

ww 03/22/24  
Bd App 04/11/24

**MINUTES  
CANTON AREA SCHOOL DISTRICT  
MARCH 14, 2024**

The regular meeting of the Canton Area School District Board of Education was held in the Canton Jr/Sr High School Library on Thursday, March 14, 2024 at 5:00 p.m.

**MEETING CALLED TO ORDER**

Our President, Mrs. Judy Sourbeer, called the meeting to order, welcomed all in attendance, and reminded the audience to please sign in if they had not done so.

All stood and recited the Pledge to the Flag.

**BOARD MEMBERS PRESENT**

Mrs. Judy Sourbeer, President; Mr. Ryan Allen, Mr. John Ambruch, Mr. Dave DeCristo, Mr. Bill Holland, Mrs. Arica Jennings, Mr. Tom Resavage, and Mr. Denny Sourbeer.

**OTHERS PRESENT**

Dr. Amy Martell, Superintendent; Mr. Mark Jannone, Business Manager/Board Secretary; Mr. Michael Wells, Elementary School Principal; Mr. Donald Jacopetti, High School Principal; Attorney Cassie Blaney, District Solicitor; Mrs. Amy Repard, Special Education Supervisor; Mrs. Sherry Lambert and Mr. Matt Jennings, newspaper reporters; Mrs. Asti Tillotson, Ms. Cinda Dewey, Mr. Lucas Drever, and Mr. Tom Hojnowski.

**MINUTES**

A motion was made by Mrs. Arica Jennings and seconded by Mr. John Ambruch to approve the minutes of the regular meeting of February 8, 2024.

Voice Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

**REPORTS**

**Superintendent**

Dr. Amy Martell, Superintendent, reported on the following items:

- Updated the board on current district enrollment numbers.
- District student, Lucas Drever, presented details about the history of the FFA and its name. He will also attend the May meeting to give an update on 2023/2024 FFA activities.
- Secretary of Education, Khalid Mumin, will visit NTCC on Friday, March 22, 2024.
- Dr. Martell attended the PCCD mandatory Safety Coordinator Training with Central IU10. The state mandated that the District School Safety Coordinator attend this training once. Any future change to the District School Safety Coordinator will require that individual to attend this training prior to board appointment as the District School Safety Coordinator.
- CSM Darryl Jannone, Varsity Softball Coach, Student Learning Monitor, and School Safety Coordinator, will join us at the May or June executive session for the 2023/2024 school safety report. This confidential report is for school directors only and submission to the Pennsylvania Department of Education is required.
- The Director of Security for Troy Guthrie requested a meeting with CSM Jannone in order to review our School Safety Initiative and to get a tour of our campus. He wanted to familiarize himself with our campus in the event of a nearby emergency requiring use of our facility. In addition, CSM Jannone will attend and participate in an active shooter drill at Guthrie on April 24, 2024.
- At last month's board meeting, Dr. Martell shared an elementary school diploma for Adam Metzgar. Since then; the district received a 1922 football photo and Mr. Metzgar's 1924 high school diploma.

We will memorialize the items in the district archives and post the football photo on our social media with names of the football players.

- We held our second Safe Schools Committee meeting on March 6, 2024. Topics discussed included substance use awareness, the Memorandum of Understanding with the Canton Police Department (August 1, 2024 to July 31, 2026), 2024/2025 in-service plans, safety drills, behavioral health awareness, Safe2Say Something, Second Step Curriculum, high school room changes, transportation safety, CSBBH grant, school counselor updates, suicide risk assessment process, and 2024/2025 PREPaRE training.
- Canton Fire Chief, Ray Miller, requested that the Canton Fire Department purchase Knox Boxes for installation at the school for the department's use. He spoke about upgrading to iPads for the department and suggested reflective signs and numbers inside the buildings would be helpful in times of dark smoke.

#### **CITIZEN RECOGNITION - AGENDA RELATED**

There were no comments.

#### **BUSINESS**

##### **Treasurer's Report**

A motion was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer to approve the Treasurer's Report as presented for February 29, 2024. (A copy is in the supplemental file.)

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

##### **Bills**

A motion was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer to approve the bills for February.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

##### **Tax Additions, Exemptions and Exonerations**

A motion was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer to approve the tax additions, exemptions and exonerations.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

##### **Transportation Changes**

A motion was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer to approve the transportation changes.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

##### **NTCC Budget**

A motion was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer to approve the 2024/2025 Northern Tier Career Center Budget.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

#### **Activity Run Rates**

A motion was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer to approve the Activity Run Rates for the 2024/2025 school year.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

#### **Wage Addendum**

A motion was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer to approve the wage addendum for past employees which states: Individuals who have previously been employed at Canton Area School District for five or more consecutive years and elect to terminate regular employment but continue to be employed as a substitute will be paid their last obtained hourly rate or \$16.50 per hour, whichever is less. A period of dormancy of more than one full year will void said individual from this wage addendum.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

#### **Referral Agreement**

A motion was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer to approve the Linkage Letter/Referral Agreement between CONCERN and Canton Area School District, effective 2024/2025 and 2025/2026 school years.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

#### **Grant**

A motion was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer to authorize the business office to apply for the Public School Facility Grant for the Canton Elementary and Canton High School buildings independently of each other, for the purpose of replacing each building's chiller and/or boilers and controls for each.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

#### **Resolution**

A motion was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer to adopt the "Authorized Official Resolution" naming Dr. Martell and Mr. Mark Jannone as authorized signers for the elementary and high school grant documents listed in the previous agenda item.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

#### **Proposal**

A motion was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer to approve the proposal from The Nutrition Group with a guaranteed profit of \$37,848.68 for Canton Area School

District cafeteria operations for the 2024/2025 school year.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

#### **Linkage Letter**

A motion was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer to approve the Linkage Letter between BLaST IU 17 and Canton Area School District for the purpose of cooperation and continuity of care for the benefit of the students in our district.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

#### **PERSONNEL**

##### **New Hires**

A motion was made by Mr. John Ambruch and seconded by Mr. Ryan Allen to approve the hiring of the following new employees, pending completion of required paperwork:

- a. Cindy Chaapel, part-time (nine month) cafeteria worker, \$15.00 per hour, no benefits.
- b. Melanie Marren, part-time (nine month) cafeteria worker, \$15.00 per hour, no benefits.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

##### **Volunteer List Additions**

A motion was made by Mr. John Ambruch and seconded by Mr. Ryan Allen to approve the following additions to the volunteer list; all required paperwork has been completed:

- a. Tim McAninch - Track, retroactive to 2/19/24
- b. Beth Cole - Elementary School, retroactive to 2/26/24
- c. Erica Coles - Jr. High Band Field Trip, retroactive to 3/1/24
- d. Jim Watkins - Jr. High Baseball, retroactive to 3/11/24
- e. Allyson Butcher - Softball, retroactive to 3/11/24

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

##### **Substitute List Addition**

A motion was made by Mr. John Ambruch and seconded by Mr. Ryan Allen to approve the following addition to the substitute list, pending the completion of all paperwork:

- a. Lauren Gleckner, prospective Teacher Substitute

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

##### **Unpaid Days**

A motion was made by Mr. John Ambruch and seconded by Mr. Ryan Allen to approve unpaid days for the month of February 2024, for the following employees:

- a. Employee #1043 - 2 days

- b. Employee #1858 - 5.5 days
- c. Employee #1835 - 1 day
- d. Employee #1857 - 1.5 days
- e. Employee #1846 - .5 day

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

## **FINANCE/POLICY**

### **Second Reading**

A motion was made by Mr. John Ambruch and seconded by Mr. Ryan Allen to approve the second reading of the following new/revised policies:

- a. No. 121 - Field Trips (revised)
- b. No. 122 - Extracurricular Activities (revised)
- c. No. 200 - Enrollment of Students (revised)
- d. No. 202 - Eligibility of Nonresident Students (revised)
- e. No. 217 - Graduation (revised)
- f. No. 254 - Educational Opportunity for Military Children (new)
- g. No. 702 - Gifts, Grants, Donations (revised)

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

## **OTHER ITEMS**

### **Library Reports**

A motion was made by Mr. Ryan Allen and seconded by Mr. Dave DeCristo to approve the Canton Jr/Sr High School and Canton Area Elementary School Library Board Reports for the second quarter (December - February) of the 2023/2024 school year.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

### **Field Trip Requests**

A motion was made by Mr. Ryan Allen and seconded by Mr. Dave DeCristo to approve the following overnight field trip requests:

- a. From Randy Frye, District Jazz - Senior High, April 11-12, 2024 at Central Columbia High School.
- b. From Tom Hojnowski, Penn State Summer Convention, June 11-13, 2024 at The Pennsylvania State University, State College, PA.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

### **Revisions**

A motion was made by Mr. Ryan Allen and seconded by Mr. Dave DeCristo to approve the revisions to the resources on the Grade 10-11 English curriculum maps.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

### **Book Donation**

A motion was made by Mr. Ryan Allen and seconded by Mr. Dave DeCristo to accept the donation of the book "The Rebellious Recovery" to the Canton High School Library from BLaST.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

### **Popcorn Maker Donation**

A motion was made by Mr. Ryan Allen and seconded by Mr. Dave DeCristo to accept the donation of a commercial popcorn maker for use at any district events from Nikki Marbaker and Billy Watts, owners of A & A Country Market.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

### **Agenda Addition**

A motion was made by Mr. Ryan Allen and seconded by Mr. Bill Holland to add to the agenda the approval of a contract with Melanie Marren to provide transportation services at a rate of \$50 per day.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

### **Contract**

A motion was made by Mr. Ryan Allen and seconded by Mr. Bill Holland to approve the contract with Melanie Marren to provide transportation services at a rate of \$50 per day.

Roll Call Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

### **CITIZEN RECOGNITION – NON-AGENDA RELATED**

There were no comments.

### **Announcements**

There was an Executive Session prior to the Board Meeting, at 4:45 p.m., to discuss personnel matters.

The next Board Meeting will be held Thursday, April 11, 2024, at 5:00 p.m. in the Canton Jr/Sr High School Library, Canton, PA.

### **Meeting Adjourned**

A motion to adjourn was made by Mrs. Arica Jennings and seconded by Mr. Denny Sourbeer.

Voice Vote: All eight members present voted yea.  
Mrs. Sarah Neely was absent.  
Motion carried.

Mrs. Sourbeer adjourned the meeting at approximately 5:42 p.m. on a unanimous voice vote.

Respectfully submitted,

Mark S. Jannone  
Business Manager/Board Secretary

# ALACMCT Pricing for 2024/25

WW 03/20/24  
 Bd App 04/11/24

|                           | 23/24 Selling Price | 24/25 Recommended Price |
|---------------------------|---------------------|-------------------------|
| Chips                     | \$1.00              | \$1.00                  |
| Grandma Cookies           | \$1.15              | \$1.15                  |
| Fruit Snacks              | \$0.85              | \$0.90                  |
| Switch                    | \$1.50              | \$1.50                  |
| Sparkling Ice/ Kick Start | \$2.00              | \$2.25                  |
| Flavored Water            | \$1.25              | \$1.25                  |
| 16.9 oz Water             | \$1.00              | \$1.00                  |
| Ice Cream                 | \$1.25              | \$1.25                  |
| Juice                     | \$0.50              | \$0.75                  |
| Cookie Cake               | \$13.00             | \$13.00                 |
| Rice Krispie              | \$1.25              | \$1.25                  |
| Milk                      | \$0.50              | \$0.50                  |
| Fruit/Veg Side            | \$0.75              | \$0.75                  |
| Pudding Cup               | \$0.75              | \$1.00                  |
| Sand./ Wrap               | \$2.50              | \$2.75                  |
| Salad                     | \$2.50              | \$2.75                  |
| Alternate Entrée          | \$2.50              | \$2.75                  |
| Main Entrée               | \$2.50              | \$2.75                  |
| Yogurt                    | \$2.50              | \$2.75                  |
| Extra Cereal              | \$0.75              | \$0.75                  |
| Adult Hot Breakfast       | \$1.50              | \$1.50                  |
| Adult Lunch               | \$4.75              | \$4.75                  |
|                           | 43.39%              | 40.62%                  |



ww 03/29/24  
Bd App 04/11/24

BRANN, WILLIAMS, CALDWELL & BLANEY  
*Attorneys and Counselors at Law*

HAROLD G. CALDWELL  
DAVID J. BRANN  
CASANDRA K. BLANEY

1090 WEST MAIN STREET  
TROY, PENNSYLVANIA 16947  
and  
120 TROY STREET • PO BOX 146  
CANTON, PENNSYLVANIA 17724  
[www.bwcs-law.com](http://www.bwcs-law.com)

TROY (570) 297-2192  
Fax: (570) 297-4010  
CANTON (570) 673-5495  
Fax: (570) 673-5454

GERALD W. BRANN  
EVAN S. WILLIAMS, JR.  
RETIRED

Mr. Mark Jannone  
Business Manager  
CANTON AREA SCHOOL DISTRICT  
509 East Main Street  
Canton, PA 17724

RE: Retainer for legal counsel with Brann, Williams,  
Caldwell & Blaney for 2024-25 school year

Dear Mr. Jannone:

Kindly allow this correspondence to serve as a formal acknowledgment that my firm has agreed to the Canton Area School District's proposal that we be retained as solicitor for the District for the 2024-25 school year. It is my understanding that a retainer in the amount of \$5,000.00 for professional services to be rendered during the course of the school year will be approved. This retainer should be forwarded to my attention at my Troy office on or after July 1, 2024.

The \$5,000.00 retainer for professional services is intended to cover the standard legal work normally performed by my firm for the District. I intend this standard legal work to include attendance at the regular and executive meetings of the Board of Education and all communications regarding the agenda items for those meetings that are not specifically listed below.

The Board of Education has also agreed to approve a discounted rate of \$100.00 per hour for additional professional services to be performed, as necessary. It is anticipated that this hourly rate for additional professional services will apply to time spent meeting with members of the administration to discuss pending or anticipated legal issues; telephone conferences with members of the administration to discuss pending or anticipated legal issues; review of, and response to, contracts, correspondence and other legal documents received by

the District; researching legal issues which may or will result in District litigation; the preparation of all legal documents and pleadings associated with litigation; court appearances on behalf of the District; interviewing of witnesses; preparation of all discovery documents; preparation for and appearance on behalf of the District at all depositions of witnesses; and any negotiations for settlement with parties litigating or preparing to litigate with the District. All professional services performed under this paragraph shall be included within the retainer fee if such service performed requires less than thirty (30) minutes of time to complete.

Furthermore, it is not anticipated that the retainer fee noted above would be applied toward professional services rendered relative to any bond issue or refinancing undertaken by the District; professional fees for these services will be billed separately at the time that these services are rendered. Additionally, it is not anticipated that the retainer fee noted above would be applied toward professional services rendered in the further negotiation of any oil, gas or mineral estate lease governing lands owned by the District or any municipal body controlled by the District.


Costs and expenses incurred are the obligation of the District. Costs will be billed on a periodic basis. The District has agreed to pay these costs in addition to our hourly rate as they are billed. "Costs" are our out-of-pocket expenses, such as filing fees, transcripts, depositions, Sheriff's fees, appraisals, travel expenses and the costs of experts and investigators. You will be consulted before any substantial expenditure of costs. You will not be billed for clerical or secretarial time.

I will send you copies of all relevant documentation coming in and going out of my office, including correspondence, pleadings and other court documents. If I am unavailable when you telephone, your call will be returned with reasonable promptness.

Should you have any questions regarding this correspondence, please contact me. I look forward to working with the District in this upcoming year

Very truly yours,

BRANN, WILLIAMS, CALDWELL & BLANEY

  
Casandra K. Blaney, Esquire

CKB/tsb

ww 03/29/24  
Bd App 04/11/24

# CANTON AREA SCHOOL DISTRICT AUTHORIZATION FOR EXPENDITURE

A.F.E. # 23/24-01

PROJECT NAME: Amplify (K-2 Reading curriculum)

**PROJECT DESCRIPTION AND JUSTIFICATION:**

Purchase 6 year license agreement for reading curriculum for grades K - 2.  
\$11,000 due in 23/24.

BUDGETED AMOUNT:

ESTIMATED USEFUL LIFE:

ESTIMATED COST:

ESTIMATED COMPLETION DATE:

|           |     |
|-----------|-----|
| JULY      | \$0 |
| AUGUST    | \$0 |
| SEPTEMBER | \$0 |
| OCTOBER   | \$0 |
| NOVEMBER  | \$0 |
| DECEMBER  | \$0 |

|          |          |
|----------|----------|
| JANUARY  | \$0      |
| FEBRUARY | \$0      |
| MARCH    | \$0      |
| APRIL    | \$0      |
| MAY      | \$11,000 |
| JUNE     | \$0      |

TOTAL

RATE OF RETURN:

PAYBACK PERIOD:

|                                   | DATE      |
|-----------------------------------|-----------|
| SPONSOR: <u>Mich B. Wells</u>     | 4/11/2024 |
| BUSINESS MGR.: <u>[Signature]</u> | 4/11/2024 |
| SUPERINTENDENT: <u>Dr. Marten</u> | 4/11/2024 |
| BOARD PRESIDENT: _____            | 4/11/2024 |

ACCOUNT ANALYSIS REPORT - SUMMARY

Central Treasury

WW 04/05/24  
Bd App 04/11/24

Date Range: 1/1/2024 through 3/31/2024

Account Range: ALL

| ACCOUNT # AND DESCRIPTION                  | BEG BALANCE       | INCOME           | EXPENSE          | TRANSFERS   | BALANCE           |
|--|-------------------|------------------|------------------|-------------|-------------------|
| <b>Cash Accounts</b>                       |                   |                  |                  |             |                   |
| <b>Group: No Group Code Assigned</b>       |                   |                  |                  |             |                   |
| 1000 First Citizens Natl Checking          | 171,130.79        | 65,089.02        | 57,454.58        |             | 178,765.23        |
| <b>Total Group: No Group Code Assigned</b> | <b>171,130.79</b> | <b>65,089.02</b> | <b>57,454.58</b> | <b>0.00</b> | <b>178,765.23</b> |
| <b>Total Cash Accounts</b>                 | <b>171,130.79</b> | <b>65,089.02</b> | <b>57,454.58</b> | <b>0.00</b> | <b>178,765.23</b> |

**Other Accounts**

**Group: No Group Code Assigned**

|                                     |           |           |          |          |           |
|-------------------------------------|-----------|-----------|----------|----------|-----------|
| 2000 Disco Club                     | 390.48    |           |          |          | 390.48    |
| 2002 Band Front                     | 121.14    |           |          |          | 121.14    |
| 2003 FCCLA                          | 2,647.57  |           |          |          | 2,647.57  |
| 2004 Baseball Team Club             | 3.67      | 1,000.00  | 500.00   |          | 503.67    |
| 2005 Track Team                     | 4,577.32  | 5,241.99  | 5,856.39 |          | 3,962.92  |
| 2008 Cheerleading                   | 1,434.77  |           |          |          | 1,434.77  |
| 2009 Cheerleading-wrestling         | 0.00      |           |          |          | 0.00      |
| 2018 Commencement                   | 7,225.97  |           | 450.00   |          | 6,775.97  |
| 2022 Football Club                  | 3,370.02  |           | 1,099.00 |          | 2,271.02  |
| 2025 Future Farmers of Am           | 12,446.13 | 4,967.00  | 6,877.30 |          | 10,535.83 |
| 2028 Grapplers                      | 6,625.23  |           | 2,893.28 |          | 3,731.95  |
| 2030 Hoopsters/Varsity Boys B-ball  | 82.18     |           | 9.00     |          | 73.18     |
| 2034 Junior Ladies/Jr High V-ball   | 784.55    |           |          |          | 784.55    |
| 2037 Lettermen- Athletic            | 29.90     |           |          |          | 29.90     |
| 2038 Music-Instrumental             | 292.51    |           |          |          | 292.51    |
| 2039 Music-Vocal                    | 489.31    |           | 391.66   |          | 97.65     |
| 2040 National Honor Society         | 841.64    |           |          |          | 841.64    |
| 2041 SADD                           | 471.04    |           |          |          | 471.04    |
| 2044 Scholarship Challenge          | 1,406.51  |           | 408.95   |          | 997.56    |
| 2046 Softball Club                  | 2,041.14  |           | 628.41   |          | 1,412.73  |
| 2047 Spanish Club                   | 1,332.51  |           |          |          | 1,332.51  |
| 2048 Spiker Supporters/V. V-ball    | 15,535.29 |           |          |          | 15,535.29 |
| 2049 Student Council Beautification | 7,262.33  | 1,190.78  | 793.66   |          | 7,659.45  |
| 2051 Student Council--Sr. High      | 1,051.35  |           |          |          | 1,051.35  |
| 2053 Warrior Runners/X-Country      | 1,770.02  |           |          |          | 1,770.02  |
| 2054 Wrestling-Junior High          | 14.64     |           |          |          | 14.64     |
| 2055 Yearbook II                    | 1,066.85  |           | 241.48   |          | 825.37    |
| 2058 Library Club                   | 257.80    | 1,327.00  | 481.28   |          | 1,103.52  |
| 2067 Casual for a Cause             | 205.45    | 15.00     | 100.00   |          | 120.45    |
| 2070 Competitive Spirit Squad       | 1,074.07  | 1,385.00  | 686.67   |          | 1,772.40  |
| 2071 Class of 2020                  | 0.00      |           |          |          | 0.00      |
| 2072 The Giving Tree                | 10,267.15 | 100.00    |          |          | 10,367.15 |
| 2073 Class of 2021                  | 0.00      |           |          |          | 0.00      |
| 2074 Drama Club                     | 24,630.95 | 6,111.00  | 4,246.79 |          | 26,495.16 |
| 2075 Music - Fundraiser             | 978.97    | 12,552.00 | 8,392.07 | 210.00   | 5,348.90  |
| 2076 Class of 2022                  | 0.00      |           |          |          | 0.00      |
| 2077 Basketball - Girls Varsity     | 93.05     |           |          |          | 93.05     |
| 2079 Class of 2023                  | 0.00      |           |          |          | 0.00      |
| 2080 Class of 2024                  | 7,979.79  | 4,622.00  | 2,365.12 | (210.00) | 10,026.67 |
| 2081 Battle of the Books            | 2,858.62  |           | 2,858.62 |          | 0.00      |
| 2083 Live Stream Team               | 8,373.42  |           | 100.00   |          | 8,273.42  |
| 2084 Science Club                   | 3,490.87  |           |          |          | 3,490.87  |
| 2085 Class of 2025                  | 9,818.33  |           |          |          | 9,818.33  |
| 2086 PBIS                           | 8,526.24  | 13,453.25 | 9,391.03 |          | 12,588.46 |
| 2087 Class of 2026                  | 5,962.11  | 8,056.00  | 5,348.39 |          | 8,669.72  |
| 2090 Kindness Club                  | 40.00     |           | 40.00    |          | 0.00      |
| 2091 Class of 2027                  | 1,240.14  | 3,485.00  | 2,005.50 |          | 2,719.64  |

**ACCOUNT ANALYSIS REPORT - SUMMARY**

Date Range: 1/1/2024 through 3/31/2024

Account Range: ALL

| ACCOUNT # AND DESCRIPTION                  | BEG BALANCE       | INCOME           | EXPENSE          | TRANSFERS   | BALANCE           |
|--|-------------------|------------------|------------------|-------------|-------------------|
| 2096 Class of 2031                         | 0.00              |                  |                  |             | 0.00              |
| 2191 Youth and Government Club             | 4,676.59          |                  |                  |             | 4,676.59          |
| 2192 Class of 2028                         | 3,069.12          |                  | 77.50            |             | 2,991.62          |
| 2193 Class of 2029                         | 2,536.54          |                  |                  |             | 2,536.54          |
| 2194 Unified Sports                        | 628.08            | 1,583.00         | 1,212.48         |             | 998.60            |
| 2195 Class of 2030                         | 1,109.43          |                  |                  |             | 1,109.43          |
| <b>Total Group: No Group Code Assigned</b> | <b>171,130.79</b> | <b>65,089.02</b> | <b>57,454.58</b> | <b>0.00</b> | <b>178,765.23</b> |
| <b>Total Other Accounts</b>                | <b>171,130.79</b> | <b>65,089.02</b> | <b>57,454.58</b> | <b>0.00</b> | <b>178,765.23</b> |

WW 04/05/24  
 Bd App 04/11/24

|          |         |     |                 |                 |                 |                 |               | *Siarra is co-signer for this account/FC |                        |
|----------|---------|-----|-----------------|-----------------|-----------------|-----------------|---------------|--|------------------------|
| Date     | Check # | Rec | Account Balance | Greenhouse      | Wildlife        | Beautification  | Playground    | 6th Gr. St. Council                      | Explanation            |
|          |         |     | <b>\$965.77</b> | <b>\$391.44</b> | <b>\$182.23</b> | <b>\$292.10</b> | <b>\$0.00</b> | <b>\$100.00</b>                          | <b>Current Balance</b> |
| 1/2/2024 |         |     |                 |                 |                 | \$3.42          |               |  | Interest Deposit       |
| 2/5/2024 |         |     |                 |                 |                 | \$3.40          |               |  | Interest Deposit       |
| 3/4/2024 |         |     |                 |                 |                 | \$3.19          |               |  | Interest Deposit       |

ww 03/29/24  
Bd App 04/11/24

BRANN, WILLIAMS, CALDWELL & BLANEY  
*Attorneys and Counselors at Law*

HAROLD G. CALDWELL  
DAVID J. BRANN  
CASANDRA K. BLANEY

1090 WEST MAIN STREET  
TROY, PENNSYLVANIA 16947  
and  
120 TROY STREET • PO BOX 146  
CANTON, PENNSYLVANIA 17724  
[www.bwcs-law.com](http://www.bwcs-law.com)

TROY (570) 297-2192  
Fax: (570) 297-4010  
CANTON (570) 673-5495  
Fax: (570) 673-5454

GERALD W. BRANN  
EVAN S. WILLIAMS, JR.  
RETIRED

Mr. Mark Jannone  
Business Manager  
CANTON AREA SCHOOL DISTRICT  
509 East Main Street  
Canton, PA 17724

RE: Retainer for legal counsel with Brann, Williams,  
Caldwell & Blaney for 2024-25 school year

Dear Mr. Jannone:

Kindly allow this correspondence to serve as a formal acknowledgment that my firm has agreed to the Canton Area School District's proposal that we be retained as solicitor for the District for the 2024-25 school year. It is my understanding that a retainer in the amount of \$5,000.00 for professional services to be rendered during the course of the school year will be approved. This retainer should be forwarded to my attention at my Troy office on or after July 1, 2024.

The \$5,000.00 retainer for professional services is intended to cover the standard legal work normally performed by my firm for the District. I intend this standard legal work to include attendance at the regular and executive meetings of the Board of Education and all communications regarding the agenda items for those meetings that are not specifically listed below.

The Board of Education has also agreed to approve a discounted rate of \$100.00 per hour for additional professional services to be performed, as necessary. It is anticipated that this hourly rate for additional professional services will apply to time spent meeting with members of the administration to discuss pending or anticipated legal issues; telephone conferences with members of the administration to discuss pending or anticipated legal issues; review of, and response to, contracts, correspondence and other legal documents received by

the District; researching legal issues which may or will result in District litigation; the preparation of all legal documents and pleadings associated with litigation; court appearances on behalf of the District; interviewing of witnesses; preparation of all discovery documents; preparation for and appearance on behalf of the District at all depositions of witnesses; and any negotiations for settlement with parties litigating or preparing to litigate with the District. All professional services performed under this paragraph shall be included within the retainer fee if such service performed requires less than thirty (30) minutes of time to complete.

Furthermore, it is not anticipated that the retainer fee noted above would be applied toward professional services rendered relative to any bond issue or refinancing undertaken by the District; professional fees for these services will be billed separately at the time that these services are rendered. Additionally, it is not anticipated that the retainer fee noted above would be applied toward professional services rendered in the further negotiation of any oil, gas or mineral estate lease governing lands owned by the District or any municipal body controlled by the District.

Costs and expenses incurred are the obligation of the District. Costs will be billed on a periodic basis. The District has agreed to pay these costs in addition to our hourly rate as they are billed. "Costs" are our out-of-pocket expenses, such as filing fees, transcripts, depositions, Sheriff's fees, appraisals, travel expenses and the costs of experts and investigators. You will be consulted before any substantial expenditure of costs. You will not be billed for clerical or secretarial time.

I will send you copies of all relevant documentation coming in and going out of my office, including correspondence, pleadings and other court documents. If I am unavailable when you telephone, your call will be returned with reasonable promptness.

