identifies, locates, and evaluates all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services. Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents sufficient to inform parents of children applying to or already enrolled in school of (1) available special education services and programs; (2) how to request those services and programs; and (3) systematic screening activities that lead to the identification, location and evaluation of children with disabilities. This Policy is provided annually (Annual Notice) to comply with Westinghouse Arts Academy's obligations under Chapter 711 of Title 22 of the Pennsylvania Code. The Annual Notice is made available through a variety of means: the school website, the main office, and orientation materials.

**Procedure:** *Qualifying for Special Education and Related Services.* Under the Federal IDEA of 2004, there are two steps for a student to qualify for special education and related services. The first step is a finding that the student has one or more of the following disabilities that interfere with his or her educational performance, such as:

1. autism or pervasive developmental disorder,
2. deaf-blindness,
3. deafness,
4. emotional disturbance,
5. hearing impairment,
6. Intellectual disabilities;
7. multiple disabilities,
8. orthopedic impairment,
9. other health impairment (includes ADD, ADHD, epilepsy, etc.),
10. specific learning disability,
11. speech or language impairment,
12. traumatic brain injury, and/or
13. visual impairment including blindness.

IDEA of 2004 provides legal definitions of the above-listed disabilities, which may differ from those terms used in medical or clinical practice or daily language.

The second step in determining eligibility for Special Education and related services is a finding by the school's multidisciplinary team (MDT) that the student with one or more of these disabilities is in need of specially designed instruction.

**What Parents Can Do If They Think Their Child May Qualify for Special Education.** Some potential signs of a student having a qualifying disability include experiencing years of difficulties in reading, writing or solving math

problems, difficulties focusing and concentrating on schoolwork, difficulties sitting still in the classroom, and difficulty controlling emotions (such as anxiety and depression) and behaviors. If parents believe that their child has had difficulties in school over the years and may have one or more of these conditions, they should contact Westinghouse Arts Academy's Special Education Coordinator.

Parents who think their child is eligible for special education may request, at any time, that Westinghouse Arts Academy conduct a Multi-Disciplinary Evaluation. Requests for a Multi-Disciplinary Evaluation must be made in writing to the school's Special Education Coordinator. If a parent makes an oral request for a Multi-Disciplinary Evaluation, Westinghouse Arts Academy shall provide the parent with a form for that purpose. If Westinghouse Arts Academy denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial hearing through voluntary alternative dispute resolution such as mediation.

**Systematic Screening and Referral Processes.** Through its systematic screening and referral processes, Westinghouse Arts Academy identifies and refers for evaluation students who are thought to be eligible for special education services. These screening and referral processes include the screening methods such as initial admissions academic placement tests, classroom performance, vision and hearing screening.

The school regularly assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. (The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services.) If a concern can be addressed without special education services, or if the concern is the result of limited English proficiency or the lack of appropriate instruction, a recommendation may be made for interventions other than a multi-disciplinary team evaluation. Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process. Moreover, screening or pre-referral intervention activities may not serve as a bar to the right of parents to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities.

Whenever a student is referred for an evaluation, Westinghouse Arts Academy must obtain written permission from a parent before the evaluation can be conducted. A surrogate parent must be appointed when no parent can be identified; a public agency, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws of Pennsylvania, or the child is an unaccompanied homeless youth. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child. Reasonable efforts must be made to ensure the assignment of a surrogate parent not more than thirty (30) days after it is determined that the child needs a surrogate parent.

If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write the school's Special Education Coordinator.

**Evaluation.** An evaluation involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and the content of the child's IEP. Westinghouse Arts Academy doesn't use a single measures assessment as a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

Parental consent must be obtained by Westinghouse Arts Academy prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability and before providing special education and related services to the child. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and related services. The screening of a child by a teacher or specialist to determine appropriate

instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance.

The Multi-Disciplinary Evaluation process is conducted by a Multidisciplinary Team (MDT) which includes a teacher, other qualified professionals who work with the child, the parents and other members as required by law. The Multi-Disciplinary Evaluation process must be conducted in accordance with specific timelines and must include protection-in-evaluation procedures. For example, tests and procedures used as part of the Multidisciplinary Evaluation may not be racially or culturally biased.

The Multidisciplinary Evaluation process results in a written report called Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. If the student's Multi-Disciplinary Team determines that the student is eligible for special education and related services, then the student's IEP Team and writes a detailed plan for supporting the student in his/her area(s) of need over the coming year so that he/she can be successful in school—and then later in life.

### **Programs and Services for Children with Disabilities**

Westinghouse Arts Academy, in conjunction with the parents, determines the type and intensity of special education and related services that a particular child needs based exclusively on the unique program special education and related services that the school develops for that child. This program is called an Individualized Education Plan—the IEP—and is different for each student. An IEP Team consisting of educators, parents, and other persons with special expertise or familiarity with the child. The participants in the IEP Team are dictated by IDEA of 2004.

The parents of the child have the right to be notified of and to be offered participation in all meetings of their child's IEP Team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA of 2004, there may be situations in which a school may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting.

IEPs contain:

1. a statement of present levels of academic achievement and functional performance;
2. a statement of measurable annual goals established for the child;
3. a statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be provided;
4. a statement of the special education and related services and supplementary aids and services and a statement of the program modifications or supports for school personnel that will be provided, if any;
5. an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities;
6. a statement of any individual appropriate accommodations are necessary to measure the academic achievement and functional performance of the child on State and school assessments; and
7. the projected date for the beginning of the services and modifications and the anticipated frequency, location and duration of those services or modifications.

Special education services are provided according to the educational needs of the child, not the category of disability. Types of service that may be available, depending upon the child's disability and needs include, but are not limited to:

1. learning support;

2. life skills support;
3. emotional support;
4. deaf or hearing-impaired support;
5. blind or visually impaired support;
6. physical support;
7. autistic support; and
8. multiple disabilities support.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services that a child may require include but are not limited to speech and language therapy, transportation, occupational therapy, physical therapy, school nursing services, audiologist services, counseling, or training.