Should you have any questions regarding this correspondence, please contact me. I look forward to working with the District in this upcoming year

Very truly yours,

BRANN, WILLIAMS, CALDWELL & BLANEY

  
Casandra K. Blaney, Esquire

CKB/tsb



ww 03/29/24  
Bd App 04/11/24

# CANTON AREA SCHOOL DISTRICT AUTHORIZATION FOR EXPENDITURE

A.F.E. # 23/24-01

PROJECT NAME: Amplify (K-2 Reading curriculum)

**PROJECT DESCRIPTION AND JUSTIFICATION:**

Purchase 6 year license agreement for reading curriculum for grades K - 2.  
\$11,000 due in 23/24.

BUDGETED AMOUNT:

ESTIMATED USEFUL LIFE:

ESTIMATED COST:

ESTIMATED COMPLETION DATE:

|           |     |
|-----------|-----|
| JULY      | \$0 |
| AUGUST    | \$0 |
| SEPTEMBER | \$0 |
| OCTOBER   | \$0 |
| NOVEMBER  | \$0 |
| DECEMBER  | \$0 |

|          |          |
|----------|----------|
| JANUARY  | \$0      |
| FEBRUARY | \$0      |
| MARCH    | \$0      |
| APRIL    | \$0      |
| MAY      | \$11,000 |
| JUNE     | \$0      |

TOTAL

RATE OF RETURN:

PAYBACK PERIOD:

|                                   | DATE      |
|-----------------------------------|-----------|
| SPONSOR: <u>Mich B. Melle</u>     | 4/11/2024 |
| BUSINESS MGR.: <u>[Signature]</u> | 4/11/2024 |
| SUPERINTENDENT: <u>Dr. Marten</u> | 4/11/2024 |
| BOARD PRESIDENT: _____            | 4/11/2024 |



## Table of Contents

|  |           |
|--|-----------|
| <b>CANTON AREA SCHOOL DISTRICT: Proud of Our Traditions</b> .....                          | <b>3</b>  |
| <b>CANTON AREA SCHOOL DISTRICTS RECORDS POLICY</b> .....                                   | <b>3</b>  |
| <b>SCHOOL DIRECTORY</b> .....  | <b>4</b>  |
| <b>Mission, Vision, Value Statement</b> .....  | <b>4</b>  |
| <b>SPECIAL EDUCATION STAFF</b> .....   | <b>5</b>  |
| <b>Annual Public Notice of Special Education Services and Programs</b> ,.....              | <b>8</b>  |
| <b>Services for Gifted Students, and Services for Protected Handicapped Students</b> ..... | <b>8</b>  |
| Evaluation Process.....  | 8         |
| Consent.....   | 8         |
| Program Development.....   | 9         |
| Confidentiality of Information:.....   | 9         |
| <b>INTERMEDIATE UNIT</b> .....   | <b>9</b>  |
| <b>Understanding Special Education</b> .....   | <b>10</b> |
| <b>The Special Education Evaluation/IEP Process - Parent Initiated Request</b> .....       | <b>12</b> |
| <b>Determining Eligibility</b> .....   | <b>17</b> |
| <b>SCREENING</b> .....   | <b>17</b> |
| <b>THE EVALUATION</b> .....  | <b>17</b> |
| <b>WHAT THE EVALUATION WILL TELL YOU</b> .....   | <b>18</b> |
| <b>SUPPORT SERVICES</b> .....  | <b>19</b> |
| <b>SPECIAL EDUCATION</b> .....   | <b>19</b> |
| YOUR CHILD'S INDIVIDUALIZED EDUCATION PROGRAM (IEP).....                                   | 20        |
| REQUIRED MEMBERS OF EACH IEP TEAM.....   | 20        |
| IEP TIMELINES.....   | 20        |
| IEP CONTENTS.....  | 21        |
| PLANNING FOR LIFE AFTER GRADUATION.....  | 22        |
| EDUCATIONAL SETTING.....   | 22        |
| THE APPROPRIATE CLASS.....   | 22        |
| <b>NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT (NOREP)</b> .....                           | <b>23</b> |
| <b>WHAT ARE THE SCHOOL'S RESPONSIBILITIES TO MY CHILD AND ME?</b> .....                    | <b>23</b> |
| High School Graduation.....  | 23        |
| Your Child's School Records.....   | 24        |
| Materials, Classrooms and School Buildings.....  | 24        |
| Discipline for the Student Receiving Special Education Services.....                       | 24        |
| Basic Rights for Parents.....  | 25        |
| <b>WHAT IF I DISAGREE WITH SCHOOL OFFICIALS ABOUT MY CHILD'S EDUCATION PROGRAM?</b> .....  | <b>25</b> |
| The "Due Process" Rights of Parents.....   | 25        |
| <b>Glossary of Special Education Terms</b> .....   | <b>27</b> |

## **CANTON AREA SCHOOL DISTRICT: Proud of Our Traditions**

It is the policy of the CANTON AREA SCHOOL DISTRICT not to discriminate on the basis of sex, handicap, race, and national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504, and Title VI.

Canton Area Elementary School does not discriminate in co-curricular activities as to students participating with mental or physical disabilities. All handicapped students with diverse abilities will be provided with an equal opportunity to participate in nonacademic services as are all other students. All students with diverse abilities will be provided with support services and accommodations will be made, as individual needs and circumstances dictate, to allow them to participate in the services and activities.

For information about your rights or grievance procedures contact the superintendent at 509 East Main Street, 570-673-3191. This handbook, published by the Canton Area School District, is designed to be used as a reference.

It is our practice to exert every effort to maintain communication between the home and the school. Never hesitate to contact us on any matter because knowing each other is critical to the welfare of the pupils.

This handbook and other school publications are updated on a regular basis. Policies, herein written, are subject to change. Prior and adequate notice of changes will be given before enforcement of changes.

Additional information may be obtained in the booklet "Pennsylvania Parent Guide to Special Education For School Age Children". This booklet is available at the Canton Area School District Special Education Office. You may request a copy by contacting the Support Services Office. Additional information is available through PA Training and Technical Assistance Network at <http://pattan.net/parent-information>

## **CANTON AREA SCHOOL DISTRICTS RECORDS POLICY**

Regulations of the State Board of Education as amended in July 1977, state: "Each Board of School Directors shall adopt an updated plan for the collection, maintenance, and dissemination of pupil records and submit the same to the Department of Education for approval on or before 1978." While recognizing the legitimate needs for the collection and use of the information, the Canton Area School District is aware of the need to insure as much as possible, the rights of privacy of the individual. Therefore, the school district plan shall contain policies and procedures for the collection, maintenance, release and destruction of educational records. In addition, the school district shall protect the confidentiality of education records containing personally identifiable information. The district Record Policy) is located in the Guidance Office for public review (adopted as revised September, 2009).

CANTON AREA SCHOOL DISTRICT  
509 EAST MAIN ST.  
CANTON, PA 17724  
(570) 673-3191

**SCHOOL DIRECTORY**

Dr. Amy Martell, Superintendent of  
Schools.....673-3191

Mr. Mark Jannone, School Business  
Manager.....673-3191

Mr. Donnie Jacopetti, High School  
Principal.....673-5134

Mr. Michael Wells, Elementary  
Principal.....673-5196

Mrs. Amy Repard, Special Education  
Supervisor.....673-3983

Mr. Dave Loomis, School  
Psychologist.....673-5196

Mrs. Jessica Watson, School  
Counselor.....673-3000

Mrs. Corrin West, School Counselor  
.....673-5196

Mrs. Dani Greer, HS Principal's  
Secretary.....673-5134

Mrs. Pam Engel, HS Office  
Secretary.....673-5134

Mrs. Brianna Ward, ES Principal's  
Secretary.....673-5196

Mrs. Siarra Shanley, ES Office  
Secretary.....673-5196

Mrs. Terry Weber, Support Services Secretary  
.....673-3983

Mrs. Asti Tillotson, Cafeteria  
Manager.....673-5196

Mrs. Cindy Reed, School  
Nurse.....673-5196

Ms. Jen Martin, Health Office  
Assistant.....673-5134

**Canton Area School District**

Mission, Vision, Value Statement

**MISSION**

We focus on Learning - Every child, every day, "The Warrior Way!"

**VISION**

Canton Students are leaders, communicators, and citizens who value learning and community.

TRADITION  
PRIDE  
EXCELLENCE

**Canton Area School District**



*Values*

**WARRIOR**

- **P**erseverance
- **R**esilience
- **I**ntegrity
- **D**etermination
- **E**xcellence

**SPECIAL EDUCATION STAFF**

Elementary School

Mrs. Taran Carlisle, Supplemental Learning Support  
 Miss Deborah Fitzwater, Itinerant Learning Support  
 Ms. Shaina Slocum, Itinerant Learning Support  
 Ms. Carolann Ward-Spencer, Itinerant Learning Support  
 Mrs. Cindy Black, Itinerant Learning Support/  
 Gifted Support

Mrs. Samantha Campbell, Paraprofessional  
 Mrs. Danielle Henson, Paraprofessional  
 Mrs. Rebecca Hulslander, Paraprofessional  
 Mrs. Theresa Jannone, Title I Paraprofessional  
 Mrs. Heidi Morgan, Paraprofessional  
 Mrs. Joanne O'Hara, Paraprofessional  
 Mrs. Diane Palmer, Paraprofessional  
 Mrs. Janie Segur, Title I Paraprofessional  
 Mrs. Desiree Shepard, Kindergarten Paraprofessional  
 Mrs. Faye Spencer, Kindergarten Paraprofessional

High School

Mrs. Caitlin Barr, Supplemental Learning Support  
 Ms. Michelle Harkness, Itinerant Learning Support  
 Mrs. Sheila Jackson, Itinerant Learning Support  
 Mrs. Callie Gensel, Itinerant Learning Support  
 Ms. Sheila Wesneski, Itinerant Learning Support

Mrs. Bonnie DeFelice, Paraprofessional  
 Mrs. Betty Lutz, Paraprofessional  
 Mrs. Mercedes Meuse, Paraprofessional  
 Mrs. Karen Nelson, Paraprofessional  
 Ms. Rachel Stone, Paraprofessional  
 Mrs. Melony Schrader, Paraprofessional  
 Mrs. Mindy Tymeson, Paraprofessional  
 Mrs. Sherry Vargson, Paraprofessional  
 Mrs. Abby Voth, Paraprofessional

K-12 District Wide

Mrs. Jamie Taylor, Speech and Language Support  
 Mr. Dave Loomis, School Psychologist  
 Mrs. Amy Repard, Special Education Supervisor

jtaylor@canton.k12.pa.us  
 dloomis@canton.k12.pa.us  
 arepard@canton.k12.pa.us

Mrs. Terry Weber, Support Services Secretary

tweber@canton.k12.pa.us

**Annual Public Notice of Special Education Services and Programs,  
Services for Gifted Students, and Services for Protected Handicapped Students**

**Published by BLaST IU 17  
(Revised July 2013)**

**Notice to Parents**

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts (SDS), intermediate units (IUs) and charter schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 Pa Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter school shall publish written information in the handbook and on the web site. Children ages three through twenty one can be eligible for special education programs and services. If parents believe that the child may be eligible for special education, the parent should contact the appropriate staff member identified at the end of this public notice.

Children age three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need Special Education and related services. Developmental delay is defined as a child who is less than the age of beginners and at least 3 years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas. (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information you may contact, Ms. Deborah Knapp, Supervisor of Early Intervention Services, BLaST IU #17.

**Evaluation Process**

Each school district, intermediate unit, and charter school has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school, which your child attends. Telephone numbers and addresses can be found at the end of this notice. Parents of preschool age children, age three through five, may request an evaluation in writing by addressing a letter to Ms. Deborah Knapp, Supervisor of Early Intervention Services, BLaST IU #17.

**Consent**

School entities cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, [www.Pattan.net](http://www.Pattan.net). Once written parental consent is obtained, the district will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.



## Program Development

Once the evaluation process is completed, a team of qualified professionals and parents determine whether the child is eligible. If the child is eligible, the individualized education program team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff, intermediate unit staff, or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

## Confidentiality of Information:

The SDS, IUs and CSs maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA)

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child contact the responsible school entity listed below. For preschool age children, information, screenings and evaluations requested, may be obtained by contacting the Intermediate Unit. The addresses of these schools are as follows:

|                          |
|--------------------------|
| <b>INTERMEDIATE UNIT</b> |
|--------------------------|

BLaST Intermediate Unit #17  
2400 Reach Road -PO Box 3609  
Williamsport, PA 17701 570-323-8561

BLaST Intermediate Unit #17  
33 Springbrook Drive  
Canton, PA 17724  
570-673-6001

Dr. Christina Steinbacher-Reed, Executive Director [creed@iu17.org](mailto:creed@iu17.org)  
Dr. Brooke Beiter, Assistant Executive Director - Division of Student Services [bbeiter@iu17.org](mailto:bbeiter@iu17.org)

The school entity or charter school will not discriminate in employment, educational programs, or activities based on race, color, national origin, age, sex, handicap, creed, marital status or because a person is a disabled veteran or a veteran of the Vietnam era. No preschool, elementary or secondary school pupil enrolled in a school district, Intermediate Unit, or charter school program shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship.

## Understanding Special Education

### 1. What is IDEA and why is it important?

This federal law, the Individuals with Disability Education Act (IDEA), defines the national requirements for special education services, and provides the foundation for Pennsylvania Chapter 14 of the Pennsylvania school code. The IDEA 2004 provides that:

- All children identified as eligible for special education and related services are entitled to a free and appropriate public education (FAPE), in the least restrictive environment (LRE).
- Special Education services must be designed to meet the unique needs of the child and provided in accordance with an individualized education program (IEP).
- Special education services should prepare the child for employment or independent living.
- The rights of children with disabilities and their parents are protected.

### 2. Does my child have a right to a free and appropriate education (FAPE)?

Every child identified as eligible for special education and related services must receive education services at no cost to the parent. These services can be made available to a child enrolled in preschool, elementary school, secondary school, or a charter school, which is considered a local education agency (LEA). A free and appropriate public education (FAPE) must be provided for an eligible child no later than age three.

### 3. Can you explain the terms laws, regulations, and guidelines?

Laws, regulations, and guidelines define and establish special education. All federal and state agencies providing special education programs must follow the established laws, regulations, and guidelines governing them.

- **Laws** are passed by the legislature on the federal and state levels and dictate the specific areas, requirements, and criteria covered by the legislation.
- **Regulations** are issued by the State Board of Education to help interpret the laws, and become directives for the schools and intermediate units.
- **Guidelines** are issued by the Pennsylvania Department of Education, which suggest procedures for carrying out the special education laws and regulations.

### 4. What children are eligible for special education?

Chapter 14 of the Pennsylvania Special Education regulations defines your child as eligible for special education, if your child has been evaluated by the evaluation team and has one or more of the following disabilities:

- Deaf-blindness and/or Deafness,
- Emotional disturbance,
- Hearing impairment,
- Intellectual Developmental Disorder,
- Multiple Disabilities,
- Orthopedic impairment,
- Other health impairment,

- Specific learning disability,
- Speech or language impairment,
- Traumatic brain injury, or
- Visual impairment including blindness,

And needs special education as determined by the evaluation team.

5. What is the special education continuum of services?

Pennsylvania school code, Chapter 14, lists three types of special education support and services provided by special education personnel. this continuum of services includes:

- **Full-time** - Special education supports and services provided by special education personnel for **80% or more** of the school day.
- **Itinerant** - Special education supports and services provided by special education personnel for **20% or less** of the school day.
- **Supplemental** - Special education supports and services provided by special education personnel for **more than 20% but less than 80%** of the school day.

6. Are there different support programs for the special education student?

A student's educational placement is determined by the IEP Team. *The IEP team must first consider the regular classroom with the provision of supplementary aids and services before considering the provision of services in other settings.* Special education support services are based on the student's primary need and are available in the following categories:

1. Autism Support
2. Blind-visually impaired support
3. Deaf and hard of hearing support
4. Emotional support
5. Learning support
6. Life Skills Support
7. Multiple disabilities support
8. Physical support
9. Speech/Language support

7. What children are eligible for special education?

Chapter 14 of the Pennsylvania Special Education regulations defines your child as eligible for special education, if your child has been evaluated by the evaluation team and has one or more of the following disabilities:

1. Autism,
2. Deaf-blindness and/or Deafness,
3. Emotional disturbance,
4. Hearing impairment,
5. Intellectual Developmental Disorder,
6. Multiple Disabilities,
7. Orthopedic impairment,

- 8. Other health impairment,
- 9. Specific learning disability,
- 10. Speech or language impairment,
- 11. Traumatic brain injury, or
- 12. Visual impairment including blindness,

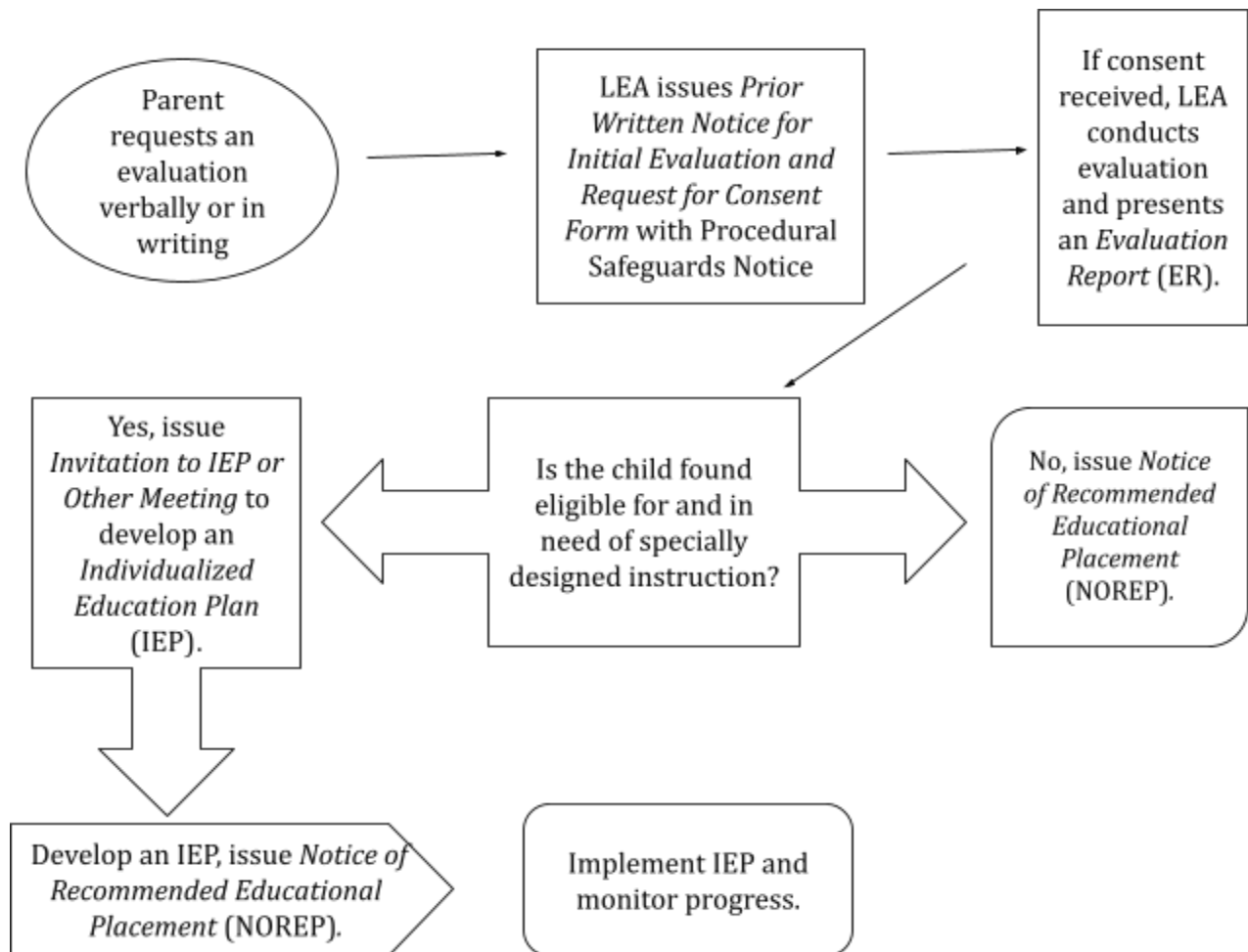
And needs special education as determined by the evaluation team.

8. What is the special education continuum of services?

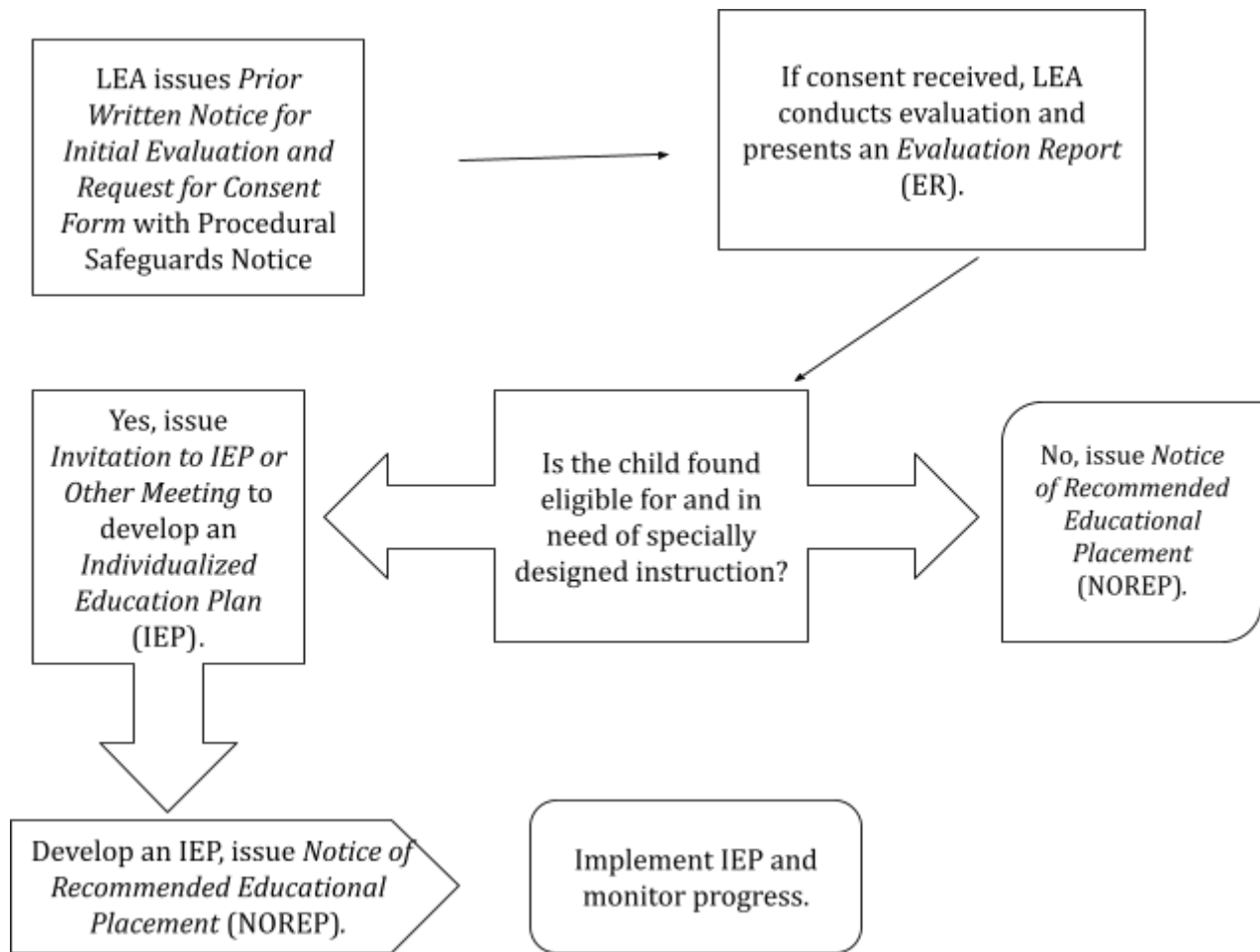
Pennsylvania school code, Chapter 14, lists three types of special education support and services provided by special education personnel. this continuum of services includes:

- **Full-time** - Special education supports and services provided by special education personnel for **80% or more** of the school day.
- **Itinerant** - Special education supports and services provided by special education personnel for **20% or less** of the school day.
- **Supplemental** - Special education supports and services provided by special education personnel for **more than 20% but less than 80%** of the school day.

**The Special Education Evaluation/IEP Process - Parent Initiated Request**



## The Special Education Evaluation/IEP Process - LEA Initiated Request



### 9. What happens if the district determines my child needs special education?

If the evaluation shows that your child is in need of special education and related services, you will receive an invitation to participate in an Individualized Education Program (IEP) meeting.

Your child's IEP will be developed in this meeting, and will be used as the guide for your child's education. **The IEP is your child's education plan.**

### 10. Where will my child with special needs receive services?

Special Education programs and services for children with disabilities are available in various locations and settings. They can include:

- Regular classroom or special education classroom in the public school within or outside of the child's home school district
- Special education services provided by the Intermediate Unit within or outside of the home school district
- Special education services in a Pennsylvania Department of Education approved private school
- Special education services and programs provided with parental consent in a residential school, residential facility, State school, or hospital or secure setting
- Special education services in an approved out-of-state program
- Special education instruction in the home

### 11. How old must my child be to receive special instruction?

In Pennsylvania, eligible children can receive special instruction from birth through age 21. Children, birth through age 3, can obtain these services through the Pennsylvania Department of Public Welfare.

The Pennsylvania Department of Education is responsible for providing special education services to children 3 to 21 years of age.

12. How long may my child stay in school?

A special education student may stay in school until he or she qualifies for a high school diploma or turns twenty-one.

If the child reaches twenty-one any time after the school begins, he or she may complete the entire school year, if the local school is agreeable.

13. What if a parent suspects their child needs special education?

If parents believe their child has special needs, they should send a written request to the school district or intermediate unit requesting an evaluation by a team including educational specialists and the parent. Requests may be made at any time during the school year. The evaluation must be completed and the report given to you within 60 calendar days of your written request and approval, except during summer recess.

Keep a copy of all information sent to and received from the school district.

14. How does the school district determine where my child will receive education services?

The IEP team determines educational placement for children with special needs based on evaluation results and program design. The decision also includes review of the following criteria:

- The level of educational support which is necessary to allow the child to function successfully in school
- The appropriate location for education services based on the child's age and academic and behavioral needs
- The appropriate educational setting for the child based on ability and individual student need
- The "least restrictive learning environment" which will meet the needs of the student. The federal law IDEA, 34 CRF 300.114 (ii) states: "Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs ONLY if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

15. What does the term "evaluation" mean and why is it important?

The evaluation process provides information to determine if the child needs special education and related services, by accessing how the child learns, what he or she already knows, and what kinds of special help he or she may need.

Parents as a part of the evaluation team should contribute information they have about their child. School professionals may give the child tests, interview or talk with him or her and observe what he or she does in the classroom.

The evaluation team determines whether a child is eligible and the nature and extent of his or her special education and related service needs.

Reevaluation occurs every 3 years and every 2 years for students with intellectual disability. A parent or teacher can request a reevaluation sooner, if a child's situation or condition warrants a reevaluation.

16. Can my child be evaluated for special education without my knowledge and permission?

The school must notify you, in writing, that your child has been referred for an evaluation. This notice should tell you:

- The reasons for the referral
- The procedures and types of tests that will be given to your child, and the approximate dates of when the evaluation will take place
- The parent(s) has the right to meet with the evaluator(s) to discuss the referral and evaluation procedure
- The parent(s) has the right to see, study and obtain copies of his or her child's school records
- The parent(s) has the right to object to the evaluation and to request a meeting and/or hearing

17. What is an IEP and why is it important?

An Individualized Education Program (IEP) is a plan designed to meet your child's special education needs identified in the evaluation report.

The IEP team should address the following question when creating the IEP:

- What are my child's current educational levels?
- What are the appropriate expectations and goals for my child?
- What do I want my child to learn during the school year?
- What special education services are needed to achieve these goals?

Comprehensive information concerning the IEP process can be found in two PEN publications: Putting The Pieces Together: An IEP Guide for School Age Children and the IEP Guide for Pre-school Parents.

**How and when will my child's IEP plan be changed?**

The IEP can be reviewed and revised at any time, but must be reviewed each year. The law requires that the **IEP be developed** at the conference with the child's parents and school professionals. Parents will be notified in writing of the time, location and purpose of the IEP conference. The notice will also include the names of other persons invited to the meeting.