Westinghouse Arts Academy ensures that children with disabilities are educated to the maximum extent possible in the regular education environment or "least restrictive environment." To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Programs and services available to students with disabilities, might include:

1. regular class placement with supplementary aids and services provided as needed that environment;
2. regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom;
3. regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom;
4. part-time special education class placement in a regular public school or alternative setting; and
5. special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting, such as an approved private school or other private facility licensed to serve children with disabilities.

Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations contained in Title 22 of the Pennsylvania Code.

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals and transition services needed to assist reaching those goals. Westinghouse Arts Academy must invite the child to the IEP team meeting at which the transition plan is developed.

Beginning not later than one year before the child reaches the age of 21, which is the age of majority for education purposes under Pennsylvania law, the IEP must include a statement that the student has been informed of the student's rights, if any, that will transfer to the student on reaching the age of 21.

**Confidentiality of Student Information.** Every Effort is made throughout the screening, referral and evaluation process to strictly maintain the confidentiality of student information and protect the students' privacy rights.

After referral and evaluation, a written record of the evaluation results is generated and called an Evaluation Report. This report may include information regarding the student's physical, mental, emotional, and health functioning through testing and assessment, observation of the student, as well as a review of any records made available to Westinghouse Arts Academy through the student's physician and other providers of services, such as counselors.

Moreover, the evaluation report contains “personally identifiable information” of the student. Personally identifiable information includes the child’s name, the name of the child’s parents or other family members, and a list of characteristics that would make the child's identity easily traceable. Input from parents is also an information source for identification.

Westinghouse Arts Academy protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records, training being provided to all persons using the information, and maintaining for public inspection a current list of employees' names and positions who have had access to the information. Westinghouse Arts Academy will inform parents when this information is no longer needed to provide educational services to a student and will destroy the information at the request of the parent. However, general information, such as the student’s name, address, phone number, grades, attendance record, classes attended, and grade level completed may be maintained without time limitation.

Parents of students with disabilities have a number of rights regarding the confidentiality of their child’s records. The right to inspect and review any educational record related to their child that is collected, maintained, or used by the school. Westinghouse Arts Academy will comply with a request from parents to review the records without unnecessary delay and before any meeting regarding planning for the child’s special education program (called an IEP meeting), and before a hearing should the parents and Westinghouse Arts Academy disagree about how to educate the child who needs special education and, in no case, take more than 45 days to furnish parents with the opportunity to inspect and review the child’s records.

Parents have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent parents from exercising their right to inspect and review the records, and the right to have a representative inspect and review the records.

Upon request, Westinghouse Arts Academy will provide parents with a list of the types and the location of education records collected, maintained, or used by the school.

Parents have the right to request an amendment on their child’s education records that parents believe are inaccurate or misleading or violate the privacy or other rights of the child. Westinghouse Arts Academy will decide whether to amend the records within a reasonable time of receipt of the parents’ request. If school administrators refuse to amend the records, parents will be notified of the refusal and your right to a hearing. At that time, parents will be given additional information regarding the hearing procedures and, upon request, Westinghouse Arts Academy will provide parents with a records hearing to challenge information in the child’s educational files.

Parent consent is required before personally identifiable information contained in the child’s education records is disclosed to anyone other than officials of Westinghouse Arts Academy collecting or using the information for purposes of identification of the child, locating the child and evaluating the child or for any other purpose of making available a free appropriate public education to the child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Additionally, Westinghouse Arts Academy, upon request, discloses records without consent to officials of another school district charter school in which the child seeks or intends to enroll.

When a child reaches age eighteen (18), the rights of the parent with regard to confidentiality of personally identifiable information are transferred to the student.

A parent may file a written complaint alleging that the rights described in this notice were not provided. The complaint should be addressed to:



Pennsylvania Department of Education  
Bureau of Special Education  
Division of Compliance  
333 Market Street  
Harrisburg, PA 17126-0333

The Department of Education will investigate the matter and issue a report of findings and necessary corrective action within sixty (60) days. The Department will take necessary action to ensure compliance is achieved.

## TITLE I

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state

1. Basic Grants provide funds to LEAs in which the number of children counted in the formula (formula children) is at least 10 and exceeds 2 percent of an LEA's school-age population.
2. Concentration Grants provide funds to LEAs that are eligible for Basic Grants and in which the number of formula children exceeds 6,500 or 15 percent of an LEA's total school-age population.
3. Targeted Grants are based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or higher percentages of children receive more funds. Targeted Grants are based on the same data used for Basic and Concentration Grants except that the data are weighted so that LEAs with higher numbers or higher percentages of formula children receive more funds. Targeted Grants provide funds to LEAs in which the number of formula children (without application of the formula weights) is at least 10 and at least 5 percent of the LEA's school-age population.
4. Education Finance Incentive Grants (EFIG) distribute funds to States based on factors that measure:
  - a State's effort to provide financial support for education compared to its relative wealth as measured by its per capita income; and
  - the degree to which education expenditures among LEAs within the State are equalized.

An LEA's Title I allocation is the sum of the amount that the LEA receives under each formula. LEAs target the Title I funds they receive to schools with the highest percentages of children from low-income families. If a Title I school is operating a targeted assistance program, the school provides Title I services to children who are failing, or most at risk of failing, to meet challenging State academic standards. Schools in which children from low-income families make up at least 40 percent of enrollment are eligible to use Title I funds to operate schoolwide programs that serve all children in the school in order to raise the achievement of the lowest-achieving students. LEAs also must use Title I funds to provide Title I services to eligible children enrolled in private schools. More information about Title I and other ESEA programs is available at:

<https://www2.ed.gov/policy/elsec/leg/essa/index.html>.

### Home-School Compact

## TITLE I WAA's School – Parent – Student Compact



This Compact is jointly developed annually with parents and family members. This compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards (*ESSA, Section 1116(d)*).