The parent and the educational entity can agree not to convene an IEP Team meeting for the purpose of making changes to the current IEP. The parent and school officials may develop a written document to amend or modify the child's IEP. If changes are made, the school must ensure that the child's IEP Team is informed of those changes. Upon request, a parent must be provided a copy of the amended IEP.

18. Does the law provide for related services for eligible children?

The law provides for "related services" that are necessary to help your child benefit from, or gain access to his or her special education program. These services may include but are not limited to :

- Speech language pathology and audiology services, psychological services, physical and occupational therapy, recreation (including therapeutic recreation), early identification and assessment of disabilities in children, counseling services (including rehabilitation counseling), orientation and mobility services and medical services for diagnostic or evaluation purposes.

Related services also include school health services, social work services in the schools, and parent counseling and training.

19. Do parents have the right to review their child's school records?

Federal and state law gives parents the right to review and receive copies of their child's school records. Parents of children currently or previously receiving special education can view or receive copies of their child's records within 45 days of their request.

You can not be charged for reviewing your child's records, but you can be charged the actual cost of copying them. The law also gives parents the right to ask and receive from school officials an explanation of any information contained in the record.

Parents **do not** have the right to see private notes of school officials, therapists or teachers that are not shared with anyone else and are not kept in your child's files, unless they are included in a court proceeding.

20. Are my child's school records kept confidential?

School records cannot be released to anyone outside the school system without your notification or consent. The school district must keep records of those individuals or agencies that have access to your child's records.

The school district must have a procedure parents can use to correct inaccurate or misleading information found in their child's records. Parents can ask for a due process hearing if the school does not make the requested record change.

21. How can parents learn about special education programs and laws?

Parents may be able to obtain free information, brochures and pamphlets from the following:

Local School Districts, Intermediate Units and County Mental Health & Mental Retardation offices

Pennsylvania Department of Education, Bureau of Special Education

U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS)

Legal Information:

Education Law Center of Pennsylvania (toll call)                      215-238-6970

Free Mediation Services:

Pennsylvania Office of Dispute Resolution (ODR)                      800-992-4334  
800-360-7282

Free IEP Facilitation Assistance:

IEP Facilitation Form and Assistance (ODR)                      800-222-3353

Parents can order free PEN publications on a variety of special education topics by calling our toll free number 800-522-5827 or by visiting our website, [www.parentednet.org](http://www.parentednet.org)

**Determining Eligibility**



As a parent, you are uniquely qualified to know your child's learning strengths and weaknesses. School professionals will utilize your knowledge in designing a special education program for your child's benefit. Your child may be eligible for special education if your child:

1. Has a physical, sensory, mental or emotional disability (these include mental retardation, emotional disturbance, an orthopedic impairment, a hearing impairment, deafness, a speech or language impairment, a visual impairment including blindness, autism, traumatic brain injury, other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities) *and*
2. Needs special education as determined by an evaluation team.

Your child must meet **both** qualifications in order to be eligible for special education. In Pennsylvania, all children eligible for special education have the right to a free and appropriate public education.

*Note: Children who have disabilities which substantially limit their participation in or access to school programs, but who do not need special education, may qualify for reasonable accommodations in the regular classroom under Section 504 of the Rehabilitation Act of 1973 and other Pennsylvania education regulations. The rules - called Chapter 15 - that apply are different from those for students needing special education who qualify by meeting the two-part criteria listed above.*

Your child may need specially designed instruction that isn't normally needed by other children in the general education classroom to make progress in school. This need for special education is the second part of the two-part decision to qualify a child for special education services.

### **SCREENING**

Your child's school has a screening process in place that identifies students who may need special education. This process includes:

*A review of the student's records including attendance and report cards,*

*A review of the student's vision and hearing,*

*An assessment of the student's functioning in the curriculum including curriculum-based and performance-based assessment for students with academic concerns,*

*A systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty.*

For students with academic or behavior concerns, an intervention must be developed based on the results of the screening. The student's response to the intervention is looked at closely and if screening activities have produced little or no improvement within 60 school days, the student will be formally referred for evaluation for special education. You may request that the evaluation take place without going through these screening activities.

### **THE EVALUATION**

The evaluation process gathers the information that will be used to determine if your child needs special education and, if so, the types of programs and services needed. Your child may be evaluated by a school psychologist. Other evaluations may include tests by a hearing specialist for a child with a hearing problem, or an evaluation from a doctor for a child with a health concern. The evaluation must also include input from a therapist if certain related services, such as physical or occupational therapy, are needed.

**A child may be referred for the first evaluation in several ways:**

1. You may ask your school to evaluate your child for special education at any time. This can be done by sending a letter to the principal of your child's school. A "Permission to Evaluate" form will be sent to you.
2. The school may also contact you and must ask permission to have your child evaluated. You must consent in writing to your child's evaluation. School officials cannot proceed without your permission. If permission is not received and the school continues to find that an evaluation is necessary, they may ask for a due process hearing and get approval from an impartial hearing officer to evaluate your child. More information about due process hearings is found under the section titled "What if I Disagree With School Officials About My Child's Education Program".

A reevaluation is conducted at least every three years unless your child is disabled due to mental retardation, in which case reevaluations are conducted at least every two years. When additional data is needed to complete a reevaluation to determine whether your child continues to be a child with a disability and needs special education, then the school must seek your permission to perform the additional evaluation. If the school district has made what it believes are "reasonable attempts" but failed to receive your permission, it may proceed with the reevaluation. Each school district decides what "reasonable attempts" are. Such attempts may consist of:

- . Telephone calls,
- . Registered letters with return receipts required,
- . Visits to the home or parents' place of business.

Also, if the school determines that no additional data is needed, they will notify you of this determination. You and your school district may agree in writing that the three-year reevaluation is not necessary. This is not an option if your child has an intellectual disability.

All evaluations needed to determine your child's need for special education will be provided by your child's school district at no charge. Results of the evaluations will be made available for your review. You may also get evaluation reports from professionals outside the school system and send them to your child's school. The results of these outside evaluations will be considered in determining if your child has a disability and needs special education. If you wish for the school district to pay for these outside evaluations, you may make that request in writing. If the school district refuses, they must initiate a special education due process hearing.

### **WHAT THE EVALUATION WILL TELL YOU**

The evaluation will include information about your child's skills, social behavior, learning problems, learning strengths, and educational needs.

All evaluations and reevaluations must include a review of the testing and assessments that were conducted, information from the parents, classroom observations, and the observations of teachers and related service personnel. The evaluation or reevaluation must also tell you what additions or changes are needed to help your child meet goals which will be described in your child's Individualized Education Program (IEP), and to take part in and progress in the general curriculum (the skills and knowledge taught in a specific school district).

An evaluation team reviews all materials and writes a report called an Evaluation Report (ER) that tells if your child has one or more disabilities and if your child needs special education. It may recommend the type of programs and services your child needs. The ER may state that your child is not eligible and does not need special education services. You will receive a written notice of this determination and have the right to dispute it at a hearing.

The entire evaluation process must be completed within 60 calendar days (not including summer vacation) from the date you give permission by signing the "Permission to Evaluate" form given to you by your school district. A copy of the ER must be given to you and a summary of the report will be communicated to you at least 10 days before the IEP meeting. A parent may waive this 10-day provision.

If your child is being evaluated for a learning disability, parents (as members of the evaluation team) will be given an opportunity to sign the report. Next to your signature you will indicate whether or not you agree with the report. If you do no, you may submit a statement of your own conclusions. This is sometimes called a dissenting opinion, which will become part of the final ER. A copy of the final ER must be given to the parents.

*Additional information may be obtained in the booklet "Pennsylvania Guide to Special Education For School Aged Children" or on through the Pennsylvania Department of Education website.*

## **SUPPORT SERVICES**

### ● **SPECIAL EDUCATION SERVICES**

The Canton Area School District offers several program services to the students of the district. Those students identified as falling under the guidelines for Academic Learning Support for Specific Learning Disabilities and Intellectual Disabilities, Speech and Language Disabilities, Visual Impairment, Hearing Impairment and Physically Disabled will receive services if eligible. Students requiring the more intensive services for Life Skills Support and Emotional Support are served within the district whenever possible but may be assigned to inter-district classes which are age/grade-appropriate through contractual agreements with neighboring school districts.

### ● **GIFTED SUPPORT SERVICES**

Gifted support students are served in a variety of settings within the elementary school. Screening procedures are in place to assist in the identification of students for these services. Also, students who are thought to be Gifted may be referred to the principal by a regular education teacher as well as by a parent or guardian.

### ● **SECTION 504/ADA STUDENTS**

When a student's medical disability requires specific accommodations in the regular education classroom, parents may request that a 504 Accommodation Plan be written.

## **SPECIAL EDUCATION**

Under Pennsylvania and federal law, a child with a disability has a right to **special education** and **related services** that are provided:

1. *At public expense*
2. *Under public supervision and direction*
3. *Without charge to preschool (ages 3-5), elementary or secondary school students*
4. *In conformity with an **Individualized Education Program (IEP)** which means that students with disabilities who need special education must receive a **free appropriate public education (FAPE)***
5. *In the Least Restrictive Environment (LRE)*

**FAPE** includes **related services** that help your child get to school and benefit from the special education program. These may include:

- *Special transportation*
- *Physical or occupational therapy*
- *Other services which help or support your child as your child grows and learns*

## **YOUR CHILD'S INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

The IEP team writes the Individualized Education Program (IEP). This plan will be written at a meeting and will include a description of all the programs and services necessary to help your child be successful. The IEP team uses information that is contained in the ER to write the IEP.

As a parent, you are an IEP team member. It is important that you attend these meetings. Meetings will be scheduled to fit in with your schedule and school official's schedules. You will get a written notice of when, where, and why the meeting will be held and a list of the other people who are invited to attend. The IEP meeting is to be scheduled at a time and place that is mutually agreed upon by you and your school district. If the date or time is not convenient, you may ask for a change. Parents may also be included by telephone if it is impossible for them to attend the meeting in person.

### **REQUIRED MEMBERS OF EACH IEP TEAM**

1. The child's parent(s)
2. At least one of your child's general education teachers (if your child is, or might become, part of general education classes)
3. At least one special education teacher
4. A representative of the school district who:
  - a. Is qualified to provide or supervise special education programs
  - b. Knows about the general curriculum
  - c. Knows about the availability of the resources the local education agency (LEA) can offer
5. Someone who can interpret the evaluation results, who may already be a team member
6. At your request or that of the school district, other people who know your child well or who have worked with your child. You may bring an advocate to advise you or anyone else who will be able to add information about your child's educational experience.
7. Your child at age 14 when planning will be done for life after graduation or any time before that age when you want your child to be present, and it is appropriate.
8. A representative from a vocational-technical school if a vocational-technical school is being considered for your child.

One person may fill more than one of the above roles. The minimum number of people at the IEP meeting should be four in most circumstances: you, the local education agency (LEA) representative, a special education teacher, and a general education teacher (if your child will participate at all in general education). The general education teacher may not attend all meetings or stay for the entire meeting time, but must be a team member. Mandated members of the IEP team may be excused from the meeting if you and the school district agree in writing. If a member is excused and his/her area of expertise is being discussed, he/she must provide written input before the meeting.

***If you choose not to attend the IEP meeting, it may be held without you.***

### **IEP TIMELINES**

The IEP must be completed within 30 calendar days after the evaluation team issues its Evaluation Report. The IEP plan must be put into action as soon as possible, but no later than 10 school days after the IEP is completed.

Your child's program is reviewed every year at an IEP meeting or more often if requested by you or any other IEP team member. Additional evaluations (reevaluations) are conducted at least every three years (but parents and school officials may agree in writing that re-evaluation is not necessary) or every two years if your child has mental retardation.

### **IEP CONTENTS**

The IEP team will review all the evaluation material and will determine how your child is performing in school now. The IEP team will write annual goals and short term learning objectives (for students with disabilities who take the alternate

statewide assessment aligned to alternate standards) that can be measured and are designed to meet the needs of your child.

- *Annual goals will describe what your child can be expected to learn during the year.*
- *Short term objectives or benchmarks (for students with disabilities who take the alternate statewide assessment aligned to alternate standards) are the sequential steps your child must take in order to reach these goals.*

The IEP team will determine:

- *The special education services and programs to be provided to your child which will be used to meet the individual needs of your child.*
- *Where, what kind, how much, and how often special education and related services will be provided. For example, the IEP may say "individual speech therapy, 30-minute periods, three times per week, in the speech room." Special transportation utilized by other children in the neighborhood, also falls under this category. For example, the IEP may say "a bus that will lift a wheelchair from the curb taking Jimmy from his home to school with a ride no longer than 30 minutes."*
- *The date services and programs will begin and how long the services and programs will last.*
- *The tests or other methods of evaluation that will be used to decide if the student is meeting the annual goals and learning objectives and how and when this progress will be reported to you. Progress on meeting annual goals must be reported periodically, such as through the use of quarterly reports.*
- *How much, if any, the student will NOT participate in the general class, or in the general education curriculum; when your child will be in settings with other special education students only; when your student in special education will NOT be studying skills of knowledge that are directly linked to the skills and knowledge studies by the children in general education.*
- *The adjustments and supplemental aids and services in the general education setting, if any, for your child to succeed in a general education class. This could include, for example, giving the child untimed tests or having someone help the child take class notes.*
- *The adjustments needed, if any, for the child to participate in statewide or district wide tests. If the child is not able to participate, even with adjustments, another assessment will be done that will show the child's skills. Participation in this alternate assessment will be documented in the IEP.*
- *Supports that school personnel may need to implement the IEP, such as resource materials or equipment.*

In developing the IEP, the team must consider:

- *Your concerns*
- *Whether a child exhibits behavior that interferes with the child's learning or the learning of others and therefore needs a behavior management plan*
- *The needs of children with limited English language skills*
- *The use of Braille for children with visual problems*
- *The communication needs of students, including students who are deaf or hard of hearing*
- *Whether the child needs assistive technology devices or services to communicate or participate in the activities which are going on around the child.*

Information on the following must be provided in the IEP, if appropriate for your child:

- *Extended School Year - In some cases, interruptions in the school schedule, such as summer break, will result in children with disabilities losing many of their basic skills, and taking a long time to get those skills back once school begins again. Extended School Year (ESY) services are to be provided during breaks in the educational schedule to prevent this loss as part of a free appropriate public education.*
- *Special or modified physical education (adaptive physical education) for children who cannot take part in regular physical education because of their disabilities.*

## **PLANNING FOR LIFE AFTER GRADUATION**

As your child gets older, the IEP team will design a program to help your child prepare for life when your child is finished with school. This is called transition planning because planning is done through the IEP to facilitate the transition from school to the world of work or other activities in which the young adult may be involved. Your child will learn the skills needed in the future while he or she is still in school.

By the time your child is 16, or sooner if the IEP team agrees, the IEP team must decide what kinds of courses your child will take. Examples include art courses, vocational courses, or courses to prepare your child for higher education, which may include college.

Planning for transition from school to adult living must begin when your child turns 16 or sooner if the IEP team thinks early planning would be appropriate. The IEP team (including your child, if possible) must discuss what you and your child want your child to be doing when high school is completed. These plans must include the kind of education training your child will receive, the kind of job your child might have, where your child will live, and how your child will spend time in the community.

## **EDUCATIONAL SETTING**

The special education program will be completely developed before the IEP team decides where the program will be provided. The IEP team will look at different classes or schools to see where that program can be delivered. The first place it will consider will be the general classroom in the neighborhood school where your child would attend if your child were not eligible for special education.

The law requires that children with disabilities be placed in situations that will give them as many opportunities as appropriate to be with students who are not disabled. This is called placing the student in the Least Restrictive Environment (LRE). The LRE is the general class in the neighborhood school unless the IEP team determines that the special needs of the child cannot be met there even with supplemental aids and services.

## **THE APPROPRIATE CLASS**

The classroom chosen for your child will depend upon the amount and kind of special instruction or services your child needs. A special education teacher may be able to give instruction in the general classroom.

For some children, placement in a special education class for some of the day is necessary. Students who receive most of their instruction in basic academic subjects in special education classes will have opportunities to participate in other activities in school with general education students. These opportunities might include participation in elective subjects such as art or music, belonging to a general homeroom, socializing in the lunchroom, and attending assemblies and other enrichment programs with general education students.

School districts in Pennsylvania must make available the following types of classes for the placement of their children with special needs if an IEP team decides that a particular type of class is necessary. These classes are formed around the learning needs of children who are assigned to them:

- *Learning support class - for children whose greatest need is for help in academic areas such as reading and math.*
- *Emotional support class - for children whose greatest need is for social, emotional, and behavioral help.*
- *Life skills support class - for children whose greatest need is to learn skills that will allow them to live and work independent of their families.*
- *Sensory support skills class - for children who require help in dealing with disabilities resulting from limited vision or hearing.*
- *Speech and language support class - for children who have difficulty speaking and communicating.*
- *Physical support class - for children who need programs that consider their physical disabilities.*

- *Autistic support class - for children with autism.*
- *Multiple disabilities support class - for children with more than one disability, the combination of which results in needs requiring many services and much support.*

Children with different disabilities can be placed together in one class if their learning needs are similar and they can all benefit from the same level and manner of instruction.

The law requires that special education students be placed in classes with students of the same age range. At the elementary level (grades K - 6), a class cannot have children who vary in age by more than three years. At the secondary level (grades 7 - 12), an age range of no more than four years is allowed. An exception can be made by the IEP team for an individual child based on the child's needs. It must be explained in writing in the IEP.

### **NOTICE OF RECOMMENDED EDUCATIONAL PLACEMENT (NOREP)**

Once you have developed the **Individualized Education Program (IEP)** with the **IEP** team, you will receive a **Notice of Recommended Educational Placement (NOREP)**. The **NOREP** explains the educational placement or class recommended for your child and explains your rights. You must approve the **IEP** and educational placement in writing for your child's first special education placement before the school is allowed to begin implementation. For subsequent IEPs services will continue without your signature on the **NOREP**.

If you are placing your child in a private school and are asking the school district to pay for this private school because you believe your child is not receiving a free appropriate public education, you must give advance notice to school officials. This notice can be given at the IEP meeting or in writing 10 business days before you remove your child from public school. If you do not give this notice, the reimbursement to you may be reduced or denied. If the school district gave notice of their intent to evaluate your child for special education prior to your removal of your child, reimbursement may be reduced or denied if you did not make your child available for the evaluation. Reimbursement may be reduced or denied for the private placement if a court thinks your actions have been "unreasonable." An exception to the reduction or denial of reimbursement will be made if you are unable to read or write in English, physical or serious emotional harm to the child may result if the parent adhered to the prior notice requirements, the school prevented the parent from providing the notice to the school, or the school failed to give the parent notice of these rights and procedures.

### **WHAT ARE THE SCHOOL'S RESPONSIBILITIES TO MY CHILD AND ME?**

#### **High School Graduation**

All students receiving special education services in Pennsylvania are guaranteed the right to an opportunity to earn a high school diploma. A high school diploma will be awarded to a student who successfully completes the same courses and earns the same credits as a general education student, or who completes the special education program developed by the **IEP** team.

Notwithstanding any other provision of law to the contrary, a child who attains the age of twenty-one (21) years during the school term and who has not graduated from high school may continue to attend the public schools in his district free of charge until the end of the school term. If school officials believe your child's IEP has been completed and your child is eligible for graduation, or if your child reached the age of 21, you will receive written notice of the termination. If you disagree with the notice, you may request an informal meeting with school officials, mediation, or a special education due process hearing.

#### **Your Child's School Records**

All parents are guaranteed the right to see their child's public school records without delay, within 45 days after asking for them, before any meeting regarding an **IEP**, or before a due process hearing. You may be charged for the copying of these records. Parents are also guaranteed the right to ask for and receive an explanation of any information in the records.

The law guarantees that your child's school records be kept confidential. No one should see those records who do not have an educational interest in your child. Someone has an educational interest in your child if that person teaches your child or otherwise is responsible for some aspect of your child's education. Records cannot be given to anyone outside the school system without your permission unless there is a legal reason for doing so. Your district must have a procedure for you to follow to correct the records that you feel are wrong or misleading.

### **Materials, Classrooms and School Buildings**

Equipment and materials may be different for children with disabilities because of their individual needs, but they should be of the same quality as the equipment and materials that are purchased for students in general education classes. Each special education class must be as close as appropriate to the ebb and flow of usual school activities and located where noise will not interfere with instruction. It should be located only in a space that is designed for purposes of instruction, be readily accessible, and be composed of at least 28 square feet per student.

### **Discipline for the Student Receiving Special Education Services**

Behavior sometimes results from a child's disability. When behavior caused by the disability results in the violation of school rules, inappropriate discipline by school officials is not permitted.

Programs to control or change behavior must be designed using positive approaches to help children correct or control their behavior. Positive approaches include recognizing and rewarding appropriate behaviors so that they will replace those behaviors that are inappropriate. They do not include punishing, embarrassing or isolating your child.

Discipline must not include use of mechanical restraints or physically restraining a child, except in an emergency situation where there is a danger that the child will be harmed or harm someone else. The use of restraints in those situations will trigger an IEP team meeting to review the current IEP to ensure it is appropriate and remains effective. Certain mechanical restraints, such as seat belts, can be used to help children control their movements if the parents agree and their use is made clear in the IEP.

None the following methods of punishment may be used with children:

- *Corporal punishment*
- *Punishment for behavior that is caused by the student's disability*
- *Locked rooms, locked boxes, or other locked structures or spaces from which the student cannot readily exit*
- *Noxious substances*
- *Deprivation of basic rights, such as withholding meals, water, or fresh air*
- *Treatment of a demeaning nature*
- *Electric shock*
- *Suspensions or removals from classes for disciplinary reasons that form a pattern. The following provides additional information with regard to these removals.*

There are special rules in Pennsylvania for excluding children receiving special education services for disciplinary reasons. Before a student is excluded from school for more than 10 school days in a row or 15 total school days in any one school year, the IEP team must meet and a Notice of Recommended Educational Placement (NOREP) must be signed, because such exclusions are considered changes in placement. The exclusion of a child with mental retardation for any amount of time is considered a change of placement and requires all of the steps mentioned above. When a student is subjected to a series of removals that accumulate to more than 10 days in a year, but less than 15, these removals may be a change in placement, and if so require prior notice to the parents for approval. This determination of whether or not the series of removals is a change in placement is done on a case-by-case basis. Factors such as the length of time of each removal, the total amount of time the child is removed, and the proximity of the removals to one another are used to determine if the series of removals is a change in placement. If you do not agree with the change in placement on the NOREP, your child remains in the existing placement until due process is complete. School officials may seek a court order to exclude your child from school to "override" your disapproval.



When a child's placement is changed for disciplinary reasons, the IEP team (including the parents) must meet to review the IEP to decide if it is appropriate and if it contains an appropriate plan that addresses the child's problem behaviors. If no plan is included in the IEP a *functional behavioral assessment* must be done and a behavior plan developed. A *functional behavioral assessment* reviews the child's behavior in the setting where the problems are occurring and analyzes what is happening to trigger and reinforce the inappropriate behaviors. The IEP team then outlines steps to take to reduce problem behaviors and replace them with appropriate ones. If a plan already exists, it must be reviewed and, if necessary, changed.

In addition, a "manifestation determination" must be conducted by the IEP team to decide if your child's behavior was caused by your child's disability or is a "manifestation" of the disability. In order to determine that a behavior was a manifestation of the disability, the team must decide that the conduct in question was caused by or had a direct relationship to your child's disability; or the conduct in question was the direct result of failure to implement your child's IEP. Children with disabilities cannot be disciplined for behaviors which are related to or are manifestations of their disabilities.

The Individuals with Disabilities Education Improvement Act allows school officials to change your child's placement for no more than 45 school days, without your permission, in school situations involving possession of a weapon, possession of a controlled substance, or serious bodily injury. In the new 45-day education placement (called an interim alternative educational setting), your child must be able to receive the services in the IEP and continue to demonstrate progress in the general education curriculum. The new placement must also offer services to deal with your child's problem behavior so it does not occur again.

### **Basic Rights for Parents**

As a parent you have a right to be notified (sometimes called procedural safeguard) that service to protect the rights of your child who is a child with a disability or thought to be a child with a disability. Generally, the school has the duty to inform parents of these procedural safeguards:

1. Upon initial referral or parental request for evaluation;
2. With notice of a disciplinary change in placement;
3. Upon the first occurrence of filing for a due process hearing.

Additionally the law requires parents to be informed:

4. When the school proposes to change the identification, evaluation, educational placement, and the provision of a free appropriate public education or refuses your request to change the identification, evaluation, educational placement, or the provision of a free appropriate public education.
5. Of your child's progress toward annual IEP goals at least as often as progress is reported for students in general education.
6. Of the procedures to maintain the privacy of your child's educational needs. Your child's record will be seen only by those who need to work with your child. Your school district must show you its policy about the student records and confidentiality if requested. Detailed information on confidentiality will be described in the notice given you on those instances listed above.

### **WHAT IF I DISAGREE WITH SCHOOL OFFICIALS ABOUT MY CHILD'S EDUCATION PROGRAM?**

#### **The "Due Process" Rights of Parents**

If you do not believe your child's special education program is working, you should first talk to your child's teacher. If you wish to visit your child's classroom to observe your child's program, you must follow the school's visitation policy. You can also request an IEP meeting to discuss changing your child's program if you think a change is necessary. The IEP team may then decide that a reevaluation is needed to gather more information about your child. Anytime school officials suggest a reevaluation of your child or your child's program, you will be contacted in writing and given the opportunity to agree or

disagree. You may request an **IEP** team meeting, a mediation session, or a due process hearing in order to resolve differences that you may have with school officials regarding your child's education.

The Bureau of Special Education has established ConsultLine, a toll-free information line for your questions and concerns: 1-800-879-2301. ConsultLine is designed to assist parents and advocates of children with disabilities or children thought to be disabled. If you have questions concerning your child's disability, special education program, or the laws relating to the provision of services in your child's IEP, the special education specialists at ConsultLine may be able to assist you.

### **Glossary of Special Education Terms**

**Assistive Technology Device (AT):**

A piece of equipment or product which is used to increase, maintain or improve the way a child with a disability interacts and communicates with the world around them. This does not include a medical device that is surgically implanted or the replacement of such a device.

*Assistive Technology Services:* Services to help a child with a disability use an assistive technology device. These services include evaluating the needs of the child; providing the device; and then training the child, the child's family and the professionals who work with that child in the use of the device.

*Chapter 14:* The state law pertaining to the delivery of special education services and programs. It is called a regulation or sometimes called a rule

*Child With a Disability:* A child evaluated as having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, emotional disturbance, or orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who as a result of the disability needs special education and related services.

*Curriculum Based Assessment (CBA):*

*Due Process:* The procedures that parents can use to disagree with the decisions of school district officials concerning special education. The parent is informed of this right by written notice, which describes the options of a pre-hearing conference, a preliminary resolution, a formal hearing, and appeals.

*DIBELS - Dynamic Indicators of Early Literacy Skills:*

*Evaluation:* The process used to determine if a child has a disability and if special education is needed. The evaluation looks at how the child learns, the kinds of instruction that would be successful and the kinds of instruction that have been tried and have not resulted in success

*Evaluation Report (ER):* The report that is compiled and written by the evaluation team (which includes parents) following an evaluation. It describes all of the information gathered from the team members, including the results of assessment. From the report, the evaluation team determines the student's eligibility and need for special education programs.

*Evaluation Team:* A team of educators, other professional individuals, and the child's parents that reviews all formal testing of a child and all other evaluation material. The evaluation team must issue a written report stating if the child is a child with a disability who needs special education and making suggestions about the programs and services needed.

*Free Appropriate Public Education (FAPE):* A program of education and related services for a child with a disability that is designed to meet the child's special education needs. Appropriate services are those which allow the child to make meaningful progress in the educational setting. FAPE is provided without charge to parents.

*Individuals with Disabilities Education Improvement Act (IDEA '04):* The federal law which governs the provision of special education services and the rights of parents of a child with disabilities.

*Individualized Education Plan (IEP):* Your child's educational plan based upon the evaluation/re-evaluation report and recommendations including supports and services along with specially designed instruction.

*Local Education Agency (LEA):* The local school district and/or organization financially responsible for your child's educational plan.

*Least Restrictive Environment (LRE)*: Students who are eligible for special education will be educated to the maximum extent appropriate with students who are not disabled.

*Notice of Recommended Educational Placement (NOREP)*: The form issued to parents to inform them of the placement recommended by the IEP team.

*Parent*: A natural parent, adoptive parent, surrogate parent, or foster parent who has been assigned educational decision-making rights. The term may also apply to an individual acting in the place of a natural or adoptive parent (including grandparent or other relative) with whom the child lives and who has educational decision-making rights, or an individual who is legally responsible for the child.

*Related Services*: Services necessary to provide specially designed instruction to ensure the child benefits from the special education programs. Examples are special transportation, counseling, school health services, and physical therapy.

*Special Education*: An educational program individually designed to meet the unique education needs for a child with a disability. A special education professional is directly involved as either a consultant or a provider of services.

*Specially Designed Instruction (SDI)*: Adapting the content, methods, or delivery of the instruction as is appropriate based on the unique needs of the child with disability.

*Transition Services*: Specific planning in school that helps to prepare students with disabilities to participate more effectively in higher education or job training, community participation, independent living, continuing and adult education, and employment when they leave school.



# *Career Ready* **JOURNEY**

***Canton Junior-Senior***



***High School***  
***Academic Planner***  
***2024-2025***

**ADMINISTRATION**

Dr. Amy Martell, Superintendent  
Mr. Donnie Jacopetti, High School Principal  
Mrs. Amy Repard, Special Education Supervisor  
Mr. Dave Loomis, School Psychologist  
Mr. Don Cron, Dean of Students / Teacher  
Mr. Bob Rockwell, Athletic Director  
Mr. Mark Jannone, Business Manager

**SCHOOL COUNSELING DEPARTMENT**

Mrs. Jessica Watson, School Counselor  
[jwatson@canton.k12.pa.us](mailto:jwatson@canton.k12.pa.us)  
570-673-3000

Mrs. Jamie May, Guidance Secretary  
[jmay@canton.k12.pa.us](mailto:jmay@canton.k12.pa.us)  
570-673-3000

**Dear Student and Parent,**

The staff at CHS is committed to providing the best quality education for your child with their academic success being at the forefront of all that we hope to accomplish within the next four years. Each day, we give our best effort to help every student at CHS learn at high levels, develop appropriate social skills, and discover the importance of hard work, perseverance, and dedication to academic success. Our goal is to empower our students by implementing knowledge and essential college and career readiness skills that will result in success beyond high school.

This year's academic plan was developed and designed by our local experts in the field and encourages academic success through a rigorous curriculum rich in opportunities. Please review the academic planner with your child and consider taking an active role in both facilitating and supporting their academic decisions and career pathway choices.

We are proud of the long standing tradition of excellence that has been established here at CHS and look forward to serving not only your students but, every student, every day-the Warrior Way!

**With Warrior Pride,**

**Mr. Jacopetti, Principal**

**EVERY STUDENT - EVERY DAY "THE WARRIOR WAY!"**

**VISION STATEMENT**

Canton students are leaders, communicators, and citizens who value learning and their rural community.

**MISSION STATEMENT**

We focus on learning - Every child, Every day, "The Warrior Way!"

**INTRODUCTION**

The course offerings at Canton Junior Senior High school are reviewed and revised each year to ensure that our student's ever changing needs are met.. The choices made using this planner as a resource will have a substantial impact on the pathway pursued after graduation. The staff and administration at CHS are committed to providing each student with the best educational programming available to ensure success. Each spring all students have an opportunity during the school day to select courses appropriate to their needs and future plans. At this time members of the counseling department will be meeting with students to discuss their course selections. Students are encouraged to involve their parents in the course selection process. A master schedule is finalized over the summer months and is available for student viewing on or around the middle of August.

## Table of Contents

|  |          |
|--|----------|
| VISION STATEMENT   | 2        |
| MISSION STATEMENT  | 2        |
| INTRODUCTION   | 2        |
| DUAL-ENROLLMENT  | 3        |
| ARTICULATION AGREEMENT   | 4        |
| CAREER TECHNICAL EDUCATION OPPORTUNITIES NORTHERN TIER CAREER CENTER | 4        |
| HUMAN RESOURCES  | 5        |
| CONSTRUCTION TRADES  | 5        |
| HEALTH CARE  | 6        |
| HOSPITALITY  | 6        |
| HUMAN SERVICES   | 6        |
| INFORMATION TECHNOLOGY   | 6        |
| MANUFACTURING  | 7        |
| TRANSPORTATION   | 7        |
| <b>CHS COURSE CATALOG</b>  | <b>8</b> |
| GRADUATION REQUIREMENTS  | 8        |
| ENGLISH DEPARTMENT   | 8        |
| ENGLISH DEPARTMENT ELECTIVES   | 11       |
| SOCIAL STUDIES DEPARTMENT  | 12       |
| SOCIAL STUDIES DEPARTMENT ELECTIVE                                   | 13       |
| MATHEMATICS DEPARTMENT   | 13       |
| SCIENCE DEPARTMENT   | 16       |
| SCIENCE DEPARTMENT ELECTIVES   | 17       |
| BUSINESS DEPARTMENT  | 20       |
| BUSINESS DEPARTMENT ELECTIVES  | 20       |
| LANGUAGE DEPARTMENT  | 21       |
| FINE & PRACTICAL ARTS DEPARTMENT                                     | 22       |
| WELLNESS DEPARTMENT  | 25       |
| GRADUATION PATHWAYS  | 25       |
| ACADEMIC GRADUATION AND PROMOTION                                    | 27       |
| HONOR ROLL   | 31       |
| REPORT CARDS   | 31       |
| MARKING SYSTEM   | 31       |
| CLASS RANK   | 32       |
| COURSE LEVELS  | 32       |
| PIAA INFORMATION   | 36       |
| NCAA CLEARINGHOUSE INFORMATION                                       | 36       |
| ACADEMIC INTEGRITY   | 38       |
| INCOMPLETE COURSE REQUIREMENTS                                       | 38       |
| EARLY GRADUATION   | 39       |
| DELAYED GRADUATION   | 39       |

## **DUAL-ENROLLMENT**

A dual-enrollment program is offered to Canton juniors and seniors. Students who enroll in the following Canton Jr./Sr. High School courses will have the opportunity to earn college credits at a discounted cost to the student. The colleges we have agreements with are Keystone and Lackawanna Colleges. Students should always check with individual post-secondary schools to make sure these courses will be accepted towards their degree and/or electives.

### **KEYSTONE COLLEGE**

| <b><u>CHS Course</u></b>          | <b><u>College Course</u></b>               | <b><u>Credits</u></b> |
|-----------------------------------|--|-----------------------|
| AP Biology.....                   | BIO 1125 - General Biology I .....         | 4 Credits             |
|                                   | BIO 1130- General Biology II .....         | 4 Credits             |
| Human Anatomy and Physiology..... | BIO 1110- Human Anatomy & Physiology ..... | 4 Credits             |
| Statistics.....                   | MATH 2115 Statistics .....                 | 3 Credits             |

### **LACKAWANNA COLLEGE**

| <b><u>CHS Course</u></b>           | <b><u>College Course</u></b>        | <b><u>Credits</u></b> |
|------------------------------------|-------------------------------------|-----------------------|
| Composition I.....                 | ENG 105-College Writing .....       | 3 Credits             |
| Public Speaking.....               | COM 125- Effective Speaking .....   | 3 Credits             |
| AP English/Composition II.....     | ENG 110-Intro to Literature .....   | 3 Credits             |
| Honors Pre-Calculus.....           | MAT 120- College Algebra .....      | 3 Credits             |
| AP Psychology.....                 | PSY 105- Intro to Psychology .....  | 3 Credits             |
| Spanish III.....                   | SPN 101- Elementary Spanish I ..... | 3 Credits             |
| Physics II.....                    | PHY 120-General Physics .....       | 3 Credits             |
| Chemistry II.....                  | CHM 120- General Chemistry .....    | 3 Credits             |
| AP Environmental Science.....      | ESC125-Environmental Science .....  | 3 Credits             |
| AP US Government and Politics..... | HIS 118- American Government .....  | 3 Credits             |
| AP Seminar.....                    |                                     |                       |

## **ARTICULATION AGREEMENT**

Articulation agreements are formal agreements or partnerships between the school district and an educational institution. To take advantage of these agreements and the free credits the Career Technical Education (CTE) student must review the terms of the agreement, pass the end of program evaluation (NOCTI Exam) with competent or advanced, obtain a copy of the teacher-signed competency task list, apply and be admitted to the post-secondary institution. These articulated credits are good for up to three years from your date of high school graduation.

| <b><u>CTE Program</u></b> | <b><u>LACKAWANNA COLLEGE</u></b>     | <b><u>Credits</u></b> |
|---------------------------|--------------------------------------|-----------------------|
| General Agriculture.....  | AGR 105- Basic Farm Maintenance..... | 3 credits             |
| General Agriculture.....  | AGR 120- Plant Science.....          | 3 credits             |
| General Agriculture.....  | HOR 210 Green House Design.....      | 3 credits             |

## **CAREER TECHNICAL EDUCATION OPPORTUNITIES NORTHERN TIER CAREER CENTER**

All students at Canton Jr/Sr High School have the option of attending the Northern Tier Career Center (NTCC) in their junior and senior year (sophomore year for cosmetology). The NTCC offers vocational-technical programs that provide students with the training and skills to enter into a career upon graduation from high school or to pursue advanced technical training at an accredited post-secondary institution.

All NTCC programs, as described here, are available to all students. However, please note that enrollment at the NTCC is limited to the district's annual allotment of openings within each program offered. Openings are based on a first come, first served basis. Students who attend the NTCC will receive 4 credits per school year for the program they have chosen there. While attending Canton High School, these students will receive courses in English, Social Studies, Math, or Science. These courses will give them 3 credits toward graduation per year.



Individual Education Programs (IEP) for students with disabilities selected to attend the NTCC will reflect the goals and objectives of the respective program for which they are enrolled. NTCC instructors are informed of any modifications or special services addressed in the IEP, and include curricular modifications into the student's program.

In order for a student to be eligible to attend the NTCC, the following requirements must be met:

1. Must have acquired 12 credits (meeting all 9th & 10th grade state and school district requirements) through grade 10, and pass all subjects in grade 11 (first semester). Concerns regarding qualifications for NTCC will be addressed on a case by case basis. The specific list of courses that must be successfully completed prior to attending NTCC are as follows:
  - a. **9th grade:** English 9, American History II, Algebra I or 1-A, Chemistry in the Environment or Honors Chem I, 1 Technology course, Physical Education 9, two or three electives (minimum of 7 credits).
  - b. **10th grade:** English 10, Modern America, Algebra II or 1-B, Biology, Physical Education 10, Health 10, 1 Technology course, two electives (minimum of 7 credits).
  - c. **11th grade:** Pass all courses 1<sup>st</sup> semester to remain at NTCC.
2. Have no more than a total of ten days absence during the previous school year of anticipated attendance at NTCC, unless excused for legal/doctor reasons.
3. Sign the enrollment form in the school counseling office. All students accepted in a program at NTCC must abide by the current Canton Jr/Sr High School student handbook and the current academic planner.
4. Must, in the judgment of the High School Principal and the High School Counselor, have had a positive attitude and an acceptable conduct record.

## **NORTHERN TIER CAREER CENTER COURSES (COURSE NUMBERS #935 #936 #937)**

### **HUMAN RESOURCES**

#### **Diversified Occupations (12th Grade Status) – 150 school days, 720 hours**

This opportunity is available to SENIORS who are not enrolled in another NTCC program and allows students with specific career objectives in pathways that are not offered at NTCC to gain related experience for credit. Students complete theory classes through NTCC, including employability, career development, workplace readiness, technical skills, and safety. Students complete their remaining hours (minimum 15 hours per week) through paid part-time on-the-job experience at training sites, where they will develop skills in accordance with their individual training plans. Students will complete the NOCTI: 21st Century Skills for Workplace Success.

- Industry Credential Opportunities:
- CareerSafe: OSHA Safety
- National Safety Council: Forklift Operator Certification

#### **Teacher Academy / Early Childhood Education – 900 hours**

This program provides instruction in the physical, emotional, intellectual, and social development of children. Aspects of teaching and working with children from birth to elementary school age are included, such as health, wellness, safety, growth, behavior, and developmental milestones. Students will learn to attend to children's basic needs, organize activities, develop curriculum, prepare lesson plans, design and manage programs, and effectively deliver instruction in childcare, pre-school, and elementary settings. Theory in this course includes human development, psychology, ethical and professional responsibilities, communication, and the interaction of child, family, community, and schools. Clinical experiences will provide opportunities for students to develop the skills necessary to become successful future teachers and childcare providers while working directly with young children in childcare centers and schools.

#### **Industry Credential Opportunities:**

- Child Development Associate (CDA) National Credential
- American Red Cross: First Aid and CPR
- College credit opportunities: Dual enrollment anticipated and currently being explored

## **CONSTRUCTION TRADES**

### **Building Construction Trades - 900 hours**

This program of study covers construction and remodeling of buildings including carpentry, concrete, masonry, painting, drywall, cabinetry, roofing, plumbing, electrical, stairs, and interior/exterior finishes. Students study and practice all phases of building construction, from layout of site, foundation and wall construction, to roof framing and interior trim.

#### **Industry Credential Opportunities:**

- OSHA: 10-hour Safety Course, Construction
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: BCT 103, 109 & 234 (10 credits offered)

## **HEALTH CARE**

### **Health Assistant/Pre-Nursing - 900 hours**

This course allows the student to advance at their own rate and allows for individuality in the choice of a specific career objective and provides skills for Medical Assistant, Nursing Assistant, and Dental Assistant. Introduction to EKG, Phlebotomy, Occupational and Physical Therapies are included. This course is for the student looking to further their education in health care as a Registered Nurse, LPN, OT, PT and other healthcare related fields. After completion of the nursing assistant curriculum, students are eligible to take the state exams (written & skill) for placement on the registry for long-term care nursing assistants. Clinical experiences may accompany portions of this course.

#### **Industry Credential Opportunities:**

- Pennsylvania Department of Health: Nurse Aide Registry
- American Red Cross: First Aid and CPR
- DVM-Instructional Systems: Dean Vaughn Learning Systems in Medical Terminology
- OSHA: 10-hour Safety Course, Healthcare
- Penn College NOW – Dual Enrollment with Penn College of Technology: MTR 104 (3 credits offered)

### **Mechanical Trades (HVAC-Plumbing-Electrical) - 900 hours**

This Heating, Ventilation & Air Conditioning (HVAC) program combines classroom and practical learning experiences and prepares individuals to apply technical knowledge and skills to install, repair, and maintain home and business heating, air conditioning, basic plumbing, electrical, and refrigeration systems. Students will gain experience by working on equipment that is used daily in their own homes, such as furnaces, water heaters, electrical appliances, and air conditioning units.

#### **Industry Credential Opportunities:**

- OSHA: 10-hour Safety Course, Construction
- Air Conditioning, Heating & Refrigeration Institute: EPA 608
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: ACR 111 (5 credits offered)

## **HOSPITALITY**

### **Food Production & Management - 900 hours**

This course is designed to provide the student with the skills, knowledge, and attitudes necessary in food service and hospitality related careers. Specialized learning units include theory and work experience in the major areas of selection, purchasing, storage and preparation of ingredients, baking and desserts, restaurant management, and cold food preparation. The restaurant kitchen serves as the preparation laboratory, while the 40 seat restaurant provides experience in proper front-of-the house operations.

#### **Industry Credential Opportunities:**

- National Restaurant Association: ServSafe Manager's Certification
- National Restaurant Association: ServSafe Allergen Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: FHD 118 & FHD 137 (4 credits offered)

## **HUMAN SERVICES**

### **Cosmetology - \*1350 hours (Tech Prep)**

This is a state licensed course designed to provide the student with fundamentals needed to prepare for the state board examination. Instruction is provided in chemical textures, hair coloring and lightening techniques, haircutting and hair design, microdermabrasion, glycolic peels, facials, superfluous hair removal, styling eyebrows, pedicures, manicures, and nail art. Practical experience is gained by providing services through the operation of an on-site clinic for classmates, fellow NTCC students, and clients from the community.

#### **Industry Credential Opportunities:**

Pennsylvania State Board of Cosmetology: Cosmetologist  
*\*1250 hours are required by the Pennsylvania State Board of Cosmetology to take the State Board exam. In order to obtain sufficient hours, students will need to enroll in their 10th grade year. Summer school is no longer offered for completion of hours.*

## **MANUFACTURING**

### **Welding Technology - 900 hours**

The Welding program is taught in a simulated work environment to help develop hands-on experience, as well as theory and equipment and shop safety skills. The course is designed to equip students with skills and knowledge in shielded metal arc welding (SMAW), gas metal arc welding (GTAW), and flux core arc welding (FCAW), as well as blueprint reading and fabrication.

#### **Industry Credential Opportunities:**

- American Welding Society: Level 1 Entry Welder Training
- OSHA: 10-hour Safety Course, General Contracting
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: WEL114, WEL116, WEL120, WEL123, WEL124 & WEL129 (12 credits offered)

## **INFORMATION TECHNOLOGY**

### **Information Technology - 900 hours**

This program prepares students to apply basic engineering principles and technical skills as they take the first step in pursuit of an IT career in cloud computing, network administration, mobility, security systems administration, programming, database management, and/or continuing education at a post-secondary institution. Taking a broad-spectrum approach, students will learn basic computer design and maintenance, security, networking, operating systems, IT operations, hardware and software problem diagnosis, troubleshooting, technical support, and web design. Students will gain the foundational knowledge and skills necessary to successfully pursue the post-secondary training and education that is required for most entry-level positions in IT.

#### **Industry Credential Opportunities:**

- CompTIA: IT Fundamentals Certification
- CompTIA: A+ Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: EET 145 (4 credits offered)

### **Machine Tool Technology - 900 hours**

The MTT program is designed to prepare students with the skills and experience necessary to pursue post-secondary education and training in machining and engineering pathways or obtain entry level employment in the metal products or manufacturing industry. Students will be trained in the conventional areas of industrial machine setup, operation, and maintenance, to include lathes, mills, drills, and grinders, as well as in Computer Numerical Control (CNC) machine setup, programming and operation. Students will develop skills in industry-related mathematics and CAD/CAM software applications, in addition to the use of tools, gauges, precision instruments, and blueprints. Machinists are in exceptionally high demand and the field includes careers in engineering, manufacturing, machine maintenance, tool and die, and fabrication.

#### **Industry Credential Opportunities:**

- National Institute for Metalworking Skills, Inc. (NIMS)
- OSHA: 10-hour Safety Course, General Contracting
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: MTT 118 & MTT 119 (8 credits offered)

## **TRANSPORTATION**

### **Automotive Mechanics Technology - 900 hours**

This program prepares individuals to apply technical knowledge and skills to the specialized area of automotive technology including engine diagnosis, engine repairs, heating & cooling systems, power train, brake suspension, steering systems, and computerized engine controls. Students study and practice all phases of engine repair and overhaul from diagnosis-problem solving to preventative maintenance.

#### **Industry Credential Opportunities:**

- Pennsylvania Department of Transportation: Certified Safety Inspector Cat I, Cat II, Cat III
- Environmental Protection Agency: 609 Motor Vehicle Air Conditioning Certification
- Automotive Service Excellence (ASE): Entry-Level Certification
- National Safety Council: Forklift Operator Certification

### **Diesel Mechanics Technology - 900 hours**

This program prepares individuals to apply technical knowledge and skills to the specialized maintenance and repair of trucks, buses, and other commercial and industrial vehicles. Instruction in diesel engine mechanics, suspension and steering, brake systems, electrical electronic systems, preventative maintenance inspections, drive trains, HVAC systems, and auxiliary equipment installation and repair is included.

#### **Industry Credential Opportunities:**

- Pennsylvania Department of Transportation: Certified Safety Inspector Cat I, Cat II, Cat III
- Automotive Service Excellence (ASE): Entry-Level Certification
- Bendix: Brake Certification; MGM: Brake Certification
- Environmental Protection Agency: 609 Motor Vehicle Air Conditioning Certification
- National Safety Council: Forklift Operator Certification
- Penn College NOW – Dual Enrollment with Penn College of Technology: DSM 119 & DSM 141 (4 credits offered)

### **Collision Repair Technology - 900 hours**

This program prepares individuals to apply technical knowledge and skills to the specialized areas of automotive reconstruction and restoration including panel replacement and repair, frame repair, plastic repair, refinishing, auto body related mechanics, automotive electricity, and estimating. Students study and practice all methods of auto body repair including the use of hand tools, welding practices, body and frame repair, refinishing processes, spray painting techniques, interior trim removal, upholstery, weather stripping, sheet metal repair, filler work, and plastic repair.

#### **Industry Credential Opportunities:**

- Pennsylvania Department of Transportation: Certified Safety Inspector Cat I, Cat II, Cat III
- Environmental Protection Agency: 6H Certification
- ICAR: Non-Structural (14 certifications available)
- National Safety Council: Forklift Operator Certification

## CHS COURSE CATALOG

### GRADUATION REQUIREMENTS

A summarization of the requirements for graduation is provided to assist you as you plan your course of study. Students must earn 22.25 credits and demonstrate proficiency in the Pennsylvania Academic Standards in order to graduate.

| Courses                      | Required Credits                   |
|------------------------------|------------------------------------|
| English                      | 4                                  |
| Science                      | 3 or 4 (Science/Math must total 7) |
| Mathematics                  | 3 or 4 (Science/Math must total 7) |
| Social Studies               | 3                                  |
| Computer/Business Technology | 2                                  |
| Physical Education           | 1.5                                |
| Elective Classes             | 4                                  |
| Health                       | .25                                |
| Community Service            | .50                                |
| <b>Total</b>                 | <b>22.25</b>                       |

### ENGLISH DEPARTMENT

#### *Graduation Requirement 4 English Credits*

| Program          | Required Course 9th Grade | Required Course 10th Grade       | Required Course 11th Grade       | Required Elective Credit 12th Grade<br>Elective Course Choices:  |
|------------------|---------------------------|----------------------------------|----------------------------------|--|
| Honors           | Honors English 9          | Honors English 10:<br>AP Seminar | Honors English 11:<br>AP Seminar | Elective Recommendation:<br>*AP English / Composition II         |
| College Prep     | English 9                 | English 10                       | English 11                       | Elective Recommendation:<br>*Composition I<br>*Public Speaking I |
| Career Readiness | English 9                 | English 10                       | English 11                       | Elective   |

#### *Electives*

#### Electives:

\*Composition I  
Movie Studies  
\*Public Speaking I

#### Electives:

\*Composition I  
Movie Studies  
\*Public Speaking I  
Public Speaking II

**ENGLISH 9 (COURSE #109):** In 9th grade, students will focus on analysis of reading and analytical writing grounded in evidence from the text. They will determine and evaluate an author's ideas, argument, specific claims, and counterclaims. Students will examine reasoning, both others' and their own, for validity and relevant evidence. They will also identify fallacious reasoning and false statements. 9th graders will analyze an author's use of rhetoric to advance a POV or purpose. Students will analyze how the author unfolds an analysis or series of ideas or arguments, including the order in which the points are made, how they are introduced and developed, as well as the connections made between them. Students are asked to acquire and use with independence academic and domain specific words at the college and career - readiness level. **Credit value: 1 credit. Required course in 9th grade. Prerequisite(s): None Recommendations: None**

**HONORS ENGLISH 9 (COURSE #119):** In 9th grade, students will focus on analysis of reading and analytical writing grounded in evidence from the text. They will determine and evaluate an author's ideas, argument, specific claims, and counterclaims. Students will examine reasoning, both others' and their own, for validity and relevant evidence. They will also identify fallacious reasoning and false statements. 9th graders will analyze an author's use of rhetoric to advance a POV or purpose. Students will analyze how the author unfolds an analysis or series of ideas or arguments, including the order in which the points are made, how they are introduced and developed, as well as the connections made between them. Students are asked to acquire and use with independence academic and domain specific words at the college and career - readiness level. **Credit value: 1 credit. Required course in 9th grade. Prerequisite(s): None Recommendations: Minimum of 95% in a previous honors class as well as proficient or advanced on state assessment the previous year is recommended.**

**ENGLISH 10 (COURSE #110):** In 10th grade, students will analyze various forms of literature, including fiction, non-fiction and other mediums, on a variety of levels including theme development, author's assumptions and beliefs, complex development, point of view and its impact on meaning and text structure and rhetoric, while using textual evidence and their own life experiences. In addition, students will create their own writing samples using academic vocabulary, sufficient facts, concrete details, quotations, and other information with an awareness of projected audience knowledge. They will make important connections and distinctions, using varied transitions to link major sections of the text and provide description and evidence in their pieces of writing to create a cohesive and coherent whole in all writing. Students will also initiate and engage in meaningful collaborative discussion on grade-level topics heightened by their ability to reason, provide evidence and evaluate the views of others' while exploring their own beliefs and assumptions. This course prepares students for the Keystone Literature Exam. Students in this course will take the exam in May. **Credit value: 1 credit. Required course in 10<sup>th</sup> grade. Prerequisite(s): Successful completion of English 9 or Honors English 9. Recommendations:: None**

**HONORS ENGLISH 10: AP SEMINAR (COURSE #120):** In 10th grade students will develop and practice the skills in research, collaboration, and communication that they will need in any academic discipline. They will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team. Students will demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. Students explore the complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes. Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students consider each topic through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues. AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Throughout the program, students consider and evaluate multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. There are two AP seminar in-class presentations and defenses with the classroom teacher. There will be an individual research-based essay, individual written argument, and end-of-course exam. **Credit value: 1 credit. Required course in 10th grade. Prerequisite(s): Successful completion of English 9 or Honors English 9. Recommendations: Students should be able to read a college-level textbook and write grammatically correct, complete sentences.**

**ENGLISH 11 (COURSE #111):** In 11th grade, students will analyze and evaluate perspective in connection to purpose, audience, and task (biases). They will also cite strong and thorough textual evidence based on and related to the author's implicit and explicit assumptions and beliefs. Emphasis will be placed on the analysis of the interaction between and

development of themes or ideas over the course of a text or multiple texts. Additionally, students will analyze and evaluate the impact of an author's rhetorical choices (i.e.-point of view, purpose, style) on his or her writing and reasoning, including claims and counterclaims, as well as precise language such as metaphor, simile, and analogy. They will analyze seminal and foundational U.S. and World texts based on reasoning and rhetoric, as well as works of literature that reflect a variety of genres and major periods. Finally, students will conduct sustained research projects and/or make strategic use of digital media to answer a question by evaluating, organizing, and integrating multiple sources and complex ideas to make informed decisions on how the specifics relate to the whole. **Credit value: 1 credit. Required course in 11th grade.**

**Prerequisite(s): Successful completion of English 10 or Honors English 10.**

**Recommendations: None**

**HONORS ENGLISH 11 / AP SEMINAR (COURSE #121) (Lackawanna College/TBD):** In 11th grade students will develop and practice the skills in research, collaboration, and communication that they will need in any academic discipline. They will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team. Students will demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. Students explore the complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes. Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students consider each topic through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues. AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Throughout the program, students consider and evaluate multiple points of view to develop their own perspectives on complex issues and topics through inquiry and investigation. There are two AP seminar in-class presentations and defenses with the classroom teacher. There will be an individual research-based essay, individual written argument, and end-of-course exam. **Credit value: 1 credit. Required course in 10th grade. Prerequisite(s): Successful completion of English 10 or Honors English 10. Recommendations: Students should be able to read a college-level textbook and write grammatically correct, complete sentences.** \*TBD: After the course is completed with a grade of C or better, students are responsible for transferring their credits from Lackawanna College to the college they are enrolling in.

### **ENGLISH DEPARTMENT ELECTIVES**

**\*AP ENGLISH/COMPOSITION II/INTRODUCTION TO LITERATURE (COURSE #122) (Lackawanna College/ENG 110):** This class is known as ENG 110: Introduction to Literature, as it is a dual-enrollment course through Lackawanna College: three college credits for \$300. ENG 110 is considered to be an Honors and College Prep course and is a required option instead of English 12. This course introduces students to poetry, prose, and drama while acquainting them with critical frameworks for interpreting literature. The course will employ a holistic approach to writing as a process, requiring students to compose original, critical essays that discuss primary literary works. While requiring classes to employ sound research skills, the course will allow individual students to develop critical approaches related to their academic and personal experiences. Also, reading and writing skills will focus on careers and applying to college and for a job, and the experience, interpretation, and evaluation of literature, along with writing for the AP exam. Many timed and untimed essays will be required that apply MLA format, and rewriting is emphasized to improve writing skills. Students are expected to work independently as well as virtually with partners/groups. AP Classroom will be utilized throughout the year with Daily Videos, Topic Questions, and Progress Checks. Midterm and final exams will be given. Students are encouraged to take the AP English Literature Composition Exam in May. (If a student signs up for and takes the AP Exam, then he/she will be exempt from the final exam.) **Credit Value: 1 high school credit Satisfies 12th grade English requirement. Prerequisite(s): 12th Grade status. Successful completion of English 9, English 10, English 11 or Honors English**

**11. Recommendations: Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences. Success of Composition I and above satisfactory completion of English 11 or Honors English 11.**

**Summer reading assignments are required prior to taking this course.** \*After the course is completed with a grade of C or better, students are responsible for transferring their credits from Lackawanna College to the college they are enrolling in.