### **School**

The school understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards
- Support strong communication between teachers and parents on an ongoing basis through:
  - parent-teacher conferences during which the compact shall be discussed as the compact relates to the individual child's achievement
  - frequent reports to parents on their student's progress;
  - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
  - ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand. (required) (*ESSA, Section 1116(d)(1-2)*)
- Treat each child with dignity and respect
- Strive to address the individual needs of the student
- Acknowledge that parents are vital to the success of child and school
- Provide a safe, positive and healthy learning environment
- Assure every student access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both students and parents

### **Parent**

The parent understands that participation in their student's education will help their achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of their ability:

- Volunteering in their child's classroom
- Supporting their child's learning)
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Create a home atmosphere that supports learning
- Send the student to school on time, well-fed, and well-rested on a regular basis
- Attend school functions and conference
- Encourage their child to show respect for all members of the school community and school property
- Review all school communications and respond promptly

### **Student**

The student realizes education is important. They are the one responsible for their own success. Therefore, they agree to carry out the following responsibilities to the best of their ability:

- Get to school on time every day
- Develop a positive attitude toward school
- Be responsible for completing homework on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed

- Do daily work that is neat and reflects the student's best effort
- Be respectful to all school members and to school property

## **Title 1 School Parent and Family Engagement Policy**

Westinghouse Arts Academy, also referred to as the "school" in this policy, is a public charter school that receives Title 1 funds to support its Title 1 programs. The Title I Parent and Family Engagement section of the Every Student Succeeds Act (ESSA), Section 1116(b) requires each Title I school to develop a written parent and family engagement policy that describes the means for carrying out the requirements of Section 1116. The school must ensure that information related to school and parent programs, meetings and other activities are sent to the parents of Title I children in a format and in a language the parents can understand. The policy must be: developed jointly with and agreed upon by parents and family members of Title I children; written in an understandable format and provided in a language parents can understand; distributed to all parents and family members of Title I children; made available to the local community; and updated annually to meet the changing needs of parents, family members and the school. In order to maintain compliance with ESSA and promote best practices within the school, Westinghouse Arts Academy asserts that it will comply with all previously outlined mandates as well as the following:

Parents and family members will be involved in the planning, review and improvement of the school's Parent and Family Engagement Policy through a variety of methods (ESSA, Section 1116(b)(1)). These methods may include surveys (electronic and paper), focus groups, and meetings. Open communication between the school and families also permits and encourages families to make suggestions at any time. An annual meeting will be held to review the Title 1 Plan, all related policies, and the School, Parent, and Student Compact.

The school's annual meeting will be held at a convenient time to promote participation. All parents and family members of participating children shall be invited and encouraged to attend. The meeting will be held to inform parents of their schools' participation as a Title I school and to explain the requirements, and the rights for parents to be involved (ESSA, Section 1116(c)(1)).

The school will offer a flexible number of meetings, in the morning and/or the evening (ESSA, Section 1116(c)(2)) so that parents have multiple opportunities to attend.

The school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program (ESSA, Section 1116(c)(3)). This will occur at the annual Title 1 meeting, as well as through intentional family communication throughout the school year, and via an annual program evaluation that includes family involvement.

The school will provide parents of participating children with timely information about the Title I program (ESSA, Section 1116(c)(4)(A)). Electronic and written communication will be used to inform families about the Title 1 program. Title 1 meetings will be announced at least two weeks in advance and will be advertised on the school event calendar.

The school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards (ESSA, Section 1116(c)(4)(B)). The school shares this information with families at the curriculum nights which are held at the beginning of each academic semester. These events will be announced at least two weeks in

advance and will be advertised on the school event calendar.

The school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA, Section 1116(c)(4)(C)). In accordance with ESSA, which also encourages alignment with other federal, state, and local plans, families will also be included in the comprehensive planning process.

A school-parent compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards. The compact shall describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time (ESSA, Section (d)(1)). Also addressed will be the importance of communication between teachers and parents on an ongoing basis through, at a minimum, frequent reports to parents on their children's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. The compact will also ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand (ESSA, Section 1116(d)(2)(A-D)).

The school will provide assistance to parents and family members in understanding the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children (ESSA, Section 1116(6)(e)(1)). This will occur in a variety of ways, including, but not limited to, Title 1 meetings, curriculum nights, and training on the use of the school's student information system (SIS) and learning management system (LMS) so that parents can access and understand their students' grades and academic achievement.

The school will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to foster parent involvement (ESSA, Section 1116(6)(e)(1)). This training may occur at curriculum nights, Title 1 meetings, special education parent training nights, or on an as-needed basis.

The school will educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school (ESSA, Section 1116(6)(e)(3)). This training will occur at least twice a year during faculty meetings and/or on inservice days; agendas and sign-in sheets will be collected to document that such training occurs.

The school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children (ESSA, Section 1116(6)(e)(4)). The school is

committed to aligning its parent and family engagement strategies with other initiatives, including, but not limited to, the state required comprehensive plan, special education training and support, and school safety planning. The school will also work collaboratively with the Family Teacher Organization (FTO) to support student and family oriented events at the school.

The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand (ESSA, Section 1116(6)(e)(5)). The school will utilize the expertise of its world language teachers when possible and supplement with translation services as needed.

The school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) (ESSA, Section 1116(7)(f)). The school will utilize the expertise of its world language teachers when possible and supplement with translation services as needed to support families with limited English proficiency. Meetings will be held in handicapped accessible locations that include adequate parking and restroom facilities. Alternate communication methods will be utilized to support families who have family members that are deaf, blind, or have other medical or disability related needs.

## **Right to Know**

### **Parent Right-to-Know Letter**

Parent Right to Know Information as Required by The Elementary and Secondary Education Assistance (ESEA) [Section 1112(e)(1)(A)] and The Every Student Succeeds Act [Section 1112(e)(1)(A)]

August 10, 2022

Dear Parent(s)/Legal Guardian(s):

Your child attends **Westinghouse Arts Academy** which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At **Westinghouse Arts Academy**, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,

- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact Dr. Kelly M. Lombard (Principal) at **Westinghouse Arts Academy** at 412-646-1718 or email me at [klombard@westinghousearts.org](mailto:klombard@westinghousearts.org)

Sincerely,

***Dr. Kelly M. Lombard***

## **STUDENT CODE OF CONDUCT**

We share a code of conduct at Westinghouse Arts Academy that sets rules in place that guide behavior in order to provide students with a safe, supportive and accepting environment where all students can learn effectively. We promote the development of good citizenship at Westinghouse Arts Academy. Good citizenship is demonstrated as a positive representative of the school. Students must conduct themselves in such a manner as to not interfere with or interrupt the orderly process and success of a group or another individual. Disorder, abusive language, tardiness, truancy, and general disobedience contribute to an undesirable school climate.