**\*COMPOSITION I/COLLEGE WRITING (COURSE #126): (Lackawanna College/ENG 105):** This class is known as ENG 105: College Writing, as it is a dual-enrollment course through Lackawanna College: three college credits for \$300.

English 105 is an Honors and College Prep course elective, a required option instead of English 12, and can be taken by juniors and seniors. This class strives to familiarize students with the writing process, empowering them to effectively produce polished, coherent academic essays, which employ critical, analytical and research skills. This course applies a holistic approach to academic writing while helping students to develop clear, thoughtful essays in standard academic forms. The following types of essays will be required: Common Application/Scholarship Essay, Summary-Response Essay, Analysis Writing, and Argument. Specifically, students' writing experience will culminate in the production of a properly organized, fully documented research paper. Reading, researching, and presentations are also emphasized in this course. A portfolio serves as the midterm and final exam. Midterm and final exams will be given. **Credit Value: 1 high school credit, Prerequisite(s): None, Recommendations: None** \*After the course is completed with a grade of C or better, students are responsible for transferring their credits from Lackawanna College to the college they are enrolling in

**MOVIE STUDIES (COURSE #132):** This class serves as an elective for juniors and seniors as well as a required option instead of English 12. The focus of this course will be analyzing movies as an extended genre of literature by viewing movies as stories. Writers/directors have a purpose in creating the films, and there are messages/themes to be gained from viewing them, just like in literature. The movies chosen will be compared to and contrasted with pieces of literature, such as stories and novels, as well as the impact that these have on individuals and society at various points in the past and present. The content of films will be analyzed through literary devices/elements, such as character development, characterization, plot, point of view, setting, conflict, irony, symbolism, pace, flashback, foreshadowing, theme, etc. When starting a movie, there will be class discussions about what was happening to the characters before the movie started, and after the movie ends, we will analyze what happened to the characters afterwards based on predictions and evidence. Not only will students be viewing movies, but also, they will be reading fiction (literary pieces) and non-fiction (research), writing various essays using MLA format, creating projects, and preparing and giving individual and group presentations. A midterm and final exam will be given that focuses on the content covered each semester. **Credit Value: 1 high school credit., Prerequisite(s): None, Recommendations: None.**

**\*PUBLIC SPEAKING I/EFFECTIVE SPEAKING (COURSE #129/Lackawanna College/COM 125):** This class is known as COM 125: Effective Speaking, as it is a dual-enrollment course through Lackawanna College: three college credits for \$300. COM 125 is considered to be an Honors and College Prep course, is a required option instead of English 12, and can be taken by juniors and seniors. This course stresses the various methods of speech for effective oral communication. Key topics will be examined, such as fear of public speaking, listening, communication, preparing and giving an effective speech, and presenting various types of speeches. Various sections of the book will be discussed, such as "The Person," "Person to Person," "Preparation and Process," and "Presentations." Students will learn about and deliver different types of speeches, such as informative, persuasive, and demonstration as well as specialized speeches, such as a mock interview and debate. Students are expected to present individually and with partners or groups. The midterm and final exams will be focused on debates. **Credit value: 1 high school, Prerequisite(s): None, Recommendations: None** \*After the course is completed with a grade of C or better, students are responsible for transferring their credits from Lackawanna College to the college they are enrolling in.

**PUBLIC SPEAKING II (COURSE #130):**This course is an elective for seniors. Public Speaking II allows students from Public Speaking I to advance their skills by presenting to and assisting those in Public Speaking I. Students will be presenting informative speeches to Public Speaking I about "Problem Solving and Conflict Management" and "Leadership" as well as other topics. PSII students will learn about and present specialized speeches, such as impromptu, extemporaneous, oral interpretation, special occasion, and second mock interview. These students are encouraged to present to the public as well. **Credit Value: 1 high school credit. Prerequisite(s): Successful completion of Public Speaking I. Recommendations: None**



## **SOCIAL STUDIES DEPARTMENT**

### **Graduation Requirement 3 Social Studies Credits**

| <b>Program</b>              | <b>Required Course<br/>9th Grade</b> | <b>Required Course<br/>10th Grade</b> | <b>Required Course<br/>11th Grade</b>        | <b>Elective Course<br/>12th Grade</b>   |
|-----------------------------|--------------------------------------|---------------------------------------|--|---|
| <b>Honors</b>               | Honors American History II           | Honors Modern America                 | Honors Civics / Government<br>*AP Psychology | <i>Elective Recommendation:</i><br>*AP US Government & Politics<br>*AP Psychology |
| <b>College<br/>Prep</b>     | American History II                  | Modern America                        | Civics / Government                          | <i>Elective Recommendation:</i><br>World Cultures<br>*AP Psychology               |
| <b>Career<br/>Readiness</b> | American History II                  | Modern America                        | Civics / Government                          | Elective  |

**AMERICAN HISTORY II (COURSE #210):** This course concentrates on the study of American History starting with the Civil War and Ending at WWI. This course will emphasize presidential administrations during this era of time and events in between, such as Reconstruction, Westward Expansion, and the Second Industrial Revolution. **Credit Value: 1 Credit.**

**Required course in 9th Grade,**

**Prerequisite(s): None**

**HONORS AMERICAN HISTORY II (COURSE #220):** This course will encompass the same topics as Course #210. This course is a more “in-depth” look at American History. More emphasis will be placed on research and written reports by the students. Research will include: events, presidential reigns, and historic sites that fit into this time period. **Credit value: 1 credit. Required course in 9th grade.**

**Prerequisite(s): None**

**MODERN AMERICA (COURSE #217):** This course will continue the study of United States History from WWII to present day. Major topics will include The Great Depression, WII, The New Deal, Civil Rights Movement, The Vietnam and Korean Wars and other major events during this time period. **Credit Value: 1 Credit. Required course in 10th Grade**

**Prerequisite(s): Successful completion of American History II or Honors American History II**

**HONORS MODERN AMERICA (COURSE #218):** This course will go over the topics taught in COURSE #212 in more depth. Students in honors will be asked to do more research-based projects; including papers. **Credit value: 1 credit.**

**Required course in 10th grade. Prerequisite(s): Successful completion of Am History II or Honors Am History I.**

**CIVICS/GOVERNMENT (COURSE #212):** This course will explore the foundations of the American Government system, from the documents used to construct our Constitution to the types of powers created by our basic principles. We will also study political behavior within our two-party system, such as voting behavior, impact of the media, and the role of interest groups. A study of the Executive, Legislative and Judicial branches within the Federal, State and Local levels of government will show students the responsibilities and duties each branch has within our Federal system. We will also discuss the functions of State and local government, Embedded in this course is the current President’s administration.

**Credit value: 1 credit. Required in 11th grade. Prerequisite(s): Successful completion of American History II and Modern America.**

**HONORS CIVICS/GOVERNMENT (COURSE #224):** This is a one-credit course on the same topics as POD with some modifications. First, the students who would be taking this course will be approved by the Social Studies Department. Second, much more is required of these students due to the fact that the material is studied in a more “in-depth” manner. Research projects in which the topics and expectations are presented in the beginning of the course are three-five pages long. These are all graded by using a rubric based on writing assessment standards. **Credit value: 1 credit.**

**Prerequisite(s): Successful completion of American History II and Modern America. Recommendations:**

**SOCIAL STUDIES DEPARTMENT ELECTIVE**

**WORLD CULTURES (COURSE #211):** This is a one-credit course which begins with an introduction to a study of “Course” and an examination of the development of Civilization. This course is divided into four divisions of study. They include: The Former Soviet Union, Communist China, The Middle East, and the Continent of Africa. In each unit all aspects of people’s culture are explored, from geography and occupations to government and religious values. The purpose of this course is for students to gain an understanding of another region's way of life, which will facilitate a greater appreciation of our own culture. **Credit value: 1 credit. Prerequisite(s): Successful completion of American History II, Modern America and Civics/Government.**

**Recommendations: None**

**\*AP PSYCHOLOGY (COURSE #221): (Lackawanna College/PSY 105):** This class is known as PSY 105: Introduction to Psychology, as it is a dual-enrollment course through Lackawanna College: three college credits for \$300. PSY 105 is considered to be an Honors and College Prep course offered to juniors and seniors. This class will focus on the following units: History and Approaches, Research Methods, Biological Bases of Behavior, States of Consciousness, Sensation and Perception, Learning, Cognition, Testing and Individual Differences, Development, Motivation, Emotion, & Stress, Personality, Abnormal Behavior and Treatment, and Social Psychology. Assignments include reading and notetaking, completing flashcards on the vocabulary words, writing essays, giving presentations, creating projects, and completing AP Classroom Daily Videos, Topic Questions, and Progress Checks. Midterm and final exams will be given. Students are eligible to take the AP Psychology exam in May for a fee, and if it is taken, then students will be exempt from the final exam. **Credit value: 1 high school credit.**

**Prerequisite(s): 11th and 12th grade status**

**Recommendations: Students should be able to read a college-level textbook. Summer assignments are required prior to taking this course.** \*After the course is completed with a grade of C or better, students are responsible for transferring their credits from Lackawanna College to the college they are enrolling in.

**\*AP US GOVERNMENT & POLITICS (COURSE #226)** This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the US. Students will study US foundational documents, SCOTUS decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Students will read and interpret data, make comparisons and applications, and develop evidence-based arguments. Finally, they will complete a political science research or applied civics project.\*This class prepares you for the College Board AP United States Government and Politics exam that you can take in the spring for a fee. **Credit value: 1 credit. Prerequisite(s): 11 or 12th grade status. Successful completion of American History II, Modern America and Civics.**

**Recommendations: Students should be able to read a college-level textbook and write grammatically correct, complete sentences. Minimum grade of 95% in a previous honors civics class**

**MATHEMATICS DEPARTMENT**

**Graduation Requirement 3 or 4 Mathematics Credits - Math / Science must total 7 credits**

| Program                 | Required Course 9th Grade | Required Course 10th Grade     | Required Course 11th Grade | Elective Course 12th Grade                                 |
|-------------------------|---------------------------|--------------------------------|----------------------------|--|
| Honors                  | Honors Algebra II         | Honors Geometry / Trigonometry | *Honors Pre-Calculus       | <i>Elective Recommendation:</i><br>Calculus<br>*Statistics |
| College Prep (Option 1) | Algebra I                 | Algebra II                     | Geometry / Trigonometry    | <i>Pre-Calculus</i>  |
| College Prep (Option 2) | Algebra IA                | Algebra IB                     | Geometry / Trigonometry    | <i>Algebra II</i>  |
| Career Readiness        | Algebra IA                | Algebra 1B                     | Applied Math               | <i>Consumer Math</i>                                       |

**ALGEBRA 1-A (COURSE #328):** Algebra I -A is an entry level mathematics course for those students who struggle with math and is intended to be the first year of a two-year Algebra sequence followed by ALgebra IB to best prepare a student for the Keystone Algebra exam. It is designed to introduce the concept of a variable and its relationship to the set of real numbers. A strong emphasis will be placed upon properties of numbers and equalities and carried over into solving linear quadratic and higher degree equations and inequalities. Problem solving skills will be developed throughout the sequence of the course. **Credit value: 1 credit. Prerequisite(s): None Recommendations: None**

**ALGEBRA 1-B (COURSE #329)** Algebra I-B is a second year Algebra course (following Algebra IA) intended to be the second year of a two-year Algebra sequence to best prepare a student for the Keystone Algebra exam. It is also intended for those students who did pass the keystone and prepare them with practice and a deeper understanding of concepts needed to be successful in Algebra. **Credit value: 1 credit. Prerequisite(s): Successful completion of Algebra I-A. Recommendations: None**

**ALGEBRA I (COURSE #310):** Algebra I is an entry level mathematics course for those students entering the academic mathematics sequence (Algebra I, Algebra II, Geom/Trig). It is designed to introduce the concept of a variable and its relationship to the set of real numbers. A strong emphasis will be placed upon properties of numbers and equalities and carried over into solving linear quadratic and higher degree equations and inequalities. Problem solving skills will be developed throughout the sequence of the course. **Credit value: 1 credit. Prerequisite(s): None Recommendations: None**

**ALGEBRA II (COURSE #312):** Algebra II the second course offered in the academic mathematics sequence. A review of all the Algebra I skills, but with a greater degree of difficulty enables students to grasp in-depth studies of the following: Functions, Linear Systems, Determinants, Polynomial Equations, Radicals and Irrational Numbers, Quadratic Relations and Systems and their applications to graphics calculators, computers, and the workplace. **Credit value: 1 credit. Prerequisite(s): Successful completion of Algebra I or Honors Algebra I. Recommendations: None**

**HONORS ALGEBRA II (COURSE #322):** This course is taken only by students that were in the 8-1 math section. A review of all the Algebra I skills, but with greater degree of difficulty, enables students to grasp in-depth of the following: functions, linear systems, determinants, polynomial equations, radicals and irrational numbers, quadratic relations and systems, and their applications to graphic calculators, computers and the workplace. This class moves at a faster pace and covers more in-depth information. **Credit value: 1 credit. Prerequisite(s): Successful completion of Algebra I. Recommendations: None**

**GEOMETRY/TRIGONOMETRY (COURSE #311):** This is a comprehensive course in plane and solid geometry emphasizing logical reasoning, spatial visualization skills, measurement, and especially real-world applications. Through the use of definitions, axioms, postulates, theorems, and corollaries the following topics will be covered: 1) Points Lines, Planes, and Angles; 2) Deductive Reasoning; 3) Parallel Lines and Planes; 4) Congruent Triangles; 5) Quadrilaterals; 6) similar Polygons; 7) Right Triangles; 8) Circles; 9) Constructions; 10) Areas of Plane Figures; 11) Areas and Volumes of Solids; and 12) Coordinate Geometry. This course will also help students develop skills sufficiently to write and use the definition of trigonometric functions; sketch the graph of the trigonometric functions; prove identities; solve trigonometric equations; learn and then apply the law of the sines and cosines; learn how to write a complex number in trigonometric form and find all the roots of a complex number. **Credit value: 1 credit. Prerequisite(s): Successful completion of Algebra I and Algebra II. Recommendations: None**

**HONORS GEOMETRY/TRIGONOMETRY (COURSE #331):** This will follow the same curriculum as regular geometry and trigonometry but will occur at a faster pace and include enrichment activities of extended thinking. Through the use of definitions, axioms, postulates, theorems, and corollaries the following topics will be covered: 1) Points Lines, Planes, and Angles; 2) Deductive Reasoning; 3) Parallel Lines and Planes; 4) Congruent Triangles; 5) Quadrilaterals; 6) similar Polygons; 7) Right Triangles; 8) Circles; 9) Constructions; 10) Areas of Plane Figures; 11) Areas and Volumes of Solids; and 12) Coordinate Geometry. This course will also help students develop skills sufficiently to write and use the definition of trigonometric functions; sketch the graph of the trigonometric functions; prove identities; solve trigonometric equations; learn and then apply the law of the sines and cosines; learn how to write a complex number in trigonometric form and find

all the roots of a complex number. **Credit value: 1 credit. Prerequisite(s): Successful completion of Algebra I and Honors Algebra II, Recommendations: None**

**\*STATISTICS (COURSE #317):** This is a mathematics course incorporating the latest technological advances including the TI-83 Plus Graphing Calculator, Microsoft Excel Spreadsheets, and Internet Projects. This course is designed to cover the following topics: 1) Data Exploration; 2) Probability; 3) Normal Distributions; 4) Samples; and 5) Hypothesis Testing. **Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Keystone College).** **Prerequisite(s): Successful completion of Algebra I, Algebra II and Geometry/Trigonometry Recommendations: A minimum score of 87% in Algebra II .**

**PRE-CALCULUS (COURSE #313):** This is a course designed to provide the essential mathematical background needed in Calculus. Topics to be covered include linear relations and functions, theory of equations, matrices and vectors, circular functions, trigonometric functions, trigonometric applications, and Exponential and Logarithmic Functions. **Credit value: 1 credit.**

**Prerequisite(s): Successful completion of Algebra I, Algebra II and Geometry/Trigonometry, Recommendations: None**

**\*HONORS PRE-CALCULUS (COURSE #323):** This is a course designed to challenge and prepare students for the AP Calculus courses for college credit. Topics covered: relations, functions and graphics; trigonometry; advanced functions and graphs; discrete mathematics; and an introduction to calculus. A major emphasis will be placed on mathematical theory, the use of the scientific and graphic calculator, and applications to use in the real world. **Credit value: 1 high school credit. For a fee, students can earn 3 college credit hours through Lackawanna College).**

**Prerequisite(s): Successful completion of Algebra I, Algebra II and Geometry/Trigonometry.**

**Recommendations: None**

**CALCULUS (COURSE #314):** This mathematics course introduces higher mathematics by examining the fundamental concepts and skills of calculus: functions, graphs, limits, derivatives, and antiderivatives. Importance is placed on applications and problem-solving. **Credit value: 1 credit. Prerequisite(s): Successful completion of Pre-Calculus or Honors Pre-Calculus. Recommendations: None**

**CONSUMER MATHEMATICS (COURSE #318):** This course is designed to provide the student with necessary math skills for success in personal life. This is a course which will help students prepare for today's careers in business and for life's everyday mathematical operations. **Credit value: 1 credit. Prerequisite(s): 11th or 12th grade status Recommendations: None**

**APPLIED MATH: (COURSE #319):** This course covers essential math concepts and how they are applied on the job in various career and technical trades. Content will be delivered as mathematical exercises through visual steps and applications that reinforce the various concepts. This course is designed for those students who are in their first year at NTCC. **Credit value: 1 credit. Prerequisite(s): 11th or 12th grade status, Recommendations: None**

## SCIENCE DEPARTMENT

**Graduation Requirement 3 or 4 Science Mathematics Credits - Science / Math must total 7 credits**

| Program  | Required Course<br>9th Grade                 | Required Course<br>10th Grade                            | Elective Course<br>11th Grade   | Elective Course<br>Recommendations:<br>12th Grade                |
|--|--|--|---|--|
| Honors   | Honors Chemistry                             | Honors Biology   | Physics I<br>*Chemistry II<br>*Human Anatomy & Physiology<br>Astronomy  | *Physics II<br>*AP Environmental Science<br>*AP Biology          |
| College Prep   | Chemistry I                                  | Biology  | *Chemistry II   | *AP Environmental Science  |
| Career<br>Readiness  | Chemistry and the<br>Environment/Chemistry I | Biology  | General Science   | Environmental Science  |
| <b>Agricultural<br/>Education<br/>CTE<br/>Program<br/><br/>Grade 11/12</b> | Ag Experience 9                              | Ag Biology or Agriscience<br>Biology<br>Ag Experience 10 | Ag Biology or Agriscience<br>Chemistry<br>*AP Biology<br>*AP Environmental Science<br>*Human Anatomy & Physiology<br>Ag Experience 11 | Environmental Science<br>Ag Related Elective<br>Ag Experience 12 |

**CHEMISTRY & THE ENVIRONMENT (COURSE #419):** This class is offered to 9th grade students who are not accepted into Honors Chemistry. Physical Science is understanding the processes and the phenomena of the world we live in. Topics that are covered include MATTER & ENERGY, CHEMISTRY IN THE WORLD, MOTION & ENERGY, WAVES & WAVE MOTION, ELECTROMAGNETIC RADIATION and THE NATURAL WORLD. Many of the topics covered will apply to the outside world, outside of Canton Jr/Sr HS, and other future science courses. **Credit value: 1 credit Prerequisite(s): None, Recommendations: None**

**BIOLOGY I (COURSE #410):** Biology, or the study of life, begins by exploring the characteristics of life and the scientific method. Topics of further study include cells, cellular respiration, photosynthesis, genetics, evolution, and ecology. The many applications of biology to students' daily lives are emphasized. Some labs/activities include the scientific method, microscopy, DNA extraction, genetics, and evolution. The intent of this course is to prepare students to become proficient or better on the Biology Keystone Exams. **Credit value: 1 credit. Prerequisite(s): Successful completion of Chemistry & The Environment. Recommendations: None**

**HONORS BIOLOGY I (COURSE #420):** Biology, or the study of life, begins by exploring the characteristics of life and the scientific method. Topics of further study include cells, cellular respiration, photosynthesis, genetics, evolution, and ecology. The many applications of biology to students' daily lives are emphasized. Some labs/activities include the scientific method, microscopy, DNA extraction, genetics, and evolution. Students enrolled in Honors Biology will be required to engage in activities that promote independent higher-level thinking and complete projects outside the classroom. The intent of this course is to prepare students to become proficient or better on the Biology Keystone Exams. **Credit value: 1 credit. Prerequisite(s): Successful completion of Honors Chemistry. Recommendations: Minimum score of 90% in Honors Chemistry I.**

**CHEMISTRY I (COURSE #411):** Chemistry is the study of matter and the changes that it undergoes. Matter can be considered to be anything in our universe no matter how large or small. Students will be required to build a reference text, a notebook, for this course from the information presented through the year. Students will explore a variety of subjects based on the Pennsylvania Department of Education Standards and Eligible Content for Chemistry. This includes but is not limited to:

- Properties a Classification of Matter
- Atomic Structure and the Periodic Table
- The Mole and Chemical Bonding
- Chemical Relationships and Reactions

- Students will be required to perform hands-on laboratory activities, homework, quizzes, tests, research projects, vocabulary, a midterm exam (given in January) and a final exam (given in June).

**Credit value: 1 credit. Prerequisite(s): Successful completion of both Chemistry in the Environment and Biology I/Honor Biology, Recommendations: Successful completion of Algebra II.**

**HONORS CHEMISTRY I (Course #425):** Chemistry is the study of matter and the changes that it undergoes. Matter can be considered to be anything in our universe no matter how large or small. This course is designed to prepare students for the academic rigors that will be introduced in a college Chemistry 1 course. Students will be required to build a reference text, a notebook, for this course from the information presented through the year. Students will explore a variety of subjects based on the Pennsylvania Department of Education Standards and Eligible Content for Chemistry. This includes but is not limited to:

During the course we will review Chemistry I:

- Properties a Classification of Matter
- Atomic Structure and the Periodic Table
- The Mole and Chemical Bonding
- Chemical Relationships and Reactions
- Reaction rates and Equilibrium
- Students will be required to perform lab activities, research activities, written responses to specific lab, text or research questions, perform mathematical calculations to hypothesize an outcome when matter changes, Homework, Quizzes, Reading assignments, Tests, Vocabulary, a Midterm Exam (given in January) and a Final Exam (given in June).

**Credit value: 1 credit. Prerequisite(s): Successful completion of both Chemistry in the Environment and Biology I/Honor Biology, Recommendations: Proficient or Advanced on the Keystone Algebra Exam and minimum score of 89% in your preceding science course**

## **SCIENCE DEPARTMENT ELECTIVES**

**\*CHEMISTRY II (Course #413C):** this is an intense review and study of matter at the college level with an emphasis on the use of mathematics, analytical thinking, and use of prior knowledge of the world you live in. Topics include but are not limited to Stoichiometry, Chemical Kinetics, Acids and Bases, Redox Reactions, Equilibrium, Thermo and electrochemistry, and Organic Chemistry. **Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Lackawanna College). Prerequisite(s): Successful completion of Chemistry in the Environment, Biology I & Chemistry I, Recommendations: Minimum average of 90% in Chemistry I , Proficient or Advanced on the Keystone Biology Exam and the Keystone Algebra Exam and minimum of 90% in Algebra II.**

**PHYSICS I (COURSE #412):** This is course in which students will study the following topics: Motion in a Straight Line, Graphical Analysis of Motion, Forces, Vectors; Motion in Two Dimensions, Universal Gravitation, Momentum and its Conservation, Work, Power, and Simple Machines, Energy, and Waves. **Credit value: 1 credit. Prerequisite(s): Successful completion of Chemistry I. Recommendations: None**

**\*PHYSICS II (COURSE #413P):** This is a semester course in which students will study the following topics: Reflection and Refraction, Mirrors and Lenses, Diffraction, Static electricity, Electric Field, and Electric Currents. **Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Lackawanna College) Prerequisite(s): Successful completion of Chemistry I and Physics I. Recommendations: Minimum of 89% in Physics I and successful completion of the Keystone Biology Exam with a score of proficient or advanced.**

**\*ANATOMY AND PHYSIOLOGY (COURSE 421):** This is a college level course in which students will study the principles of anatomy and physiology. Topics included are life processes, homeostasis, histology, anatomical terminology, medical imaging, skeletal systems, muscular systems, nervous systems, circulatory systems, digestive systems, and reproductive systems. Dissections will occur within the units of study. A fetal pig dissection will occur as a culminating dissection. It is assumed that the student will spend at least five hours each week in unsupervised individual study. This course is being offered through Keystone College as dual enrollment. **Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Keystone College) Prerequisite(s): Successful completion of Honors Biology or Biology I.**

**Recommendations: Completion of Honors Biology or Biology I with a final grade of 89% or higher and completion of the Biology Keystone Exam with a proficient or advanced score.**

**AGRICULTURAL BIOLOGY (COURSE #422):** Ag Biology focuses on a biological approach to agriscience. Ag biology concentrates on the scientific principles of the central components of the agricultural industry. These components include plant and animal science, genetic engineering, aquaculture, environmental science, food science and technology. Ag Bio assists students in learning the essential information needed to continue their exploration into the field of agriscience. Every student taking Ag biology “will be” as per state directive since they are in an ag class and an FFA member. **Credit value: 1. Prerequisite(s): Successful completion of Chemistry in the Environment or Chemistry. Recommendations: None**

**AGRICULTURAL SCIENCE (COURSE #423):** Fundamentals and Applications: Agriscience focuses on the fundamentals and basic applications of agriculture today. A central focus will be on the next generation’s quest to feed the projected 10 billion people that will live on the earth at that time. Some of the basics in agriculture that will be necessary to succeed in this task will be highlighted in this course. Such topics may include natural resource management, integrated pest management, plant science, animal science, food science and technology, and communications and management in agriscience. Every student taking agriscience “will be” as per state directive since they are in an ag class and an FFA member. **Credit value: Credit 1. Prerequisite(s): Successful completion of Chemistry in the Environment or Chemistry. Recommendations: None**

**AG TEACHING/LAB ASSISTANT 12 (COURSE #424):** The student is recommended and requires approval from the Ag Science teacher in order to take this course. This is an independent study course where one senior student that has exhibited an extreme interest in Ag Sciences acts as a Teaching/Lab Assistant (TLA). This course includes the managing of science labs and experiments and conducting demonstrations in an area of Ag Science specialty. The student will also assist in the paperwork and activities of the FFA and its operations. This course is designed to allow a student to be an attractive candidate for a lab assistant job at the university level. The student is required to be an FFA member. **Credit value: ½ credit to 1 credit, depending on schedule. Prerequisite: FFA membership. Recommendations: None**

**\*AP BIOLOGY I (COURSE #426) (CELLS AND GENETICS, ORGANISMS AND POPULATIONS):** The AP Biology curriculum will be divided into two semester courses studying science as a process, cellular biology, heredity and evolution, evolutionary biology, molecular genetics, diversity of organisms, structure and function of plants and animals and ecology. The purpose of this course is to prepare college-bound students interested in pursuing a degree in a science related field for the rigors of college science curricula. AP Biology is designed to be equivalent to a freshman biology class at the collegiate level. This course will follow the College Board’s Advanced Placement guidelines and prepare students for the Advanced Placement exam given annually in May. Time allocations: It is assumed that the student will spend at least five hours a week in unsupervised individual study. This course is being offered through Keystone College as dual enrollment. **Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Keystone College) Prerequisite(s): Successful completion of Biology or Honors Biology and Chemistry I. Recommendations: 94% or higher in Honors Biology , 90% or higher in Honors Chemistry I and an Advanced score on the Biology Keystone Exam.**

**ENVIRONMENTAL SCIENCE (COURSE #432):** This is a science course that explores man’s role in the environment and the social, political, and economic implications of this interaction. Natural history of local fauna will also be examined. Field work involving mark and recapture techniques, collection of fishes and aquatic invertebrates, and plant identification will be completed. The PA Envirothon website is a major resource used in the course. Periodic readings from Aldo Leopold’s A Sand County Almanac will introduce students to the most famous book ever written about nature. or Rachel Carson’s Silent Spring will introduce students about topics in nature. Students in this class must bring their love of nature, the spirit of debate, and a pair of boots in order to be successful. **Credit value: 1 credit. Prerequisite(s): Successful completion of Chemistry in the Environment or Chemistry. Recommendations: Completion of Biology by the end of the 10th grade year.**