### **Purpose**

The purpose of the School Code of Conduct is to:

- define the rights and responsibilities of students;
- outlines the standards for acceptable conduct; and
- describes the consequences for failure to meet those standards.

Westinghouse Arts Academy complies with all applicable federal, state and local laws in providing equal opportunity to all students. Westinghouse Arts Academy prohibits discrimination in admission, grading and discipline based on race, color, creed, national origin, religion, age, marital status, sexual orientation, gender, handicap, disability, nationality or citizenship.

The school code of conduct applies to conduct of Westinghouse Arts Academy students that occurs:

- On school grounds at any time and/or when students are utilizing school virtual platforms for distance learning;
- Off school grounds and/or during any school-related activity, function or event;
- While traveling to/from school on school buses or vans, regardless of the School District of ownership, or on public transportation;
- Off school grounds when the conduct may reasonably be expected to:
  - undermine school authority
  - endanger the safety of students, teachers, administrators or other members of the school community;
  - disrupt the school

### **Other Standards of Acceptable Conduct**

Students are to obey the directions of all adult personnel in the building. This includes administrative and clerical assistants, cafeteria workers, and custodial workers as well as teachers, counselors, and administrators.

### **Audience/Performance Standards of Acceptable Conduct**

As students in a high school for the creative and performing arts, you are called upon to perform on a regular basis. An equally important part of your participation in this school is being part of an audience. There are certain rules for being a good audience and performer that students must follow. Students are accountable for and judged by their behavior, both on and off stage.

**If you are in the audience:**

- All cell phones must be turned off during performances, including evening performances.
- Enter and leave the theater in a quiet and orderly fashion. Settle in seats immediately and stay in assigned seats until the end of the performance. It is critical that students and teachers sit in their assigned seats.
- Remain seated until dismissed. Students will leave the theater in the same quiet and orderly manner in which they entered as they return to their buses or classes.
- Show respect for all types of performances. Even if you do not like the style of a performance, you should welcome, not ridicule, variety.
- Talking, eating, or drinking during a performance is inexcusably rude and will not be tolerated. All attention should be on the stage.
- Be respectful of all staff members who chaperone performances.
- If, for reasons of emergency, you need to exit the auditorium, please go to the back so as not to disrupt the performance.
- Hold your applause until the performance is over. Screaming, whooping, and catcalls are inappropriate.
- Show courtesy and respect to the artist and other guests at all times. Realize that the audience is made up of parents, guardians, friends and visitors. Remember you are representing Westinghouse Arts Academy Charter School and you want to be on your best behavior. Your behavior reflects you, your family, and the entire school.

**If you are a performer:**

- Work and prepare to the best of your ability.
- Dress properly and carry yourself with pride.
- Be early.
- Remain with your teacher/conductor.
- Follow all directions immediately. A professional artist listens, learns, examines, ogles, questions, scrutinizes, is amazed, impressed, is critical, moved, baffled, fascinated, is appreciative, and applauds.

## **Scope**

**The Code of Student Conduct of Westinghouse Arts Academy states that the following types of behavior will result in disciplinary action:**

- Disruption of the learning environment.
- Disruption of school operations.
- Damage, distraction, or theft of school property.
- Damage, distraction, or theft of private property.
- Assault on a student.
- Assault on a school employee.
- Physical abuse of a student or other not employed by the school.
- Possession/use of weapons (or look alike weapons) or dangerous instruments.
- Possession/use of narcotics, alcoholic beverages, and stimulant drugs.
- Repeated school violations.
- Unauthorized presence on school grounds.
- Use of tobacco.
- Unauthorized use of telecommunication devices during school hours.
- Academic dishonesty.
- Sexual harassment.
- Misuse of computers/computer networks.
- Undesirable group activity.



- Fighting.
- Bullying Students.
- Disregarding directions and procedures.

## Rights and Responsibilities of Students

EDUCATION	
Right	Responsibility
Students have the right to a public education, unimpaired because of gender, race, religion, nation origin, medical condition, disability, parenthood, marital status, economic status, personal characteristics, or any reason not related to their individual capacities.	Students have the responsibility to avoid actions or activities that interfere with other students' rights to an unimpaired public education.

LEARNING ENVIRONMENT	
Right	Responsibility
Students have the right to an orderly school and classroom environment that will promote learning for all students.	Students have the responsibility to ensure that their action does not disrupt the school or the classroom environment or school activities.

EXPRESSION	
Right	Responsibility
Students have the right to express themselves in speech, writing, and/or expression within the boundaries defined by federal and state law, and the policies established by the school.	Students have the responsibility to ensure that their expression does not disrupt the school or classroom environment, or school activities.

POSSESSION/DISTRIBUTION OF LITERATURE	
Right	Responsibility
Students have the right to possess and distribute literature, including, but not limited to, books, newspapers, magazines, pamphlets, handbills, or leaflets in accordance with federal, state, and/or local law, and the policies established by the school. The Principal has the authority to determine the time,	Students have the responsibility to ensure that the literature they possess or distribute does not infringe upon the rights of others, and does not contain offensive language of a religious, racial or ethnic nature, or language that may be construed as harassing or obscene.

place, and manner of distribution.	
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<b>RELIGION</b>	
<b>Right</b>	<b>Responsibility</b>
Students have the right to their own religious beliefs and the exercise of those beliefs.	Students have the responsibility to ensure that the exercise of religious freedom does not infringe upon the Constitutional rights and freedom of religious expression of others.

<b>PRIVACY</b>	
<b>Right</b>	<b>Responsibility</b>
Students have the right to be free from unlawful searches and seizures of their personal property and possessions.	Students have the responsibility to not possess materials, objects, implements, and/or instruments that are prohibited by federal, state, and/or local law or that may be disruptive or otherwise in violation of the School's Rules.