**ASTRONOMY 11-12 (COURSE #427):** Astronomy is designed for the student who is interested in space exploration; planetary characteristics, mythology, and stars. It is the intent of the course to discuss and discover astronomical concepts and discover how they relate to the world around us and to potential jobs in the field of Astronomy. The course may require a few trips outside of the normal class time or setting order to demonstrate classroom concepts in the “real world”. Experiences may include the utilization of a planetarium. Evaluation will be based on participation in class activities, lab

work, discussion, textbook assignments, tests, quizzes, and a final exam. **Credit value: 1 credit. Prerequisite(s): Successful completion of Chemistry in the Environment OR chemistry. Recommendations: Completion of Biology by the end of the 10th grade year.**

**GENERAL SCIENCE 11-12 (COURSE #466):** General Science 11-12: This science is based on basic concepts in general day to day science one encounters in life. It revolves around basic biological, earth science, chemical, and ecological sciences based on practical things that people encounter on earth. It will look at general science topics that are currently of interest and basic concerns of humans and how we impact the environment. It will look at how math is incorporated into the sciences as well. The course will also focus on Current PA Envirothon Topics that are presented each year and how they are related to life on earth. The course is ever changing with the most important topics of the year being of central focus. **Credit value: 1 credit. Prerequisite(s): Successful completion of Chemistry & The Environment OR Chemistry, Recommendations: Completion of Biology by the end of the 10th grade year.**

**\*AP ENVIRONMENTAL SCIENCE (COURSE #434):** The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. **Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Lackawanna College) Prerequisite(s): Successful completion of Biology or Honors Biology and Chemistry. Recommendations: Completion of Honors Biology and Chemistry with minimum grade of 90% and above, achievement of a 1570 or higher on the Biology Keystone Exam and score proficient or advanced on the Algebra Keystone exam.**

**AGRICULTURAL EXPERIENCE with Lab A (Plant, Soil, Animal, and Food Science) (COURSE #477):** Ag Experience is a course designed to discuss and research various areas in the agricultural field. The course is intended to allow for many field experiences in the local school setting. The students will also do a variety of research projects and reports exhibiting their knowledge of the topics that are discussed. Leadership skills will be expected of each student. In order to be enrolled in the vocational program and have a number of specific FFA opportunities, students must be enrolled in agricultural experience. Furthermore, in order to be in agricultural experience, one must take agriscience, ag biology, or environmental science in the 10th through 12th grade years (ag program sequence leading to an opportunity to take the NOCTI and receive a production agriculture certification). The enrollment of the course is limited due to the activities that take place outside of the classroom. **Credit value: Credit 1. Prerequisite(s): FFA membership and another Agriculture course if in grade 10th-12th (Lab A - Plant, Soil, Animal and Food Science (period 9))**

**AGRICULTURAL EXPERIENCE with Lab B (Natural Resources, Mechanical Technology, Mechanization, and Agribusiness) (COURSE #478):** Ag Experience is a course designed to discuss and research various areas in the agricultural field. The course is intended to allow for many field experiences in the local school setting. The students will also do a variety of research projects and reports exhibiting their knowledge of the topics that are discussed. Leadership skills will be expected of each student. In order to be enrolled in the vocational program and have a number of specific FFA opportunities, students must be enrolled in agricultural experience. Furthermore, in order to be in agricultural experience, one must take agriscience, ag biology, or environmental science in the 10th through 12th grade years (ag program sequence leading to an opportunity to take the NOCTI and receive a production agriculture certification). The enrollment of the course is limited due to the activities that take place outside of the classroom. **Credit value: Credit 1. Prerequisite(s): FFA membership and another Agriculture course if in grade 10th-12th**

- **Lab B - Natural Resources, Mechanical Technology, Mechanization, and Agribusiness (period 9)**



**BUSINESS DEPARTMENT**

**Graduation Requirement Computer Applications or Technology in Action - 1 credit course**  
**Graduation Requirement Computer / Business Technology Department 1 credit elective**

| Program          | Required Course 9th Grade | Elective Course 9th Grade                                    | Elective Course 10th-12th Grade   | Elective Course 11-12th Grade |
|------------------|---------------------------|--|---|-------------------------------|
| Honors           | Computer Applications     | Introduction to Business<br>Introduction to Computer Science | Accounting I<br>Business Law<br>Advanced Computer Applications<br>Intro to Business | Accounting II                 |
| College Prep     | Computer Applications     | Introduction to Business<br>Introduction to Computer Science | Accounting I<br>Business Law<br>Advanced Computer Applications<br>Intro to Business | Accounting II                 |
| Career Readiness | Tech in Action            | Introduction to Business<br>Introduction to Computer Science | Accounting I<br>Business Law<br>Intro to Business                                   | Accounting II                 |

**INTRODUCTION TO COMPUTER SCIENCE (COURSE #515):** This course introduces computer programming using the Python programming language. Emphasis is placed on procedural programming, algorithm design, and language constructs common to most high-level languages. A brief introduction to Python and Java. Upon completion, students should be able to design, code, test, and debug Python and Java language programs. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: None**

**TECHNOLOGY IN ACTION (COURSE #516):** This course discusses the creation of the Internet and how it works among other various Internet applications and interactions. Additionally, students will be introduced to setting up their own wireless networks and securing your own device for online threats. Ultimately allowing the student to be more aware of how to use technology more effectively for their daily life. **Credit value: 1 Credit. Required course for graduation., Prerequisite(s): None, Recommendations: None**

**COMPUTER APPLICATIONS (COURSE #509):** This course provides an introduction to business and personal computer applications. Hardware and software components of computer systems are examined along with current issues and trends in the area of computer technology. The fundamentals of word processing, spreadsheets, and presentation graphics will be emphasized through the use of Microsoft Office’s Word, Excel, PowerPoint as well as the Google Applications. **Credit value: 1 credit. Required course for graduation., Prerequisite(s): None, Recommendations: None**

**BUSINESS DEPARTMENT ELECTIVES**

**ACCOUNTING I (COURSE #521):** A class for juniors and seniors. Accounting I provides complete coverage of three types of businesses – proprietorship, partnership, and corporation. Each type of business is presented in a complete accounting cycle covering analyzing transactions, journalizing, posting, petty cash, financial statements, and adjusting and closing entries. This class is recommended for those students planning on majoring in business in college. **Credit value: 1 credit. Prerequisite(s): 10-12th grade status Recommendations: None**

**ACCOUNTING II (ADVANCED ACCOUNTING) (COURSE #522):** A class for those students who have successfully completed the Accounting I class. Accounting II covers departmentalized accounting, accounting control systems, accounting adjustments, management and cost accounting, and not-for-profit accounting. This class is recommended for those students planning on majoring in business in college. **Credit value: 1 credit. Prerequisite(s): Successful completion of Accounting I. Recommendations: None**

**BUSINESS LAW (COURSE #524):** Business Law is a course in which students will be taught enough about law to guard themselves in ordinary everyday transactions. It is an attempt to aid the student in carrying out his/her daily business. Topics to be covered include law enforcement and the courts, crimes and torts, civil and criminal law, protection for the owner and consumer, the law of contracts, legal and illegal agreements, all forms of insurance, and bailments of personal property. This course is a requirement for any business major in college. Activities include two mock trials to be held in class. **Credit value: 1 credit. Prerequisite(s): 11-12th grade status, Recommendations: None**

**BUSINESS MATH (COURSE #525):** This is a course which will help students prepare for today's careers in business and for life's everyday mathematical operations. The course is divided into five parts: Part I will develop basic skills in Business Math; Part II will deal with income, benefits, and payroll; Part III will cover borrowing and investing; Part IV will present the costs of home and automobile ownership; and Part V will cover business management and the cycle of manufactured goods. **Credit value: 1 credit. Prerequisite(s): 11-12th grade status Recommendations: None**

**INTRODUCTION TO BUSINESS (COURSE #529):** An elective for 9th & 10th grade students. The course is divided into two parts-one for each semester. Semester one deals with the workforce, entrepreneurship, and small business. Characteristics of leadership in management and organizational structures are discussed. Semester two deals with management of personal finances, on-line banking, and checking accounts. Credit procedures, laws and problems with credit will also be discussed. All of this will aid the student with day to day finances of life. **Credit value: 1 credit. Prerequisite(s): 9th and 10th grade status, Recommendations: None**

**ADVANCED COMPUTER APPLICATIONS (COURSE #510):** This course builds upon a student's understanding of the basic features and options in Microsoft Office applications and Google Applications. The course focuses on the more complex and advanced capabilities of the Applications. **Credit value: 1 credit. Prerequisite(s): Successful completion of Computer Applications, Recommendations: Completion of Computer Applications with a minimum grade of 87%.**

**PERSONAL FINANCE (COURSE #513):** A required course for all 10th grade students (not attending NTCC). Students will learn practical money skills. Students will design their own personal financial plan, select between various saving and investment options, find and use investment information, and recognize and be victim-proof against investment fraud. Topics of study include budgeting, credit, investing (stocks, bonds, annuities, mutual funds, and pensions), employment benefits, and labor laws. This course will teach students how financial markets work. Students will learn how to successfully manage their money now and in their future. **Credit value:.5 credit. Prerequisite(s): 12th grade status, Recommendations: None**

**FINANCIAL LITERACY & MONEY MANAGEMENT (COURSE #):** An elective course for 12th grade students (not attending NTCC). Students will learn the basics to being a responsible adult from finding a job to paying bills to care for your car (and much, much more). In this course, students work with data and learn the skills of computing, problem-solving, programming, cybersecurity, and more. **Credit value:.5 credit. Prerequisite(s): 12th grade status, Recommendations: None**

**TECHNOLOGY & NETWORKING (IT) PRACTICAL EXPERIENCE (COURSE #):** A class offered to Juniors and Seniors. Technology and Networking Practical Experience provides students with a "hands on" learning experience working under the supervision of the CASD Tech department and Computer Science teacher for one school period per day. Students will learn skills that include computer repair, service and inventory management as an introduction to the IT industry. Students would remain eligible to attend the NTCC for the IT industry based credential. **Credit value: 1 credit. Prerequisite(s): 11th or 12th grade status, Successful completion of Computer Applications AND Advanced Computer Applications, Recommendations: Successful completion of Computer Applications AND Advanced Computer Applications with a minimum grade of 87%. Interest in learning more about the IT industry.**

## **LANGUAGE DEPARTMENT**

**SPANISH I (COURSE #609):** This is a cumulative course. Spanish I Students begin communicating in Spanish using high frequency vocabulary and practice communicative skills (reading, writing, listening, and speaking.) By the end of Spanish 1, students can communicate in highly predictable settings in the present tense. Students connect Spanish to other subject areas and begin to compare cultures in Spanish-speaking countries to their own. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: None**

**SPANISH II (COURSE #610):** This is a cumulative course. Students continue learning to communicate in Spanish in predictable situations and can express themselves in a more detailed manner using high frequency vocabulary. They move from formulaic communication to creating language and start to communicate about past events and future. Students apply knowledge of cultures through artifacts, social interactions, and perspectives and can function in simple survival situations. **Credit value: 1 credit. Prerequisite(s): Successful completion of Spanish I. Recommendations: Completion of Spanish I with a minimum average of 80%.**

**\*SPANISH III (COURSE #611):** This is a cumulative course. Students continue expanding their communication skills in Spanish. Students will continue to study grammar in context and will be able to begin to express themselves in Spanish in a wide variety of topics in a wide variety of situations. There is a focus on refining written and spoken language. Students move from the novice level to beginning to communicate at the intermediate level. **Prerequisite: Successful completion of Spanish II and an 84% average. Credit value: 1 high school credit. (For a fee, students can earn 3 college credit hours through Lackawanna College). Prerequisite(s): Successful completion of Spanish I and II, Recommendations: Completion of Spanish II with a minimum average of 84%.**

**SPANISH IV (COURSE #612):** This is a cumulative course. Students become more independent learners in this course. They will use the language at an intermediate level and further refine grammar in context. Students are comfortable communicating on a wide variety of topics in various informal and formal situations in a variety of tenses. More emphasis is placed on using Spanish language resources designed for Spanish speaking audiences on a wide variety of topics and demonstration of active knowledge in complex cognitive skills. **Prerequisite: Successful completion of Spanish II and an 84% average. Credit value: 1 credit. Prerequisite(s): Successful completion of Spanish I, II and III Recommendations: Completion of Spanish III with a minimum average of 84%.**

**GERMAN I (COURSE #629):** {On-line Course offering} This course is designed at the novice level. Students first respond at the word level using memorized words and expressions but by the end of the course they respond using simple sentences in German. Students apply knowledge of cultures through foods, landmarks, holidays, social patterns, and perspectives. Students use German to connect with other subject areas to acquire information. There will be a shift from traditional to performance based assessments as students progress through this course. **Credit value: 1 credit, Prerequisite(s): None, Recommendations: None**

**GERMAN II (COURSE #630):** {On-line Course offering} This course is designed at the intermediate low level. Students create sentences and ask questions. They function in simple survival situations. Students will now be able to maintain simple face to face conversations in highly predictable settings. Students apply knowledge of cultures through artifacts, social interactions, and perspectives. They use German to communicate and create in the second language. This course will be a combination of traditional and performance based assessments. **Credit value: 1 credit. Prerequisite(s): Successful completion of German I Recommendations: None**

## **FINE & PRACTICAL ARTS DEPARTMENT**

**TECHNICAL LIFE SKILLS 9 & 10 (COURSE #726 & #727)** This course is designed to teach students basic, hands-on skills and knowledge in areas designed to help them in everyday "life" situations. Students will learn how to understand, maintain, and fix problems associated with common issues in real world situations. Students will not only gain this knowledge, but will also have the opportunity to safely practice these skills in the classroom. There will be many thought provoking, problem solving, hands-on opportunities for these students to experience. This

class will also give students the chance to experience possible work trades for future employment. **Credit value: .25 Credit each. Prerequisite(s): None, Recommendations: None**

**FAMILY & CONSUMER SCIENCES EXPLORATION (COURSE #739):** This is a 9-week course designed as an overview of all aspects of the Family and Consumer Science Standards set forth by the Pennsylvania Department of Education. Students will focus on the following units of study: Balancing Family, Work and Community Responsibility, Food Science and Nutrition, Housing and Textiles, Child Development, and Financial Resource Management. **Credit value: .25 credit. Prerequisite(s): None, Recommendations: None**

**CAREERS & EMPLOYABILITY SKILLS 10 (COURSE # 742):** This is a 9-week course designed to provide a more in-depth orientation into the world of work based on all aspects of the Career Education and Work standards set forth by the Pennsylvania Department of Education. Lessons are designed to introduce students to the technical nature of today's world and the role of productive workers. Activities enable students to increase self-awareness and make wise educational and occupational decisions as they plan for careers. **Credit value: .25 credit**

**NUTRITION, WELLNESS & FOOD SCIENCE (9th-12th)(COURSE #740):** This is a yearlong course designed to emphasize the Family and Consumer Science Standards set forth by the Pennsylvania Department of Education. Foods and Nutrition is a specially designed course with emphasis on helping students understand the significance of food, principles of nutrition, and the relationship of nutrition to health and well-being. This course offers students opportunities to develop skills in the selection, preparation, storing, and serving of food, meal management to meet individual and family nutritional needs across the life span, and optimal use of food resources.<sup>1</sup> **credit. Prerequisite(s): None, Recommendations: None**

**INDEPENDENT LIVING & LIFE SKILLS LITERACY (9th-12th)(COURSE #741):** This is a yearlong course designed to emphasize the Family and Consumer Science Standards set forth by the Pennsylvania Department of Education. This Course is designed to give students practical learning experiences and skills necessary for living on their own. Budgeting and personal finances, housing selection and legal responsibilities, transportation and insurance, food purchasing, clothing selection and care, and Interior Design are all topics covered in this course. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: None**

**CHILD DEVELOPMENT & PLANNING (9th-12th)(Course #744):** This is a yearlong course designed to emphasize the Family and Consumer Science Standards set forth by the Pennsylvania Department of Education. This course is a specialized child development course that prepares students to understand the physical, social, emotional, and intellectual growth and development of children. The course is designed to help young people acquire knowledge and skills essential to the care and guidance of children as a parent or caregiver. Emphasis is on helping students create an environment for children that will promote optimum development. **Credit value: 1 credit. Prerequisite(s): None Recommendations: None**

**RESOURCE MANAGEMENT & EMPLOYABILITY SKILLS 11 (Course #747): A required course for all 11th grade students (not attending NTCC).** This is a course designed to provide a more in-depth orientation into the world of work based on all aspects of the Career Education and Work standards set forth by the Pennsylvania Department of Education. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course. Various forms of technologies will be used to expose students to resources and application of business principles for starting, operating and maintaining a business. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. **Credit value: .50 credit, Prerequisite(s): None, Recommendations: None**

**WOODSHOP 10th-12th (COURSE #730):** Students will demonstrate the proper and safe operation of all tools and power machines. Students will be learning more advanced techniques of the construction of wood projects, such as drawer construction, door construction, mortise and tenon joints, and the making of raised panel doors. Students

will work on their individual projects demonstrating several or all of these different types of project construction  
**Credit value: 1 credit. Prerequisite(s): None, Recommendations: None**

**ART 9 (COURSE #749):** Art 9 is a general survey course designed to acquaint the student with the visual arts. We will introduce the building blocks of design and visual literacy through various art projects in drawing, painting, sculpture, and ceramics. **Credit value: .25 credit. Prerequisite(s): None, Recommendations: None**

**ART I 10th-12th (COURSE #750):** Art I is a foundation course designed to introduce students to the elements and principles of art. There will be heavy emphasis on drawing techniques, use of color and media exploration. Students will explore why man creates and begin to understand the meaning of art from a historical and cultural perspective. Visual problem solving and exploration of the creative process will be stressed. Open to students' grades 10th-12th with preference toward underclassmen. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: None**

**ADVANCED ART I (COURSE #751):** Advanced Art I will be a continuation of technique and exploration of medal art with a shift toward the most important aspects of art, creative expression and visual communication. Students will be expected to solve problems. Visual communication will be the goal with class projects oriented toward exploring self, family and community, in a variety of media including: painting, drawing, ceramics, sculpture, stained glass, jewelry making and crafts. **Credit value: 1 credit. Prerequisite(s): Successful completion of Art I. Recommendations: Completion of Art I with a minimum average of 77%.**

**ADVANCED ART II (COURSE #752):** Independent study is offered to the student interested in a concentrated, intensive study of a specialized area of art. The student must have completed the last offered course in a series to be eligible for an independent study. Students are accepted into the course with teacher recommendation and will be under the direction and advisory of the art teacher. The course is intended for students with a desire to study art after high school. Students will learn to express an inner voice and communicate through visual arts. The emphasis is on quality and craftsmanship. The final outcome will be a developed portfolio suitable for college admission. Community exhibition is required. Entrance to the course is by teacher recommendation and or portfolio review. Course is open only to upperclassmen. Pottery, Photography, Crafts: Metal, Fiber and Stained Glass. **Credit value: 1 credit. Prerequisite(s): Successful completion of Advanced Art I. Recommendations: None**

**MUSIC THEATER WORKSHOP (COURSE # 792): Course Availability:** Students grades 9-12 **Course Academic Goals:** To educate students about musical theater and the many opportunities in the professional and academic theater world. To enhance students musical theater performance skills and abilities. To provide students with an opportunity to perform individual, partnered, and group projects in the musical theater world. This course is designed so that students will be able to: Demonstrate knowledge of musical theater performances, performers, practices, and theater personnel. Differentiate among multiple types of musical theater traditions. Critically examine musical theater texts, both past and present. Evaluate issues at the intersection of musical theater and diversity. Demonstrate self-reflexive musical theater performances and history. Create musical theater [projects using technology (i.e., review, report, performance). **Course Learning Objectives: Credit Value: 1 Credit Prerequisite(s): None, Recommendations: Students must be willing to perform for their classmates as well as a public performance during the semester. Participation in a public performance is required to successfully complete this course.**

**MUSIC THEORY I and II (COURSE #760 & #761):** These courses are designed to help students develop an understanding of music theory. The objectives are to learn the musical language and grammar, harmonic analysis and part writing which will lead to a more thorough understanding of music composition and theory. There will also be a focus on ear training and skills necessary for sight reading music literature. Music Theory II will follow the same concepts but increase in difficulty. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: It is recommended that students have participated in a music ensemble, taken private lessons or should be considering a career in the field of music.**

**SENIOR HIGH CHORUS (COURSE #769):** This is a course that is divided into three areas: rehearsals including in-class evaluations, voice tests, and performances. At the beginning of each year students will receive a syllabus explaining each area and giving concert dates and performance expectations. The chorus rehearsals and voice tests are during school hours. Performances are 2-4 times per year and are mandatory for successful completion of the course. Chorus may be taken every day, or every other day if combined with the Senior High Band. **Credit value: 1 credit/year if taken 5 days per week, or .5 credit/year if combined with Senior High Band. Prerequisite(s): None, Recommendations: None**

**SENIOR HIGH CONCERT BAND (COURSE #779):** This is a course, which is divided into three areas: rehearsals, lessons, and performances. At the beginning of each school year, students will receive a packet that explains lesson procedures and gives a list of concerts. Rehearsals are during school hours, as are lessons. Performances are 2-3 times a year and are mandatory for successful completion of the course. Concert Band may be taken every day, or every other day if combined with Senior High Chorus. **Credit value: 1 credit/year if taken 5 days per week, or .5 credit/year if combined with Senior High Chorus. Prerequisite(s): None, Recommendations: None**

## **WELLNESS DEPARTMENT**

**PHYSICAL EDUCATION 9 (COURSE #809):** Activities throughout the year include Soccer, Aerobics, Volleyball, Obstacle Mat ball, Basketball, Fitness Testing, Softball, Badminton, and Track and Field. **Credit value: .25 credit. Required course in 9th grade. Prerequisite(s): None, Recommendations: None**

**PHYSICAL EDUCATION 10 (COURSE #810):** Activities throughout the year include Badminton, Aerobics, Volleyball, Obstacle Mat ball, Fitness Testing, Soccer, Track and Field, and Softball. **Credit value: .25 credit. Required course in 10th grade. Prerequisite(s): Successful completion of Physical Education 9. Recommendations: None**

**PHYSICAL EDUCATION 11 (COURSE #811):** Activities throughout the year include Archery, Golf, Flying Disc, Bowling, Badminton, Lacrosse, Aerobics, Volleyball, PickleBall, Weight Lifting, Indoor Soccer, Obstacle Mat ball, Basketball, Fitness Testing, Softball, and Adventure Activities. **Credit value: .5 credit. Required course in the 11th grade. Prerequisite(s): Successful completion of Physical Education 9 and 10. Recommendations: None**

**PHYSICAL EDUCATION 12 (COURSE #812):** Activities throughout the year include Golf, Flying Disc, Badminton, Lacrosse, Aerobics, Volleyball, PickleBall, Indoor Soccer, Obstacle Mat ball, Basketball, Fitness Testing, Softball, and Adventure Activities. **Credit value: .5 credit. Required course in the 12th grade. Prerequisite(s): Successful completion of Physical Education 9, 10 and 11. Recommendations: None**

**HEALTH 10 (COURSE #813):** This course is designed to address the state academic standards for Health in grade 10. It covers the topics of mental and emotional health, human growth, development, and nutritional choices. **Credit value: .25 credit. Required course in 10th grade. Prerequisite(s): None, Recommendations: None**

**STRENGTH AND CONDITIONING I (COURSE #822):** The student will develop an understanding of how to improve physical performance in a sports setting. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: None**

- Muscles
- Basic kinesiology
- Strength and power
- Nutrition

**STRENGTH AND CONDITIONING II (COURSE #823):** This course will expose students to the techniques and training principles of modern strength and conditioning as it applies to athletic and sport settings. Principles of strength, power, plyometrics, speed, speed endurance, endurance, mobility, flexibility, and balance training will be emphasized. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: Successful completion of Strength and Conditioning I.**

- Students will be required to create their own fitness plan.

**LIFETIME FITNESS (COURSE #824):** This course involves knowledge, fundamental skills, strategy, and rules of lifetime activities such as golf, pickleball, badminton, volleyball, and slow-pitch softball. Students will gain the knowledge and skills necessary to develop a proactive approach to a wellness-oriented lifestyle. **Credit value: 1 credit. Prerequisite(s): None, Recommendations: None**

### **GRADUATION PATHWAYS**

Graduation requirements for current year and beyond: 22.25 credits are required as stated in CASD board policy 217 to graduate, as well as all students must satisfy the requirements in one of the five available career pathways as outlined in the section below.

**To graduate, students must meet one of the following pathway requirements as outlined in PA Act 158:**

#### **Keystone Proficiency Pathway**

Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.

#### **Keystone Composite Pathway**

Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams. The Composite Pathway requirements are:

- Score at least 1500 on one of the three Keystone Exams (Proficient), and
  - Earn an overall composite score of 4452 for all three Keystone Exams
- \*No score can be Below Basic\*

#### **Alternate Assessment Pathway**

- Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB);
- Gold Level on the ACT WorkKeys Assessment;
- Attainment of an established score on an Advanced Placement Program or an International Baccalaureate Diploma Program exam in an academic content area associated with each keystone Exam on which the student did not achieve at least a proficient score;
- Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score;
- Successful completion of a pre-apprenticeships program; or
- Acceptance in an accredited 4-6 year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework

#### **Evidence Based Pathway**

- Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including one of the following:
  - Attainment of an established score on the ACT WorkKeys assessment, a SAT subject test, an Advanced Placement Program Exam, or an International baccalaureate Diploma Program Exam;
  - Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework;
  - Attainment of an industry-recognized credential; or
  - Successful completion of a concurrent enrollment or postsecondary course; and
- Two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student-athletes with a minimum grade point average (GPA) of 2.0.

**CTE Pathway**

For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.



# Graduation Trail

*A Student's Journey*



**NOTE:** This infographic is designed to gauge progress in meeting statewide graduation requirements; however, it maps a sequential progression and assumes that the student has had an opportunity to meet the requirements of each Question. Students should be encouraged to fulfill criteria under multiple Pathways simultaneously to ensure statewide requirements will be met in a timely manner.

# Pennsylvania Pathways to Graduation

## Keystone Proficiency Pathway *Numeric or Non-Numeric Scores*

**Algebra I**  
Proficient or Advanced

**Biology**  
Proficient or Advanced

**Literature**  
Proficient or Advanced

## Keystone Composite Pathway *Numeric Scores Only*

At least 1 Keystone Exam scaled score is  
**1500 or Greater**

No Keystone Exam score is  
**Below Basic**

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

### CTE Concentrator

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

#### CTE Concentrator

1 Artifact from pathway criteria

### Alternative Assessment

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

#### Alternative Assessment

1 Artifact from pathway criteria

### Evidence-Based Pathways

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

#### Evidence-Based

3 Artifacts from pathway criteria

### Waiver

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

### Individualized Education Plan

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

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

# Pathway Criteria

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

**ACADEMIC GRADUATION AND PROMOTION**

At the junior high level (7th/8th grade), promotion is based on major classes successfully passed. At the senior high level (9th-12th), students will stay with their 4-year cohort until the end of 11th grade; at which point they will be retained if they are still lacking the credits/requirements needed to graduate.

Students who do not demonstrate expected levels of achievement in any subject area must meet accepted levels prior to continuing in that subject sequence as defined by the Academic Course Description. It is entirely possible that a student will need more than four years to meet diploma requirements; therefore, it is the student's responsibility to use whatever options available to meet course requirements which are as follows:

1. Summer school
2. Reschedules needed classes for the following semester, if possible, in proper sequence. Failed courses take precedence in scheduling for the following year(s). However, a full academic load (7.5 credits) will be scheduled.
3. Extended time: Second year seniors take only courses required.

Graduation requirement details are located in Board Policy No. 217. If there are any questions concerning course selection, course sequence, credits earned, contact the Canton High School Guidance Office at 673-5134 or 673-3000

| Grading Scale |       |                |
|---------------|-------|----------------|
| Grade         | Alpha | 4.0 Equivalent |
| 69-Below      | F     | 0.00           |
| 70            | D     | 1.00           |
| 71            | D     | 1.16           |
| 72            | D     | 1.32           |
| 73            | D     | 1.48           |
| 74            | D     | 1.64           |
| 75            | D     | 1.80           |
| 76            | D     | 1.96           |
| 77            | C     | 2.00           |
| 78            | C     | 2.10           |
| 79            | C     | 2.20           |
| 80            | C     | 2.30           |
| 81            | C     | 2.40           |
| 82            | C     | 2.50           |
| 83            | C     | 2.60           |
| 84            | C     | 2.70           |
| 85            | C     | 2.80           |
| 86            | C     | 2.90           |
| 87            | B     | 3.0            |

|          |   |      |
|----------|---|------|
| 88       | B | 3.16 |
| 89       | B | 3.32 |
| 90       | B | 3.48 |
| 91       | B | 3.64 |
| 92       | B | 3.80 |
| 93       | B | 3.96 |
| 94-Above | A | 4.0  |

### **HONOR ROLL**

Canton High School honor roll is determined by the following:

1ST HONOR ROLL= A GPA OF 93.50 TO 105.00 with a minimum grade in one class no lower than 86.50

2ND HONOR ROLL= A GPA OF 86.50 TO 105.00 with a minimum grade in one class no lower than 81.50

### **REPORT CARDS**

There are (4) nine-week marking periods called “terms” in a school year. Report cards are issued via the CASD online parent and student portal shortly after the close of each marking period.