<b>PEACEFUL ASSEMBLY</b>	
<b>Right</b>	<b>Responsibility</b>
Students have the right to a peaceful assembly.	Students have the responsibility to secure approval for the use of school facilities for assembly; to discuss with an administrator the appropriateness of the facility for the function; and to ensure that the assembly does not disrupt the educational process. Lack of adequate supervision shall be grounds for disapproval of the assembly.

<b>TRANSPORTATION</b>	
<b>Right</b>	<b>Responsibility</b>
Students have the right to safe and orderly transportation to and from school or a school activity when transportation is provided.	Students have the responsibility to ensure that their conduct contributes to a safe and orderly atmosphere; to refrain from conduct which may cause a hazard to themselves, their fellow students, or to the public; and to refrain from violating federal, state, and/or local laws or school district policy regarding transportation. Students who fail to fulfill their responsibility may relinquish their right to transportation.



## CONSEQUENCES FOR VIOLATING STUDENT CODE OF CONDUCT

If any of our students are found to be demonstrating inappropriate behaviors that do not reflect our core values at any time, in addition to the use of restorative practices, further disciplinary actions may be used. Consequences can take place at any time a student misbehaves. The following list is designed to help students, staff, faculty and parents understand that consequences are provided if a student misbehaves or if they need assistance in certain areas. A student's choice to not abide by the rules or expectations can result in disciplinary actions. Not every intervention, consequence or disciplinary action is applicable for each situation, and all situations will be reviewed case by case. Westinghouse Arts Academy would like to repair any damage, restore relationships and improve student behavior.

Discipline is an integral part of the educational process which relates to the development of personal integrity and maturity.

**Discipline** refers to the rules and strategies applied in school to manage student behavior and practices used to encourage self discipline. It is addressed through schoolwide, classroom, individual needs through broad and targeted intervention and development of self discipline.

The Positive Behavior Intervention System (PBIS) is incorporated into our building discipline policy and code of conduct. Positive Behavior Intervention System (PBIS) is a proactive approach used to improve safety and positive behavior. It focuses on prevention, not punishment. Students can only meet behavioral expectations if they know what they are.

### Disciplinary Measures

Students who are found to have engaged in conduct in violation of any one or more rules may be subject to one or more of the following consequences, intervention or disciplinary measures, or other measures deemed appropriate, reasonable and/or necessary by appropriate school personnel:

#### 1. Verbal or Written Reprimands (Warnings)

A reprimand is a direct warning provided to the student who is displaying negative behavior. A reprimand may be given by a teacher, administrator, or staff member and is done so in a calm manner while using direct eye contact. Reprimands address the problem behavior, includes actions to correct the problem behavior, and consequences if the student continues not to comply with rules.

Any written reprimand will also be provided to the student's parent(s) or guardian(s) informing them of the student's behavior.

#### 2. Student Conferences

A conference is a discussion that is held with a student and others involved in an incident. A conference may occur between a student and a teacher; between a student and a school counselor; between a student and a member/members of the SAP or PBIS teams; or a conference between the student and principal and/or director of student services. This type of measure may also include a supervised mediation between any and all students involved in the incident. The outcome of the conference may involve restorative practices and/or additional disciplinary actions and/or referrals.

#### 3. Parent Conferences

A Parent/Guardian Conference (via phone or in person) is a more formal conference to discuss an incident or incidents that are negatively impacting the success of the student at WAACA. The outcome

of the conference may involve restorative practices and/or additional disciplinary actions and/or referrals.

#### 4. **Referrals**

A referral involves identifying more intensive behavioral supports to address the student's violations of the student code of conduct. Since violations that involve Level 4 or 5 infractions are of the most serious in nature, referrals usually accompany additional disciplinary consequences. Referrals may involve referring a student to seek additional counseling support; to seek the services provided by a community mental health program.

#### 5. **Temporary Assignments**

A temporary assignment is a cooling off period. A student is assigned to report to a location within the school such as in the Student Services Center, the School Office or a different class setting while the student regains composure after an incident. This may also involve a temporary removal from transportation services in cases involving conduct while using transportation.

#### 6. **Detentions**

A student can be assigned a teacher detention at the teachers own discretion for an amount of time, less than one hour. Teacher detentions are allowed to be assigned when the teacher is willing to supervise the student(s). The teacher(s) are to give notice the day before. If a student misses the assigned day of their teacher detention the student(s) will serve it once they return to school. Student (s) are to report to the assigned location or designated teacher. Students will have access to school chromebooks, but are not allowed to use other electronic devices such as cell phones or their own computers, tablets and more. The students will not be allowed to leave the assigned designated area until the full detention is served.

- ☐ **Lunch Detention** - A student can be assigned a lunch detention given notice the day before it has to be served by an administrator, staff member or teacher. Student(s) are to report to the assigned location or designated staff, administrator or teacher at the start of their assigned lunch period. While in lunch detention, student(s) are allowed to eat their lunch and complete school related assignments. Students will have access to school chromebooks, but are not allowed to use other electronic devices such as cell phones or their own computers, tablets and further. The student(s) will not be able to leave the designated area until their lunch period is over.
- ☐ **Before School Detention** - A student can be assigned a before school detention which will begin at 07:00 AM and will end at 7:30 AM. An administrator, teacher or staff member will give notice to the student(s) the day before it has to be served. Student (s) are to report to the assigned location or designated administrator, teacher or staff member by 7:00 AM. While in morning school detention, the student (s) are allowed to complete any school related assignments/tasks.
- ☐ **After School Detention** - A student can be assigned after school detentions which will begin at 2:45 PM and end at 3:30 PM. Student(s) who require parent transportation will need to be picked up at 3:30 PM. After school detentions will be scheduled on select afternoons with advanced notification to parent and student by phone and or email or it could be reviewed within our student information system. At this time transportation will be coordinated. Westinghouse Arts Academy Charter is not responsible for providing transportation for students assigned to after school detention. If the student misses their assigned detention,

they will be reassigned to another detention. **If a student misses the second assigned detention, they will be assigned an in school suspension.**