### **MARKING SYSTEM**

The marking system used in Canton Jr/Sr High School is based on the percentage system. Each nine weeks a grade is determined by averaging a preplanned combination of: class work, homework, tests, quizzes, extra work, research, reports, and at least one major test. Tests may be a unit test or a series of tests covering the nine weeks. Tests and other items may carry more weight. It is important that each teacher has definite criteria for the determination of report card grades. Each teacher should inform the students of the exact factors and grading for each subject and will strive to be scientific and fair in the calculation of grades. This will help the student interpret the grades and challenge the student in every phase of the subject. **All English, Math, Science and Social Studies courses in grades 9-12 will require a mid-term and final exam. These exams are at the teacher's discretion and can be a project, research paper, multiple choice, short answer, scantron test, and/or final speech. (etc.)**

### **CLASS RANK**

A Student's class rank will be determined from the final grades obtained during the 9th, 10th, 11th and 12th grade. Each subject is weighted according to the degree of difficulty. Only subjects with a .5(half) credit or more will be used for ranking. In order to be included with their class for a class ranking, students must be enrolled at Canton School District for at least four (4) complete consecutive semesters up to and including their last semester prior to graduation. Refer to CASD board policy 214 for more details.

Class Rank will be determined by a weighted average based on the following formula:

$$[\text{Sum (Grades X Credits Attempted X Weights)}] / [\text{Sum of Credits}]$$

**These weights will be used for the class rank formula:** Level 1 = 1.00 Level 2 = 1.00 Level 2.5= 1.03 Level 3= 1.06

### **COURSE LEVELS**

| Course Number | Name  | Course Credits | Level   |
|---------------|-------|----------------|---------|
| 811           | PE 11 | 0.500          | Level 1 |
| 812           | PE 12 | 0.500          | Level 1 |

|     |                       |                 |         |
|-----|-----------------------|-----------------|---------|
| 925 | Life Experience       | 1.000 credit(s) | Level 1 |
| 109 | English 9             | 1.000 credit(s) | Level 2 |
| 110 | English 10            | 1.000 credit(s) | Level 2 |
| 111 | English 11            | 1.000 credit(s) | Level 2 |
| 112 | English 12            | 1.000 credit(s) | Level 2 |
| 113 | Technical Eng 12      | 1.000 credit(s) | Level 2 |
| 132 | Movie Studies         | 1.000 credit(s) | Level 2 |
| 209 | Am. Hist. I           | 1.000 credit(s) | Level 2 |
| 210 | Am. Hist. II          | 1.000 credit(s) | Level 2 |
| 211 | World Cult.           | 1.000 credit(s) | Level 2 |
| 212 | Civics/Government     | 1.000 credit(s) | Level 2 |
| 217 | Modern America        | 1.000 credit(s) | Level 2 |
| 309 | Pre-Algebra           | 1.000 credit(s) | Level 2 |
| 310 | Algebra I             | 1.000 credit(s) | Level 2 |
| 311 | Geometry/Trig         | 1.000 credit(s) | Level 2 |
| 312 | Algebra II            | 1.000 credit(s) | Level 2 |
| 318 | Consumer Math         | 1.000 credit(s) | Level 2 |
| 319 | Applied Math          | 1.000 credit(s) | Level 2 |
| 320 | Keystone Algebra      | 1.000 credit(s) | Level 2 |
| 325 | Trigonometry          | 1.000 credit(s) | Level 2 |
| 327 | Technical Algebra     | 1.000 credit(s) | Level 2 |
| 328 | Algebra 1-A           | 1.000 credit(s) | Level 2 |
| 329 | Algebra 1-B           | 1.000 credit(s) | Level 2 |
| 409 | Earth & Space Science | 1.000 credit(s) | Level 2 |
| 410 | Biology I             | 1.000 credit(s) | Level 2 |
| 411 | Chemistry I           | 1.000 credit(s) | Level 2 |
| 417 | Chemistry & The Envir | 1.000 credit(s) | Level 2 |
| 417 | Ecology               | 0.500 credit(s) | Level 2 |
| 418 | Applied Bio/Chemistry | 0.500 credit(s) | Level 2 |

|                 |                           |                 |         |
|-----------------|---------------------------|-----------------|---------|
| 422             | Agricultural Biology      | 1.000 credit(s) | Level 2 |
| 423             | Agricultural Science      | 1.000 credit(s) | Level 2 |
| 424             | Ag Teach Lab Assist       | 1.000 credit(s) | Level 2 |
| 427             | Astronomy                 | 1.000 credit(s) | Level 2 |
| 432             | Environmental Science     | 1.000 credit(s) | Level 2 |
| 466             | General Science           | 1.000 credit(s) | Level 2 |
| 477             | Ag Experience             | 1.000 credit(s) | Level 2 |
| 509             | Computer Apps             | 1.000 credit(s) | Level 2 |
| 510             | Adv. Computer Apps        | 1.000 credit(s) | Level 2 |
| 513 (new 23-24) | Personal Finance          | 0.500 credit(s) | Level 2 |
| 515             | Anal Intro to Comp Sci    | 1.000 credit(s) | Level 2 |
| 516             | Technology in Action      | 1.000 credit(s) | Level 2 |
| 521             | Accounting I              | 1.000 credit(s) | Level 2 |
| 522             | Account. II               | 1.000 credit(s) | Level 2 |
| 524             | Business Law              | 1.000 credit(s) | Level 2 |
| 525             | Business Math             | 1.000 credit(s) | Level 2 |
| 529             | Intro. to Business        | 1.000 credit(s) | Level 2 |
| 540             | Yearbook I                | 1.000 credit(s) | Level 2 |
| 541             | Yearbook II               | 1.000 credit(s) | Level 2 |
| 609             | Spanish I                 | 1.000 credit(s) | Level 2 |
| 610             | Spanish II                | 1.000 credit(s) | Level 2 |
| 629             | German I                  | 1.000 credit(s) | Level 2 |
| 630             | German II                 | 1.000 credit(s) | Level 2 |
| 730             | Wood 10-12                | 1.000 credit(s) | Level 2 |
| 740             | Fam/Con Sci 10-12 I       | 1.000 credit(s) | Level 2 |
| 740 (New 20-21) | Nutrition, Wellness, Food | 1.000 credit(s) | Level 2 |
| 741             | Fam/Con Sci 11-12 II      | 1.000 credit(s) | Level 2 |
| 741 (New 20-21) | Independent Living/Life   | 1.000 credit(s) | Level 2 |
| 744             | FCCLA                     | 1.000 credit(s) | Level 2 |

|                 |                                     |                 |           |
|-----------------|-------------------------------------|-----------------|-----------|
| 744 (New 20-21) | Child Dev.& Parenting               | 1.000 credit(s) | Level 2   |
| 747 (new 23-24) | Career Pathways                     | .500 credit(s)  | Level 2   |
| 750             | Art I                               | 1.000 credit(s) | Level 2   |
| 751             | Advanced Art I                      | 1.000 credit(s) | Level 2   |
| 752             | Advanced Art II                     | 1.000 credit(s) | Level 2   |
| 760             | Music Theory I                      | 1.000 credit(s) | Level 2   |
| 761             | Music Theory II                     | 1.000 credit(s) | Level 2   |
| 763             | Voice Class I                       | 1.000 credit(s) | Level 2   |
| 764             | Voice Class II                      | 1.000 credit(s) | Level 2   |
| 769             | Sr Chorus                           | 1.000 credit(s) | Level 2   |
| 779             | Sr Band                             | 1.000 credit(s) | Level 2   |
| 815             | Lifetime Health                     | 1.000 credit(s) | Level 2   |
| 822             | Strength/Cond. I                    | 1.000 credit(s) | Level 2   |
| 823             | Strength/Cond. II                   | 1.000 credit(s) | Level 2   |
| 824 (New 23-24) | Lifetime Fitness                    | 1.000 credit(s) | Level 2   |
| 935             | NTCC Major Sr                       | 4.000 credit(s) | Level 2   |
| 936             | NTCC Major Jr                       | 4.000 credit(s) | Level 2   |
| 937             | NTCC Major Soph                     | 4.000 credit(s) | Level 2   |
| 119             | Honors English 9                    | 1.000 credit(s) | Level 2.5 |
| 120             | Honors English 10                   | 1.000 credit(s) | Level 2.5 |
| 121             | Honors English 11                   | 1.000 credit(s) | Level 2.5 |
| 126             | Comp. I (Dual Enrollment)           | 1.000 credit(s) | Level 2.5 |
| 129             | Public Speaking I (Dual Enrollment) | 1.000 credit(s) | Level 2.5 |
| 214             | Honors World Cultures               | 1.000 credit(s) | Level 2.5 |
| 218             | Honors Modern Am.                   | 1.000 credit(s) | Level 2.5 |
| 219             | Honors Am. History I                | 1.000 credit(s) | Level 2.5 |
| 220             | Honors Am. History II               | 1.000 credit(s) | Level 2.5 |
| 222             | General Psychology                  | 1.000 credit(s) | Level 2.5 |
| 224             | Honors Civics                       | 1.000 credit(s) | Level 2.5 |



|      |  |                 |           |
|------|--|-----------------|-----------|
| 313  | Pre-Calculus                           | 1.000 credit(s) | Level 2.5 |
| 314  | Calculus                               | 1.000 credit(s) | Level 2.5 |
| 317  | Statistics (Dual Enrollment)           | 1.000 credit(s) | Level 2.5 |
| 322  | Honors Alg. II                         | 1.000 credit(s) | Level 2.5 |
| 323  | Honors Pre-Calc (Dual Enrollment)      | 1.000 credit(s) | Level 2.5 |
| 331  | Honors Geo/Trig                        | 1.000 credit(s) | Level 2.5 |
| 412  | Physics I                              | 1.000 credit(s) | Level 2.5 |
| 413C | Chemistry II (Dual Enrollment)         | 1.000 credit(s) | Level 2.5 |
| 413P | Physics II (Dual Enrollment)           | 1.000 credit(s) | Level 2.5 |
| 420  | Honors Biology                         | 1.000 credit(s) | Level 2.5 |
| 421  | Anatomy & Physiology (Dual Enrollment) | 1.000 credit(s) | Level 2.5 |
| 425  | Honors Chemistry I                     | 1.000 credit(s) | Level 2.5 |
| 611  | Spanish III (Dual Enrollment)          | 1.000 credit(s) | Level 2.5 |
| 612  | Spanish IV                             | 1.000 credit(s) | Level 2.5 |
| 122  | AP English12/Comp II (Dual Enrollment) | 1.000 credit(s) | Level 3   |
| 221  | AP Psychology (Dual Enrollment)        | 1.000 credit(s) | Level 3   |
| 226  | AP US Government (Dual Enrollment)     | 1.000 credit(s) | Level 3   |
| 426  | AP Biology (Dual Enrollment)           | 1.000 credit(s) | Level 3   |
| 434  | AP Environmental Sci (Dual Enrollment) | 1.000 credit(s) | Level 3   |

### **PIAA INFORMATION**

Varsity sports in the CantonArea School District follow the rules established by The Pennsylvania Interscholastic Athletic Association (PIAA). To be eligible for interscholastic athletic competition, a student must pursue a curriculum defined and approved by the school district as a full time curriculum. The Pennsylvania Interscholastic Athletic Association (PIAA) requires that a student be passing four credits or the equivalent each week in order to be eligible to participate in interscholastic competition. In addition, at each report card period, the student must be passing four credits or the equivalent to compete for the fifteen school days following the issuance of report cards. For fall sports, the student must have earned four credits for the final report card the previous year. If not, the student will be ineligible the first fifteen school days of the new school year.

### **NCAA CLEARINGHOUSE INFORMATION**

#### **NCAA Eligibility Center**

The NCAA Eligibility Center took over operations for the NCAA Initial-Eligibility Clearinghouse in November 2007. The Eligibility Center certifies the academic and amateur credentials of all students who want to play sports at an NCAA Division I or II institution as freshmen. In order to practice, play and receive an athletics scholarship, students need to meet certain academic benchmarks. An additional certification process exists to make sure the student is still an amateur, which is necessary in order for the student to compete collegially.

Academic Credentials + Amateurism Status = College Eligible

## Academic Initial-Eligibility Requirements

The following requirements must be met in order for a student to be able to practice, play and receive a scholarship at an NCAA Division I or II college or university.

### Core Courses

**NCAA Divisions I and II require 16 core courses.** See charts below. Beginning August 1, 2016, NCAA **Beginning August 1, 2016, NCAA Division I requires 10 core courses** to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math, or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.

*\*\*\* As of August 1, 2016, it is possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10-course requirement but would not be able to compete.*

### Test Scores

**Division I** uses a sliding scale to match test scores and core grade-point averages (GPA).

**Division II** requires a minimum SAT score of 820 or an ACT sum score of 68. The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.

*When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.*

### Grade-Point Average

**Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Speak with your school counselor about eligible courses.

**Division I** GPA required to be eligible for competition after August 1, 2016, is 2.300.

**The Division II** core GPA requirement is a minimum of 2.000.

Remember, the NCAA GPA is calculated using NCAA core courses only.

| <b>DIVISION I<br/>(16 CORE COURSES)</b>   | <b>DIVISION II<br/>(16 CORE COURSES)</b>  |
|---|---|
| 4 years of English  | 3 years of English  |
| 3 years of mathematics (Algebra I or higher)                                    | 3 years of mathematics (Algebra I or higher)                                    |
| 2 years of natural / physical science (1 year of lab if offered by high school) | 2 years of natural / physical science (1 year of lab if offered by high school) |
| 1 year additional English, mathematics, or natural/physical science             | 3 years additional English, mathematics, or natural/physical science            |
| 2 years of social science   | 2 years of social science   |
| 4 years of additional courses   | 4 years of additional courses   |

**Division III** - Create a Profile Page, if you plan to compete at a Division III school or are not yet sure where you want to compete. You'll get an NCAA ID, and important reminders as you complete high school.

More information on the NCAA eligibility and student-athlete eligibility can be found online at [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

### **Military Service Academics**

Each senator and congressman is provided a quota of five (5) student placements at any one time for attending each Service Academy. When one of these students has graduated, a vacancy occurs which the senator or congressman may fill. Therefore, senators and congressmen may have one or sometimes two appointments in any given year to each of these academies. It is possible that in some years there is no vacancy.

Each member of Congress usually nominates ten (10) people for each appointment. The procedure is competitive. The ten nominees for each appointment are submitted to the Academic Board of each respective academy and the best-qualified competitor receives the appointment. The remaining candidates, who are qualified but do not receive the appointment, are placed on a list of qualified competitors. The academies then use these lists to appoint candidates, in order of merit, to bring the academies to their authorized strength.

Some appointments to the academies are also available under special categories and conditions. For information on these methods, write to the respective academies and request bulletins and regulations on admissions. THIS SHOULD BE DONE IN THE SPRING OF THE JUNIOR YEAR.

Admissions Office U.S.  
Military Academy West  
Point, NY 10996  
www.usma.edu

Director of Admissions  
U.S. Air Force Academy  
Colorado Springs, CO  
80840 www.usafa.edu

Director of Admissions  
U.S. Naval Academy  
Annapolis, MD 21402  
www.usna.edu

Director of Admissions  
U.S. Coast Guard  
Academy New London,  
CT 06320 www.cga.edu

Students requesting congressional nominations for any of the service academies should write a separate letter to any or all of the following:

- a. The present U.S. congressman from the congressional district of residence
- b. Each of the current U.S. senators from Pennsylvania

### **Merchant Marine Academy**

Pennsylvania is allotted sixteen (16) appointments to the Merchant Marine Academy. Both Pennsylvania senators and each congressman make ten (10) nominations. The Merchant Marine Academy then conducts a statewide screening of the nominees and selects the best-qualified sixteen (16) appointees on a competitive basis. For more information, write or visit:

Admissions Office  
U.S. Merchant Marine Academy  
Kings Point, NY 11024  
www.usmma.edu

This format is intended as a guide.

A separate letter must be sent to each senator and representative to whom you apply.

### **ACADEMIC INTEGRITY**

Canton Area School District encourages honest and responsible behavior by requiring that all students engage in academic integrity. The Board adopts a district-wide policy promoting academic integrity and will not tolerate any form of academic dishonesty.

Academic dishonesty includes, but is not limited to the following (whether done during or outside school hours): copying another student's homework, projects, quizzes or tests; falsifying lab results; plagiarizing (copying/paraphrasing information from a book, magazine, newspaper, or the Internet without giving credit to the author); fabricating of information or citations; pre-exam access to test forms; unauthorized use of aids during tests or assignments; and, providing other student(s) the opportunity to take part in activities defined as academic dishonesty.

If a teacher believes that a student has participated in academic dishonesty, the situation will be discussed with the student, appropriate school personnel and the student's parent/guardian. The teacher will submit a discipline referral to the principal or to his/her designee.

If academic dishonesty (excluding plagiarism) is substantiated, the student will receive a failing grade of zero for the assignment or assessment. For those instances of plagiarism, infractions will be evaluated on a case-by-case basis.

### **INCOMPLETE COURSE REQUIREMENTS**

Students whose required work for any marking period that is not complete when due, may be given an incomplete (I) on their report card. This depends upon the circumstances and at the discretion of the teacher.

A student with an "incomplete" will be given a specified deadline to complete the work not to exceed two weeks past their report card issued date, unless there are extenuating circumstances. Failure to satisfy the deadline will result in the grade becoming a failing mark: below 70. The incomplete grade will be changed by the teacher and reported to the guidance office. Any student who, for any reason, has not taken a scheduled final examination receives a "0" for the exam grade.

Any student who is ABSENT on the day of a final exam must produce a legal excuse for the absence. Otherwise, a grade of "0" will be recorded for the exam.

### **EARLY GRADUATION**

A written request initiated by the student and signed by both the student and parent/guardian must be made by the beginning of the second semester of their sophomore year. (This usually falls in the middle of January)

This request stating your reasons for wanting to graduate early (in letter format) must be given to the guidance counselor. In order to be eligible to graduate early, a student must be on track to earn the minimum number of credits for graduation, completed all required courses, completed sixty hours community service, and have passed the Keystone exams with a proficient score or better, by the end of their sophomore year. (10th grade)

Once approved by the principal, the student will be notified as to whether their request is granted or denied. Early graduation is a privilege and can be annulled by the principal at any time.

- A student must have maintained an overall cumulative average of 82% or better in their freshman and sophomore years.
- A letter will be provided to the principal from the guidance counselor to verify that the requirements have been completed and this information will be provided to the student and parent/guardian.
- You will be listed as an eleventh grader at the beginning of the school year and placed in an eleventh grade homeroom. Your grade status will change in January at the beginning of the third marking period to a senior status (your homeroom will NOT change) as long as you are maintaining acceptable grades and attendance.
- For students who opt to graduate early and meet ALL requirements, a Canton Area School District diploma will be awarded at commencement exercises in the spring.

Please be advised that if you graduate early from Canton Jr/Sr High School, your rank will be figured at the end of your junior year. You will not be re-ranked with the graduating class.

- Your GPA will also be figured at the end of your junior year. You will not be given a different GPA with the graduating class. Example: If you are supposed to graduate with the class of 2023 and you choose to graduate in 2022, your class rank and GPA will be figured with your original class of 2023
- You will NOT be eligible for CHS awards at commencement. Your decision to graduate early may or may not affect scholarships and awards from outside sources.
- You will be eligible to participate in all senior activities and courts. Including: senior class trip, graduation overnight trip, powder puff football, senior night for sports, May Day, Senior Prom Court, Homecoming Court and any and all fundraisers done by the senior class.
- You will NOT be eligible to attend the junior class trip or be eligible for junior prom court

- Once you have committed and been approved for early graduation, you may not change your mind and rescind your decision.

If you have questions, please contact the guidance office for an explanation prior to deciding to graduate early.

A contract must be signed by the student, parent/guardian stating that you understand and agree with all the requirements and stipulations that go along with graduating early.

**DELAYED GRADUATION**

A student who fails to meet any of the requirements for graduation from the Canton Area School District when scheduled, may later qualify for his/her diploma under the following conditions:

1. Complete the required make-up in summer school (local assessments, community service, required courses) during the summer immediately following the senior year prior to June 30th.
2. The GED program –If any questions about obtaining your GED, please contact Bradford County Action at 570-265-4434.
3. Return to Canton Jr/Sr High School the following year.

NOTES:

|  |
|--|
|  |
|  |

Revised: March, 2024

**24-25 CANTON HIGH SCHOOL  
ATHLETIC, EXTRA & CO-CURRICULAR  
CODE OF CONDUCT**



**UPDATED: 4/2024**

**Mission:** We, in the Canton Area School District, believe that a healthy mind and healthy body complement one another. We also believe that learning is not to be limited to the classroom and that participation, athletics and competition, in their proper place and perspective, are other components of the learning process. Therefore, we believe that interscholastic athletics and co-curricular activities should be incorporated into our total educational offerings as integral parts

**General Objective:** Games and events should have as their chief purposes, friendly rivalries, creation of new friendships, playing skills, good sportsmanship, and improved community relations.

### **Specific Objectives**

Interscholastic Athletics and Co-Curricular Activities at Canton High School

- Provide opportunities to develop skill and to experience the satisfaction of performing effectively in emotionally charged situations.
- Contribute to the development of a health and fitness attitude that will provide a carry-over interest, which will function during leisure time.
- Contribute to the development of a wholesome appreciation for a well-developed and properly conditioned body.
- Contribute to the development of desirable social and citizenship qualities such as responsibility, respect for authority, leadership and fellowship abilities, respect for the rights and properties of others, harmonious and cooperative group action and respect for individual differences.
- Contribute to the satisfaction of certain psychological needs such as: self-understanding, self-expression, recognition and approval.
- Contribute to the development of desirable character traits including persistence, determination, unselfishness, will-to-win, alertness, maximum effort, resourcefulness and tenacity.
- Promote the development of the self-esteem and self-realization of each participant.

Objectives for School and Student body

- Interscholastic athletics and co-curricular activities should occupy a position in the curriculum comparable to that of other subjects or activities.
- Interscholastic athletics and co-curricular activities should be educational.
- Interscholastic athletics and co-curricular activities should be a means of promoting fine school morals.
- All visiting schools should be treated as guests.
- Interscholastic athletic programs and co-curricular activities should be broad rather than narrow in scope.
- Sportsmanship, fair play, and good school citizenship should be objectives of all participants.

### **Code of Conduct for Participants in Interscholastic Athletics & Co-Curricular Activities**

- Appreciate that coaches, advisors, sponsors, and administrators have the best interests of the participants in mind as they plan and conduct their programs.
- Obey the specific training and practice rules of the coach, advisor, or sponsor.

- Be present at practice sessions, rehearsals, games, and scheduled events unless excused by the coach, advisor, or sponsor.
- Practice healthful habits of cleanliness and personal hygiene in all their daily activities.
- Appreciate the importance of proper rest, diet, and exercise.
- Understand that alcohol, tobacco, and illegal/illicit drugs are harmful to the body and mind, and hinder maximum effort and performance.
- Participants should appear neat and well groomed at all times.
- Participants should not use profanity or other inappropriate language/gestures
- Directly represent the coaches, advisors, sponsors, school, community, and should conduct themselves properly at all times. Student/student athletic conduct reflects on the school's reputation.
- Realize that officials do not lose a contest but are there for the purposes of ensuring that both teams/individuals receive a fair deal. For this, they deserve and will receive our courteous respect.
- Do not employ illegal tactics to gain an undeserved advantage.
- Have a good attendance record and will not skip class(es) or be truant from school.
- Care for all equipment as though it were their own personal property. Any loss of or damage to issued equipment (other than normal use/wear) is the participant's responsibility. Students will be held financially responsible for all replacement costs.
- Show sportsmanship at all times and express the importance of teamwork over personal recognition.
- Comply with the standards of the CHS Student Code of Conduct

### **Sanctions from the Code of Conduct**

- Minor Infractions- First infractions of a minor nature, as well as, continued minor infractions should be punishable by the coach/director in a fair but stern manner and commensurate with the seriousness of the infraction. Suggested punishments for minor infractions include, but are not limited to, warnings, conferences, and /or review of the code, loss of assigned responsibilities, probationary status or ineligibility for one or more contests.
- Major Infractions-Infractions of the student code of conduct are considered major and should be reported to the Athletic Director immediately. These infractions include acts of violence, weapons, terroristic threats, controlled substances, alcohol, tobacco and vaping products. Major infractions should be punishable by the administration in a fair but stern manner and commensurate with the seriousness of the infraction according to the information provided below.
  - **School Attendance**  
A student must be in good standing (academically eligible) in the school to participate in interscholastic athletics or co-curricular activities. Academic eligibility as defined by the PIAA and the CHS "Pass to Play" program. The Pennsylvania Interscholastic Athletic Association and the CHS "Pass to Play" dictates the ineligibility of any student who does not comply with the established regulations. Students must be present in school prior to 9:00am in order to be ineligible to participate in an extracurricular activity after school. Students arriving



after 9:00am will be eligible only if the absence is accompanied by a medical note or prior approval from the Principal or Athletic Director.

- **Use, Possession or Sale of Tobacco/Vapor Products (222)**
  - 1st Violation during the current school year
    - Suspension from participation for **5** school days and **1** competition
    - Successful completion of a school or community based Tobacco education program.
    - Report to Office of Safe Schools (PDE)
  - 2nd Violation during the current school year
    - Suspension from participation from the activity for the remainder of season or activity duration
    - Successful completion of a school or community based Tobacco education program.
    - Referral to Local Law Enforcement Agency (District Magistrate)
    - Report to Office of Safe Schools (PDE)
  - 3rd Violation during the current school year
    - Suspension from participation in all extra curricular activities for one calendar year
    - Successful completion of a school or community based Tobacco education program.
    - Referral to Local Law Enforcement Agency (District Magistrate)
    - Report to Office of Safe Schools (PDE)
- **Use, Possession or Sale of Illegal drugs, controlled substances or alcoholic beverages (227)** NOTE: Attendance by a student at an event where alcoholic beverages, illegal drugs or controlled substances are provided for or consumed by persons under the age of 21 in the absence or the presence and approval of the parents or guardians of those underage persons is a violation of training rules and is subject to the disciplinary code below.
  - 1st Violation during the current school year
    - Immediate Suspension from all extra curricular activities for 45 school days
    - Referral to law enforcement
    - Successful completion of Drug & Alcohol Assessment by a licensed facility
    - Report to Office of Safe Schools (PDE)
  - 2nd Violation during the current school year
    - Immediate Suspension from all extra curricular activities for one calendar year
    - Referral to law enforcement
    - Successful completion of Drug & Alcohol Assessment by a licensed facility
    - Report to Office of Safe Schools (PDE)

- **Violence Resulting In Serious Bodily Injury (218.2, 252)**
  - 1st Violation during the current school year
    - Immediate Suspension from all extra curricular activities for 45 school days
    - Referral to law enforcement
    - Completion of a mental health evaluation by the school or other licensed facility
    - Report to Office of Safe Schools (PDE)
  - 2nd Violation during the current school year
    - Immediate Suspension from all extra curricular activities for one calendar year
    - Referral to law enforcement
    - Completion of a mental health evaluation by the school or other licensed facility
    - Report to Office of Safe Schools (PDE)
- **Possession of Weapon(s) (218.1)**
  - 1st Violation during the current school year
    - Immediate Suspension from all extra curricular activities for **up to** 45 school days
    - Referral to law enforcement
    - Completion of a mental health evaluation by the school or other licensed facility **may be required**
    - Report to Office of Safe Schools (PDE)
  - 2nd Violation during the current school year
    - Immediate Suspension from all extra curricular activities for 45 school days
    - Referral to law enforcement
    - Completion of a mental health evaluation by the school or other licensed facility
    - Report to Office of Safe Schools (PDE)
- **Use, Possession or Sale of Anabolic Steroids (227)**
  - 1st Violation during the current school year
    - Immediate Suspension from all extra curricular activities for the remainder of the season
    - Report to Office of Safe Schools (PDE)
    - Medical determination by a licensed provider confirming no residual evidence of the steroid exists.
  - 2nd Violation during the current school year
    - Immediate Suspension from all extra curricular activities for the remainder of the season and the following season
    - Report to Office of Safe Schools (PDE)
    - Medical determination by a licensed provider confirming no residual evidence of the steroid exists.