## 7. **Social Probation**

Social Probation is an effective learning technique to assist students in learning to make wise decisions and realizing the negative consequences of poor decisions. The purpose of social probation is to encourage students to act in a responsible and respectful manner. A student may be placed on Social Probation for a period of time as a result of inappropriate behavior, attendance issues, failing to act in a safe and responsible manner or violations of school rules and regulations, school board policy or the law. The principal or members of the administrative team will determine when and for how long Social Probation will be assigned to a student. The student and parents /guardian will be notified in writing and all due process procedures will be followed when social probation is assigned to a student. Social Probation at Westinghouse Arts Academy Charter School can include all or part of the following:

1. Not allowed to attend as a spectator or participant any school related activities after school hours or on weekends.
2. Not allowed to participate in any co-curricular, extra-curricular, athletic, social (dances and clubs), field trips, musical, artistic, dramatic, or any school related performances or events.
3. Not allowed in school or on school property outside of normal school hours.
4. Not allowed to participate in school related ceremonial events such as commencement, banquets and prom.
5. Limited hall pass privileges.
6. Students who drive can lose parking privileges. Participation in such school-related activities is a privilege and not an absolute right.

## 8. **Saturday Detention**

The purpose of Saturday Detention is to provide a positive, worthwhile, educational experience and a meaningful alternative to out of school suspension for those students who have violated school rules. Saturday Detention will be used as a disciplinary action option, in lieu of out-of-school suspension, for students who have broken the school rules. In some instances, the administrator will assign out of school suspension instead of Saturday Detention. Saturday Detention will prevent students from losing instructional time, keeping them in school. Refusal to attend or tardiness without an acceptable excuse will result in a one day out-of-school suspension.

### **Receiving a Saturday Detention**

Saturday detention may be issued only by an administrator and religious obligations will be respected. Saturday detention will be assigned at the discretion of administrators based on the infraction. Students are responsible for providing their own transportation to and from the detention. In the event of inclement weather, cancellations to Saturday detention will be announced in the same manner as school cancellation announcements.

### **Saturday Detention Attendance and Location**

Saturday detention is from 8:30 a.m. to 12:30 p.m. A missed Saturday detention, without prior administrative approval or appropriate medical, dental, or legal documentation, will result in a school suspension. Documentation must be provided no later than 7:30 a.m. on the Monday following the assigned detention. The penalty for missing detention is a one day out-of-school suspension for the Tuesday that follows the assigned Saturday Detention. (Please note: If Monday is a holiday then the suspension will occur on Wednesday).

## 9. **Suspensions**

Suspension involves any disciplinary action that does not show cause for an expulsion, but a student is separated from school attendance for a period of time and will be assigned by administration. The suspensions can vary and range from in school suspension or out of school suspension for one (1) to ten (10) days time depending on the specific incident. Suspensions must not be made to run consecutively for a period of more than ten (10) school days. If a suspension is to exceed three (3) school days, the student and parent(s) must be given the opportunity for an informal hearing within the first five (5) days of the suspension in accordance with the State Board of Education Regulations section 12.8(c). See 22 Pa. Code § 12.8(c).

No student may be suspended until the student has been informed of the reason(s) for the suspension and has been given an opportunity to respond, except when the health, safety or welfare of the school community is threatened.

The parent(s) of a student will be notified immediately when their child has been suspended.

With respect to the informal hearing, the School must provide the following to the student and/or the parent(s) guardian(s) to comport with due process:

1. Written notification of the reasons for the suspension;
2. Sufficient notice of the time and place of the informal hearing;
3. An opportunity to question any witness present at the hearing; and
4. An opportunity to speak and present witnesses on his/her own behalf.

Students have the responsibility to make up assignments, assessments and/or projects missed during the period of suspension within the guidelines set forth by the Board of Directors of the School.

- ☐ A student could be temporarily or permanently suspended from School Bus transportation. School Bus transportation is a privilege and not an absolute right.
- ☐ A student can be assigned an **In School Suspension (ISS)** and the parent, student, and teachers will be notified in advance. Teachers may need to review coursework, but all students should be aware of the work needed to be completed within their syllabi. It is the student(s) responsibility to follow up with their teachers. Students will need to show up by 08:00 AM and they will be dismissed at the end of the school day at 2:40 PM. Students must work on school related tasks, assignments, projects and can utilize their school chromebooks. However, students are not allowed to utilize their cell phones, or their own electronic devices such as tablets, personal computers or more. Students assigned to ISS will be supervised by school administrators and they will stay in the designated area until dismissal time. Students will have to be escorted to lunch, to the restroom, water fountains or in case of emergency to the school nurse. Lastly when a student is in **ISS**, it will be considered an **excused absence!**
- ☐ A student(s) can be assigned an **Out of School Suspension (OSS)** and will be assigned an OSS automatically for an action that poses a threat to the safety and security of the school/school environment. This will be assigned by an administrator and the administrator will contact the parent, student and teachers in advance via phone or email. Teachers may need to review coursework, but all students should be aware of the work needed to be completed

within their syllabi. It is the student(s) responsibility to follow up with their teachers. The student(s) assigned OSS is not permitted to be on school property or attend a school-sponsored event. The student (s) should not be allowed to participate or attend any school extra curricular activities, events and so forth.

For a student that is assigned OSS for more than (3) to ten (10) days, the parent/guardian along with the school administration will be required to attend an informal hearing to allow the student to return to the school building. The students will no longer have an excused absence. When a student(s) is assigned to **OSS**, this will be considered an **excused absence**.

## 10. **Expulsion**

In Pennsylvania, any out of school district placement for more than ten (10) days is an expulsion. Only a vote by the school board can determine if a student should face expulsion. If the administration seeks expulsion of a student, the school board will need to act on expulsion prior to the 10 days of suspension (unless the parents or guardians ask for a continuance of 15 days of suspension.)

**Definition of Expulsion** - Exclusion from school by the Board of Directors for a period exceeding ten (10) school days, or permanent expulsion from the school rolls. The student and parent(s) must be provided with a formal hearing prior to expulsion and all due process procedures must be followed. A student will be placed in his/her normal class during the period prior to the formal hearing and decision of the Board, except when an informal hearing reveals that the student's presence poses a threat to the health, safety, welfare or morals of others, and a formal hearing cannot be conducted within the period of the expulsion. In such a case, a student may be excluded for a period longer than ten (10) days as long as the formal hearing is not unreasonably delayed, and the student will be provided with alternative education.

The formal hearing required for all expulsions may take place before the Board of Directors, an authorized committee of the Board, or a qualified hearing examiner appointed by the Board. If the formal hearing is conducted before a committee of the Board or a hearing examiner, a majority vote of the Board is required to expel the student.

The School must provide the following to comport with due process:

1. Notification of the charges sent via certified mail;
2. Sufficient notice (at least 3 days) of the time and place of the hearing;
3. The opportunity for a private hearing, unless the student or parent requests a public hearing;
4. The names of witnesses against the student and copies of any affidavits or statements of those witnesses;
5. The opportunity for the student to request that any witnesses appear in person to answer questions;
6. The right to testify and present witnesses on his/her own behalf; and
7. The opportunity to receive a record of the hearing at his/her own expense.

In addition, the student has the right to be represented by counsel, and the hearing must be held with all reasonable speed.

## **Levels of Infractions**

Classroom managed behaviors are considered Level I or Level II infractions; however Level III and IV infractions are behaviors that are referred to the school principal. Level V infractions will result with



administration, CEO, and/or community members such as the school board at Westinghouse Arts Academy Charter School.

<b>Levels of Infractions</b>	<b>Definition/Handling</b>	<b>Types of Infractions</b>	<b>Interventions/Consequences</b>
<b>Level I</b>	Teacher discipline of behaviors	<input type="checkbox"/> Tardy to School <input type="checkbox"/> Classroom Integrity <input type="checkbox"/> Tardy to Class <input type="checkbox"/> Horseplay (non-physical) <input type="checkbox"/> Misuse of Technology <input type="checkbox"/> Dress Code Violation	Verbal/Written Reprimands Restorative Practices
<b>Level II</b>	Teacher discipline of behaviors.	<input type="checkbox"/> Defiant Behaviors <input type="checkbox"/> Disruptive Behaviors to learning and school operations <input type="checkbox"/> Disrespect <input type="checkbox"/> Inappropriate Language/Conversation <input type="checkbox"/> Academic Dishonesty <input type="checkbox"/> Skipping a class/Off Limits without permission <input type="checkbox"/> Inappropriate Use of Technology <input type="checkbox"/> Damage to school property <input type="checkbox"/> Damage to student property	Restorative Practices Written Reprimands Teacher Detentions Lunch Detentions Parent/Student Conferences SAP Referral Positive Behavioral Support Plans Possible In-School Suspension
<b>Level III</b>	Behaviors that need to have discipline referrals to the main office and be dealt with by school administration.	<input type="checkbox"/> Repeated Level II Infractions <input type="checkbox"/> Not complying with bus rules or talking back to bus driver <input type="checkbox"/> Use of Profanity/Vulgarity with Students/Staff <input type="checkbox"/> Absent for 6+ days without an excuse	Referral Positive Behavioral Support Plans Peer Mediation/Resolution Journal Before/After School Detentions SAP Referral In-School Suspension Suspension from Bus Transportation Parent/Student Conferences

<b>Level IV</b>	Immediate attention by school administration/from social media, emails, pictures or school grounds. Major office discipline	<input type="checkbox"/> Attendance (10) consecutive days <input type="checkbox"/> Fighting <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Bullying <input type="checkbox"/> Physical Threat/Intimidation <input type="checkbox"/> Possession of Weapons <input type="checkbox"/> Vandalism <input type="checkbox"/> Harassment <input type="checkbox"/> Vaping/Smoking <input type="checkbox"/> Possession of Illegal substances <input type="checkbox"/> Inappropriate Sexual Behavior <input type="checkbox"/> Inciting a disturbance or melee <input type="checkbox"/> Theft of School Property <input type="checkbox"/> Theft of Student Property	Out of School Suspension Peer Mediation/Resolution Journal Informal hearings Parent/Student Conferences Loss of student Parking Privileges Loss of Social, extra curricular activities SAP Referral Community Support Referral Student/School Assistance Review Team
<b>Level V</b>	Immediate attention by school administration that needs to be addressed with the school board, local law enforcement, lawyers, school solicitor, etc.	<input type="checkbox"/> Assault <input type="checkbox"/> Arson <input type="checkbox"/> Repeated Level IV infraction <input type="checkbox"/> School shooting/fighting with weapons <input type="checkbox"/> Terroristic Threats	Out of School Suspension Expulsion Formal hearings Community Support Referral Loss of all school privileges

**Level 1** Actions are non-violent. Level 1 actions do not necessarily pose a threat to the health, safety or property of others. Positive classroom and school-wide interventions and supports are used to address Level 1 actions. Students are not referred to an administrator for Level 1 actions unless they continue after appropriate intervention and support.

**Level 2** Actions are of a more serious nature and may pose a threat to the health, safety or property of any person. An administrator is notified when a Level 2 action occurs that poses a threat to the health, safety or property of any person.

**Level 3** Actions are of a serious nature and, when they occur, can be expected to pose a threat to the health, safety or property of any person. An administrator is notified when a Level 3 action occurs. Students may be suspended for any Level 3 action.

**Level 4** Actions are of a serious nature and pose a threat to the health, safety or property of any person. An administrator must be notified when a Level 4 action occurs, in the form of a discipline referral or statement describing the incident. Students may be suspended or expelled for Level 4 actions. School administrators are required to consult with the CEO and School Solicitor before proceeding with a charge of Assault, Aggravated Assault, or Weapon. Students demonstrating Level IV (4) offenses **may** be immediately suspended for up to 10 days at the discretion of the School Principal. An informal hearing with the student, parent(s)/guardian(s), Director of Student Services and School Principal will take place for any suspension that lasts longer than three days.

**Level 5** Actions are of an extremely serious nature and pose a great threat to the health, safety or property of any person. Students demonstrating Level V (5) offenses **may** be immediately suspended for up to 10 days at the discretion of the School Principal and possibly the CEO. An informal/formal hearing will take place after three days of suspension or the leading of an expulsion with the Principal/CEO at their discretion. An administrator must be notified when a Level 5 action occurs, in the form of a discipline referral or statement describing the incident. Students will be suspended or possibly expelled for Level 5 actions.

## STUDENT OPPORTUNITIES

Westinghouse Arts Academy offers a variety of extra-curricular activities for students including clubs, honor societies and showcase opportunities for all art concentrations. Extra-curricular activities are driven by **student interest**. Students are encouraged to communicate their ideas to members of the staff and we will work to make the opportunity available, if possible.

Students interested in participating in sports or any activity that is not offered at Westinghouse Arts Academy (ex. marching band, cheerleading), may be able to do so at their home school district. Contact your resident school district for more information.

***Please note: Transportation will not be provided if students want to participate in after school extra-curricular activities.***

### Code of Conduct

Extracurricular activities at Westinghouse Arts Academy are an extension of the school day and therefore the school code of conduct applies at all times. Please understand that extracurricular activities are a privilege and you **must** uphold the core values of our school at all times. The core values are Respect, Integrity, Success, Effort, Unity and Phoenix Pride (RISE-UP).

Behaviors that violate the code of conduct include, but are not limited to:

- Swearing
- Yelling or speaking in a disrespectful way (name calling, etc.)
- Touching in an inappropriate or aggressive way (fighting, etc.)
- Demeaning or disrespectful behavior toward fellow peers, staff, faculty, or the community at large (during or after the school day when on school property or grounds).

When involved with after school clubs or activities, all students and parents/guardians must sign an extracurricular code of conduct in order to participate. Signing will mean that your student is agreeing to follow the rules. If this is not signed and returned to faculty, staff or administrative leaders of the group, your student will not be allowed to participate.

### After School Supervision

Students who remain in the Westinghouse Arts Academy building after school hours must be supervised by staff and faculty. At dismissal time, if your student is involved with an after school activity and they leave school grounds and then return to come back into the school, they must be present no later than 03:00 PM to be permitted back into the school building. Students who are not involved in after school activities must leave school grounds at the end of the school day (02:40 PM). Students waiting for a ride or transportation must wait in the main office vestibule. Students must also be picked up promptly at the end of after school activities.

***Please note: Westinghouse Arts Academy is not responsible for your student's transportation from school and not responsible for the safety of your student who remains on school grounds after dismissal without approval or permission to do so.***

## CLUBS AND ACTIVITIES

### **International Thespian Society**

This organization recognizes, rewards, and encourages student achievement and celebrates the work of students in all aspects of theatre - performance and production.

### **National Honor Society (NHS)**

All second semester Sophomores, Juniors and Seniors who have a cumulative high school Grade Point Average of 3.5 or above may apply for admission to the Westinghouse Arts Academy Chapter of the National Honor Society. Members will be required to complete a total of **30 Service Hours** each calendar year, which must be a combination of School-Related Service and Community Service. The National Honor Society offers opportunities for students to gain those hours, both in school and in the local community.

Students who are interested in joining complete an application after the second semester and participate in an induction ceremony. If students coming into Westinghouse Arts Academy are already a National Honor Society member from their previous school, that membership is honored here.

### **National Arts Honor Society (NAHS)**

Recognizes high school students who demonstrate an outstanding ability and interest in art. It also promotes the highest standards in art scholarship, character, and service by bringing art education to the attention of the school and community. Any students are allowed to join the National Arts Honor Society.

***Students and parents/guardians who have further questions, please contact the school for information.***

### **National Dance Honor Society**

Celebrates the artistic merit, leadership, and academic achievements of exceptional dance students.

### **Student Leadership Committee**

Student government body whose primary roles are talking to administration about concerns and solving issues facing the student body. Students or members will be elected each April and incoming 9th grade students are elected in the fall. Any student can be elected to participate in this group and the selection of students will be determined by the sponsor. Within this council, it provides students with learning about and practicing leadership abilities for application within the school and the community.

### **Tri M Music Honor Society**

This organization provides students with opportunities to perform, lead, and serve the community.

### **Yearbook Club**

This organization is responsible for taking photos, designing and editing content for the school's annual yearbook. Students learn about storytelling, creating and organizing content, engaging with all aspects of the school, online research and brand management.

## SCHOOL EVENTS

All activities or events on or off school property sponsored by Westinghouse Arts Academy are considered to be a school-related event. Therefore, all rules and expectations will apply.

Students must be in attendance for the entire school day for them to attend any school events, field trips, and/or after school activities. Students may be accompanied by a guest (under the age of 21 years) to social functions/dances, etc. However, students *must* obtain a permission form and must complete that form in order to allow the guest to participate. The permission form needs to be completed and returned to the main office one week in advance of the school function/dance, etc.

***Should you have any further questions or concerns, please contact Westinghouse Arts Academy.***

### **SCHOOL FIELD TRIPS (Leaving to Learn Opportunities)**

When students participate in field trips, they must represent Westinghouse Arts Academy in a mature, respectful manner at all times. Students should be themselves, but also well-behaved and professional as they represent our school entity. Field Trips or School Trips are designed to provide our students enrichment opportunities, learning experiences and enhance culture and curriculum. At any time students or parents/guardians are allowed to decline field trips, but students should still attend school.

Student absences due to field trips are excused, it is the student's responsibility to complete any missed assignments/projects.

## Student & Family Handbook Acknowledgement

Dear Students and Families,

We are excited to share with you our Student and Family Handbook this school year. Please take a moment to review this handbook with your family unit, as within these pages you will find an abundance of information that is pertinent to the success of your student at our school. We encourage you to pay particular attention to the staff contact information, attendance policies, and student behavior policies, as those have been updated this school year.

We look forward to another amazing school year. Thank you for trusting us with your student's high school education.

Sincerely,

The Westinghouse Arts Academy Administrative Team

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### Student & Family Handbook Acknowledgement Signatures

Student Name: \_\_\_\_\_

Student Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign, detach and return this form to your student's Advisory teacher OR complete the online acknowledgement Google Form here: [22-23 Student Handbook Acknowledgement Form](#)

\*\* By signing this acknowledgement form (or submitting the online acknowledgement Google Form), you agree to support and abide by the policies and procedures set forth in this Student & Family Handbook.