- 3rd Violation, permanent suspension from school athletics.
  - Immediate and permanent suspension from school athletics for the remainder of high school career
  - Report to Office of Safe Schools (PDE)
- **Court Proceedings, Probation, Law Enforcement Involvement**
  - A student will be declared ineligible to participate in any interscholastic, athletic, and/or co-curricular activity in which he/she represents the school in a public appearance if placed on probation for the duration of the assigned time period.

**Apply the sanctions to the Code**

A STUDENT’S FAILURE TO ADHERE TO TRAINING RULES AND STANDARDS (CANTON ATHLETICS/CO-CURRICULAR CODE OF CONDUCT AND STUDENT HANDBOOK POLICIES) DESCRIBED HEREIN MAY AMOUNT TO SELF-DISQUALIFICATION FROM INTERSCHOLASTIC ATHLETICS AND/OR CO-CURRICULAR ACTIVITIES. The head coach, coaching staff, adviser, sponsor, chaperones (when authorized) or school administration of necessity, have the right to exercise judgment in matters of enforcing the rules and must apply penalties impartially. The principal will take action on major infractions and matters requiring administrative attention. The athletic director will investigate, review options for sanctions and report, with recommendations to the principal.

**Student and Parent Acknowledgement**

If I am accepted as a member of a sport or activity(ies) group, I will obey all rules and regulations of the sport/activity(ies) as well as the Canton Athletic/Co-Curricular Code of Conduct. Additionally, I will obey all regulations contained in the Canton Jr./Sr. High School Student Handbook. I realize that failure to meet these requirements will amount to my self-disqualification and dismissal from the sport/activity(ies). As the student, I have read and understand the requirements, rules, and consequences of this code. As a Parent/Legal Guardian, your signature acknowledges the school’s scope of authority over our child.

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

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

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date

# TREASURER'S REPORT

## CANTON AREA SCHOOL DISTRICT

3/31/2024

### GENERAL FUND ACCOUNT BALANCES

|                    |                 | <u>General Fund</u><br>Checking | <u>General Fund</u><br>Savings | <u>Procurement</u><br>Cards Account | <u>Special Acct.</u><br>Checking |
|--------------------|-----------------|---------------------------------|--------------------------------|-------------------------------------|----------------------------------|
| BALANCE            | 03/01/24        | 636,912.25                      | 9,219,719.14                   | 6,195.74                            | 839.60                           |
| RECEIPTS - REGULAR |                 | 1,508,918.66                    | 0.00                           | 5,383.62                            | 3,773.10                         |
| INTEREST EARNED    |                 | 1,806.48                        | 34,999.95                      | 0.00                                | 0.00                             |
| DISBURSEMENTS      |                 | -1,363,465.35                   | -1,028,064.82                  | -3,550.03                           | -1,370.00                        |
| <b>BALANCE</b>     | <b>03/31/24</b> | <b>784,172.04</b>               | <b>8,226,654.27</b>            | <b>8,029.33</b>                     | <b>3,242.70</b>                  |

### GENERAL FUND PASS THROUGH ACCOUNTS

|                    |                 | <u>Online Payment Acct.</u><br>Checking | <u>Payroll Acct.</u><br>Checking | <u>Lockbox Acct.</u><br>Checking |
|--------------------|-----------------|---|----------------------------------|----------------------------------|
| BALANCE            | 03/01/24        | 1,223.55                                | 1.00                             | 1.00                             |
| RECEIPTS - REGULAR |                 | 1,040.60                                | 428,064.82                       | 0.00                             |
| INTEREST EARNED    |                 | 0.00                                    | 0.00                             | 0.00                             |
| DISBURSEMENTS      |                 | -1,222.55                               | -428,064.82                      | 0.00                             |
| <b>BALANCE</b>     | <b>03/31/24</b> | <b>1,041.60</b>                         | <b>1.00</b>                      | <b>1.00</b>                      |

### OTHER FUNDS OF BOARD RESPONSIBILITY

|                  |                 | <u>Cafeteria Acct.</u><br>Checking | <u>High School</u><br><u>Central Treas.</u><br>Checking | <u>Elementary</u><br><u>Central Treas.</u><br>Checking | <u>H.R.A. 1 Account</u><br>Checking |
|------------------|-----------------|------------------------------------|---|--|-------------------------------------|
| BALANCE          | 03/01/24        | 712,963.79                         | 181,145.06  | 965.77   | 39,510.99                           |
| RECEIPTS-REGULAR |                 | 7,601.74                           | 28,865.04   | 0.00   | 0.00                                |
| INTEREST EARNED  |                 | 2,420.52                           | 644.33  | 3.44   | 139.83                              |
| DISBURSEMENTS    |                 | -70,871.09                         | -27,340.17  | 0.00   | -277.23                             |
| <b>BALANCE</b>   | <b>03/31/24</b> | <b>652,114.96</b>                  | <b>183,314.26</b>                                       | <b>969.21</b>  | <b>39,373.59</b>                    |

### GENERAL FUND CERTIFICATES OF DEPOSIT

| INVEST. INSTITUTION | C.D.# | PRINC. | DATE PURCH. | MATURITY   | INT. RATE |
|---------------------|-------|--------|-------------|------------|-----------|
| TOTAL>>>            |       | 0.00   |             | AVERAGE >> | 0.00%     |

### DISPOSITION OF MATURED INVESTMENTS - GENERAL FUND

| INVEST. INSTITUTION | C.D.# | PRINC. | DATE PURCH. | MATURITY   | INT. RATE |
|---------------------|-------|--------|-------------|------------|-----------|
| TOTAL>>>            |       | 0.00   |             | AVERAGE >> | 0.00%     |

### LONG TERM DISTRICT LIABILITIES

| LIABILITY              | Original Issue | LOAN DATE<br>& MATURITY | RATE          | PRINCIPAL<br>BALANCE | AMORTIZED<br>BALANCE |
|------------------------|----------------|-------------------------|---------------|----------------------|----------------------|
| General Obl. Bond 2014 | \$5,040,000    | 2014 - 2022             | 2.00% - 2.35% | 745,000              | 762,507              |
| General Obl. Bond 2020 | \$3,559,739    | 2025 - 2027             | 2.00%         | 3,220,000            | 3,442,400            |

**RECEIPTS FOR THE MONTH ENDING 3/31/24  
CANTON AREA SCHOOL DISTRICT**

**SUMMARY OF INCOME**

|                    |                   |        |
|--------------------|-------------------|--------|
| TOTAL LOCAL        | 149,692.36        | 15.84% |
| TOTAL STATE        | 770,372.13        | 81.50% |
| TOTAL FEDERAL      | 25,135.43         | 2.66%  |
| <b>GRAND TOTAL</b> | <b>945,199.92</b> |        |

**LOCAL INCOME**

**ADMISSIONS**

|                   |                         |             |
|-------------------|-------------------------|-------------|
| Athletic Director | Gate Receipts           | 0.00        |
|                   | <b>TOTAL ADMISSIONS</b> | <b>0.00</b> |

**INSURANCE**

|                       |                                     |                 |
|-----------------------|-------------------------------------|-----------------|
| School Claims Service | Cobra insurance premiums            | 4,254.94        |
|                       | <b>TOTAL INSURANCE &gt;&gt;&gt;</b> | <b>4,254.94</b> |

**INTEREST**

|                               |                                    |                  |
|-------------------------------|------------------------------------|------------------|
| First Citizens Community Bank | Gen. Fund Checking                 | 1,806.48         |
| First Citizens Community Bank | Gen. Fund Savings                  | 34,999.95        |
| First Citizens Community Bank | HRA                                | 139.83           |
|                               | <b>TOTAL INTEREST &gt;&gt;&gt;</b> | <b>36,946.26</b> |

**MISCELLANEOUS**

|                               |   |                  |
|-------------------------------|---|------------------|
| Amazon                        | Refund                                  | 93.99            |
| BLaST                         | IDEA                                    | 1,524.00         |
| Bradford-Tioga Head Start     | Lease                                   | 821.85           |
| C.M. Regent                   | Dividend                                | 2,560.20         |
| CASD Student                  | Lost chromebook                         | 200.00           |
| CASD Students                 | PSAT fee                                | 146.00           |
| Central Treasury - HS         | Cheer reimbursement for Amazon order    | 179.98           |
| Central Treasury - HS         | FFA supplies                            | 232.23           |
| Commonwealth of PA            | SHARRS                                  | 14,624.08        |
| District Magistrate           | Fines                                   | 954.66           |
| Machmer, Erin                 | Reimbursement - wages                   | 126.00           |
| Northern Tier Ins. Consortium | Wellness incentive                      | 275.00           |
| Tax Duplicate                 | Tax duplicate                           | 5.00             |
| Weber, Terry                  | Copies                                  | 6.35             |
| Xerox Corp.                   | Refund                                  | 71.78            |
|                               | <b>TOTAL MISCELLANEOUS &gt;&gt;&gt;</b> | <b>21,821.12</b> |

**TAXES**

|                 |                                 |                  |
|-----------------|---------------------------------|------------------|
| Berkheimer      | E.I.T.                          | 29,956.69        |
| Bradford County | Delinquent Taxes                | 23,793.19        |
| Bradford County | R.E. Transfer Tax               | 21,620.70        |
| Lycoming County | Delinquent Taxes                | 2,668.71         |
| Lycoming County | R.E. Transfer Tax               | 833.00           |
| Tioga County    | Delinquent Taxes                | 7,087.25         |
| Tioga County    | R.E. Transfer Tax               | 710.50           |
|                 | <b>TOTAL TAXES &gt;&gt;&gt;</b> | <b>86,670.04</b> |

**TUITION**

|  |                                   |             |
|--|-----------------------------------|-------------|
|  | Tuition                           | 0.00        |
|  | <b>TOTAL TUITION &gt;&gt;&gt;</b> | <b>0.00</b> |

|  |  |                   |
|--|--|-------------------|
|  | <b>TOTAL LOCAL INCOME &gt;&gt;&gt;</b> | <b>149,692.36</b> |
|--|--|-------------------|

**STATE INCOME**

|                              |  |                   |
|------------------------------|--|-------------------|
| Commonwealth of Pennsylvania | Retirement Subsidy                     | 494,354.88        |
| Commonwealth of Pennsylvania | SD Special Ed.                         | 127,298.00        |
| Commonwealth of Pennsylvania | SD Transportation                      | 148,719.25        |
|                              | <b>TOTAL STATE INCOME &gt;&gt;&gt;</b> | <b>770,372.13</b> |

**FEDERAL INCOME**

|                              |  |                  |
|------------------------------|--|------------------|
| Commonwealth of Pennsylvania | ARP ESSER Homeless C&Y                   | 375.10           |
| Commonwealth of Pennsylvania | Title I Improving Basic Programs         | 24,760.33        |
|                              | <b>TOTAL FEDERAL INCOME &gt;&gt;&gt;</b> | <b>25,135.43</b> |

# Condensed Board Summary Report

Fund: 10  
From 07/01/2023 To 03/31/2024  
Summarization Level: FULL FUND/MAJOR FUNCTION/MAJOR OBJECT

| Account | Description                                   | Current Budget       | PTD Exp/Rev         | YTD Exp/Rev         | YTD Outstanding Enc | Balance             | YTD% Used    |
|---------|---|----------------------|---------------------|---------------------|---------------------|---------------------|--------------|
| 1000    |   |                      |                     |                     |                     |                     |              |
| 100     | PERSONAL SVCS-SALARIES                        | 5,880,289.00         | 3,255,261.05        | 3,255,261.05        | 0.00                | 2,625,027.95        | 55.36        |
| 200     | EMPLOYEE BENEFITS                             | 3,944,491.00         | 2,420,227.13        | 2,420,227.13        | 0.00                | 1,524,263.87        | 61.36        |
| 300     | PURCH PROF&TECH SVCS                          | 318,028.00           | 161,027.89          | 161,027.89          | 0.00                | 157,000.11          | 50.63        |
| 400     | PURCH PROPERTY SVCS                           | 9,500.00             | 0.00                | 0.00                | 0.00                | 9,500.00            | 0.00         |
| 500     | OTHER PURCHASED SVCS                          | 503,917.00           | 710,042.75          | 710,042.75          | 0.00                | (206,125.75)        | 140.90       |
| 600     | SUPPLIES                                      | 274,422.00           | 331,064.01          | 331,064.01          | 0.00                | (56,642.01)         | 120.64       |
| 800     | OTHER OBJECTS                                 | 2,994.00             | 853.00              | 853.00              | 0.00                | 2,141.00            | 28.49        |
|         | <b>MAJOR FUNCTION TOTAL</b>                   | <b>10,933,641.00</b> | <b>6,878,475.83</b> | <b>6,878,475.83</b> | <b>0.00</b>         | <b>4,055,165.17</b> | <b>62.91</b> |
| 2000    |   |                      |                     |                     |                     |                     |              |
| 100     | PERSONAL SVCS-SALARIES                        | 1,939,754.00         | 1,391,752.99        | 1,391,752.99        | 0.00                | 548,001.01          | 71.75        |
| 200     | EMPLOYEE BENEFITS                             | 1,671,007.00         | 1,060,619.94        | 1,060,619.94        | 0.00                | 610,387.06          | 63.47        |
| 300     | PURCH PROF&TECH SVCS                          | 332,615.00           | 291,323.58          | 291,323.58          | 0.00                | 41,291.42           | 87.59        |
| 400     | PURCH PROPERTY SVCS                           | 246,193.00           | 160,358.57          | 160,358.57          | 0.00                | 85,834.43           | 65.14        |
| 500     | OTHER PURCHASED SVCS                          | 1,139,652.00         | 751,310.05          | 751,310.05          | 0.00                | 388,341.95          | 65.92        |
| 600     | SUPPLIES                                      | 315,343.00           | 279,812.50          | 279,812.50          | 0.00                | 35,530.50           | 88.73        |
| 800     | OTHER OBJECTS                                 | 9,130.00             | 4,323.62            | 4,323.62            | 0.00                | 4,806.38            | 47.36        |
|         | <b>MAJOR FUNCTION TOTAL</b>                   | <b>5,653,694.00</b>  | <b>3,939,501.25</b> | <b>3,939,501.25</b> | <b>0.00</b>         | <b>1,714,192.75</b> | <b>69.68</b> |
| 3000    | <b>GENERAL FUND - OPER. NON-INSTRUC. SVCS</b> |                      |                     |                     |                     |                     |              |
| 100     | PERSONAL SVCS-SALARIES                        | 209,160.00           | 137,084.30          | 137,084.30          | 0.00                | 72,075.70           | 65.54        |
| 200     | EMPLOYEE BENEFITS                             | 89,274.00            | 43,131.10           | 43,131.10           | 0.00                | 46,142.90           | 48.31        |
| 300     | PURCH PROF&TECH SVCS                          | 77,700.00            | 78,650.37           | 78,650.37           | 0.00                | (950.37)            | 101.22       |
| 400     | PURCH PROPERTY SVCS                           | 13,000.00            | 0.00                | 0.00                | 0.00                | 13,000.00           | 0.00         |
| 500     | OTHER PURCHASED SVCS                          | 47,900.00            | 48,560.70           | 48,560.70           | 0.00                | (660.70)            | 101.38       |
| 600     | SUPPLIES                                      | 60,336.00            | 50,443.05           | 50,443.05           | 0.00                | 9,892.95            | 83.60        |
| 800     | OTHER OBJECTS                                 | 2,000.00             | 10,192.50           | 10,192.50           | 0.00                | (8,192.50)          | 509.63       |

# Condensed Board Summary Report

Fund: 10  
 From 07/01/2023 To 03/31/2024  
 Summarization Level: FULL FUND/MAJOR FUNCTION/MAJOR OBJECT

| Account               | Description                                   | Current Budget       | PTD Exp/Rev          | YTD Exp/Rev          | YTD Outstanding Enc | Balance             | YTD% Used    |
|-----------------------|---|----------------------|----------------------|----------------------|---------------------|---------------------|--------------|
|                       | <b>MAJOR FUNCTION TOTAL</b>                   | <b>499,370.00</b>    | <b>368,062.02</b>    | <b>368,062.02</b>    | <b>0.00</b>         | <b>131,307.98</b>   | <b>73.71</b> |
| 4000                  | <b>GENERAL FUND - FACILITIES CONST/IMPROV</b> |                      |                      |                      |                     |                     |              |
| 400                   | PURCH PROPERTY SVCS                           | 0.00                 | 0.00                 | 0.00                 | 0.00                | 0.00                | 0.00         |
| 700                   | PROPERTY                                      | 0.00                 | 0.00                 | 0.00                 | 0.00                | 0.00                | 0.00         |
|                       | <b>MAJOR FUNCTION TOTAL</b>                   | <b>0.00</b>          | <b>0.00</b>          | <b>0.00</b>          | <b>0.00</b>         | <b>0.00</b>         | <b>0.00</b>  |
| 5000                  |   |                      |                      |                      |                     |                     |              |
| 800                   | OTHER OBJECTS                                 | 1,527,532.00         | 23,750.00            | 23,750.00            | 0.00                | 1,503,782.00        | 1.55         |
| 900                   | OTHER FINANCING USES                          | 0.00                 | 0.00                 | 0.00                 | 0.00                | 0.00                | 0.00         |
|                       | <b>MAJOR FUNCTION TOTAL</b>                   | <b>1,527,532.00</b>  | <b>23,750.00</b>     | <b>23,750.00</b>     | <b>0.00</b>         | <b>1,503,782.00</b> | <b>1.55</b>  |
| <b>Fund 10 Totals</b> |   |                      |                      |                      |                     |                     |              |
|                       | Total Expenditure                             | 17,086,705.00        | 11,186,039.10        | 11,186,039.10        | 0.00                | 5,900,665.90        | 65.47        |
|                       | Total Other Expenditure                       | 1,527,532.00         | 23,750.00            | 23,750.00            | 0.00                | 1,503,782.00        | 1.55         |
|                       | Total Revenue                                 | 0.00                 | 0.00                 | 0.00                 | 0.00                | 0.00                | 0.00         |
|                       | Total Other Revenue                           | 0.00                 | 0.00                 | 0.00                 | 0.00                | 0.00                | 0.00         |
|                       | <b>TOTAL</b>                                  | <b>18,614,237.00</b> | <b>11,209,789.10</b> | <b>11,209,789.10</b> | <b>0.00</b>         | <b>7,404,447.90</b> |              |



### Condensed Board Summary Report

| Grand Totals            | Current Budget | PTD Exp/Rev   | YTD Exp/Rev   | YTD Outstanding Enc | Balance      | YTD% Used |
|-------------------------|----------------|---------------|---------------|---------------------|--------------|-----------|
| Total Expenditure       | 17,086,705.00  | 11,186,039.10 | 11,186,039.10 | 0.00                | 5,900,665.90 | 65.47     |
| Total Other Expenditure | 1,527,532.00   | 23,750.00     | 23,750.00     | 0.00                | 1,503,782.00 | 1.55      |
| Total Revenue           | 0.00           | 0.00          | 0.00          | 0.00                | 0.00         | 0.00      |
| Total Other Revenue     | 0.00           | 0.00          | 0.00          | 0.00                | 0.00         | 0.00      |
|                         | 18,614,237.00  | 11,209,789.10 | 11,209,789.10 | 0.00                | 7,404,447.90 |           |



## FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - General Fund    Payment Date: 2024-03-22

Check Numbers: 0000064115 - 0000064138

Payment Categories: Regular Checks, Direct Deposits, Credit Cards

Sort: Payment Number

| Payment #  | Payment Dt | Vendor Name                         | Description Of Purchase                      | Description Of Purchase                     | Amount                 |
|------------|------------|-------------------------------------|--|---|------------------------|
| 0000064136 | 03/22/2024 | UNITED PARCEL SERVICE               | UPS CHARGES                                  |   | 33.80                  |
| 0000064137 | 03/22/2024 | UPMC                                | TRAINER - JAN - MARCH                        |   | 6,283.00               |
| 0000064138 | 03/22/2024 | XEROX CORPORATION                   | COPIERS                                      |   | 1,021.37               |
| D000002758 | 03/22/2024 | BRADFORD COUNTY SANITATION INC      | PROF SVC                                     |   | 200.00 <sup>D</sup>    |
| D000002759 | 03/22/2024 | BRADCO PRINTERS                     | SUPPLIES                                     |   | 165.00 <sup>D</sup>    |
| D000002760 | 03/22/2024 | COMMONWEALTH CHARTER ACADEMY        | TUITION                                      |   | 28,469.45 <sup>D</sup> |
| D000002761 | 03/22/2024 | DOUD TRANSPORTATION LLC             | REGULAR DAYS TRANS.                          | STUDENT ACTIVITY RUNS                       | 27,191.41 <sup>D</sup> |
| D000002762 | 03/22/2024 | FORCE N LLC                         | PROF SVC                                     |   | 1,379.99 <sup>D</sup>  |
| D000002763 | 03/22/2024 | ROGER HECKROTE                      | 3/13/24 OFFICIAL                             |   | 95.00 <sup>D</sup>     |
| D000002764 | 03/22/2024 | INGERSOLL-RAND FEDERAL CU           | DED: CRED - Full Payroll Pay Date: 3/22/2024 |   | 3,001.00 <sup>D</sup>  |
| D000002765 | 03/22/2024 | JENNINGS BUS COMPANY                | REGULAR DAYS TRANS.                          | STUDENT ACTIVITY RUNS                       | 9,278.15 <sup>D</sup>  |
| D000002766 | 03/22/2024 | LESKO FINANCIAL SERVICES            | DED: ANN1 - Full Payroll Pay Date: 3/22/2024 | DED: TAP - Full Payroll Pay Date: 3/22/2024 | 5,046.41 <sup>D</sup>  |
| D000002767 | 03/22/2024 | MARK MCMURRAY                       | REGULAR DAYS TRANS.                          |   | 15,033.70 <sup>D</sup> |
| D000002768 | 03/22/2024 | PENNSYLVANIA PAPER & SUPPLY COMPANY | SUPPLIES                                     |   | 3,629.60 <sup>D</sup>  |
| D000002769 | 03/22/2024 | J W PEPPER & SON INC                | SUPPLIES                                     |   | 44.84 <sup>D</sup>     |
| D000002770 | 03/22/2024 | DUANE POTTER                        | 3/13/24 OFFICIAL                             |   | 90.00 <sup>D</sup>     |
| D000002771 | 03/22/2024 | PSEA HEALTH & WELFARE FUND          | INSURANCE PREMIUM                            |   | 505.84 <sup>D</sup>    |
| D000002772 | 03/22/2024 | DOUGLAS REEVES                      | 3/13/24 OFFICIAL                             |   | 90.00 <sup>D</sup>     |
| D000002773 | 03/22/2024 | ED ROOT                             | 3/13/24 OFFICIAL                             |   | 95.00 <sup>D</sup>     |
| D000002774 | 03/22/2024 | CAITLIN A BARR                      | REIMB - BOCCE MEAL MONEY                     |   | 180.00 <sup>D</sup>    |
| D000002775 | 03/22/2024 | RANDALL W FRYE                      | REIMB - TRAVEL EXPENSES - CHORUS             |   | 70.27 <sup>D</sup>     |

\* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment



## FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - General Fund    Payment Date: 2024-04-05

Check Numbers: 0000064139 - 0000064162

Payment Categories: Regular Checks, Direct Deposits, Credit Cards

Sort: Payment Number

| Payment #  | Paymnt Dt  | Vendor Name                     | Description Of Purchase                                | Description Of Purchase | Amount    |
|------------|------------|---------------------------------|--|-------------------------|-----------|
| 0000064139 | 04/05/2024 | AG PARTS WORLDWIDE, INC.        | SUPPLIES   |                         | 49.95     |
| 0000064140 | 04/05/2024 | AMAZON CAPITAL SERVICES         | SUPPLIES - ESSER III                                   | SUPPLIES                | 1,293.93  |
| 0000064141 | 04/05/2024 | AMPLIFY EDUCATION               | CURRICULUM   |                         | 10,999.97 |
| 0000064142 | 04/05/2024 | ATHENS AREA ATHLETIC DEPARTMENT | REG FEE - TRACK  |                         | 600.00    |
| 0000064143 | 04/05/2024 | BALDWINS HARDWARE & GIFT SHOP   | SUPPLIES   |                         | 291.11    |
| 0000064144 | 04/05/2024 | BS HAULERS LLC                  | SUPPLIES   |                         | 301.41    |
| 0000064145 | 04/05/2024 | CANTON BOROUGH AUTHORITY        | WATER/SEWER  |                         | 2,871.20  |
| 0000064146 | 04/05/2024 | CANTON INDEPENDENT SENTINEL     | ADVERTISING  |                         | 216.00    |
| 0000064147 | 04/05/2024 | CONTRACT PAPER GROUP INC.       | SUPPLIES   |                         | 2,600.00  |
| 0000064148 | 04/05/2024 | DAILY REVIEW                    | ADVERTISING  |                         | 158.80    |
| 0000064149 | 04/05/2024 | HAB - DLT                       | DED: Wage Attach. - Full Payroll Pay<br>Date: 4/5/2024 |                         | 17.67     |
| 0000064150 | 04/05/2024 | JEREMY JACOBUS                  | PROF SVC - DRAMA                                       |                         | 300.00    |
| 0000064151 | 04/05/2024 | JOSSIAN LILLEY                  | PROF SVC - DRAMA                                       |                         | 300.00    |
| 0000064152 | 04/05/2024 | LOWES COMPANIES INC.            | SUPPLIES   |                         | 540.60    |
| 0000064153 | 04/05/2024 | MONTANA CSSD                    | PAR ID P0000925629                                     |                         | 56.15     |
| 0000064154 | 04/05/2024 | JAMES MULNO                     | RE TAX OVER PMT REFUND                                 |                         | 553.94    |
| 0000064155 | 04/05/2024 | PARKER MACHINE & FABR CO INC    | SUPPLIES   |                         | 174.84    |
| 0000064156 | 04/05/2024 | PENELEC                         | ELECTRICITY  |                         | 13,896.90 |
| 0000064157 | 04/05/2024 | RACHEL STONE                    | REIMB FOR TRAVEL EXPENSES                              |                         | 53.33     |
| 0000064158 | 04/05/2024 | STERICYCLE INC.                 | PROF SVC   |                         | 126.60    |
| 0000064159 | 04/05/2024 | UGI ENERGY SERVICES INC.        | NATURAL GAS  |                         | 14,521.89 |

\* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment



## FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - General Fund    Payment Date: 2024-04-05

Check Numbers: 0000064139 - 0000064162

Payment Categories: Regular Checks, Direct Deposits, Credit Cards

Sort: Payment Number

| Payment #   | Paymnt Dt  | Vendor Name                     | Description Of Purchase               | Description Of Purchase | Amount            |
|---|------------|---------------------------------|---------------------------------------|-------------------------|-------------------|
| D000002797  | 04/05/2024 | CINDA L DEWEY                   | REIMB FOR TITLE I SUPPLIES PURCHASED  |                         | 121.00 D          |
| D000002798  | 04/05/2024 | LOUANN GROOVER                  | REIMB FOR FACS SUPPLIES PURCHASED     |                         | 89.56 D           |
| D000002799  | 04/05/2024 | DEANNA WATKINS                  | REIMB FOR HOMELESS SUPPLIES PURCHASED |                         | 791.57 D          |
| D000002800  | 04/05/2024 | DAVID SIKORSKI                  | 3/28/24 OFFICIAL                      |                         | 90.00 D           |
| D000002801  | 04/05/2024 | STANDING STONE CONSULTING, INC. | SECURITY                              |                         | 3,974.00 D        |
| D000002802  | 04/05/2024 | BOBBY STUDDARD                  | 3/26/24 OFFICIAL                      |                         | 95.00 D           |
| D000002803  | 04/05/2024 | LYLE WESNESKI                   | REIMB FOR HOTEL - W                   |                         | 375.84 D          |
| D000002804  | 04/05/2024 | CRAIG WEST                      | 3/26/24 OFFICIAL                      |                         | 90.00 D           |
| D000002805  | 04/05/2024 | MATTHEW WEST                    | 3/26/24 OFFICIAL                      |                         | 90.00 D           |
| D000002806  | 04/05/2024 | YAGGIE ANDREW JR.               | REGULAR DAYS TRANS.                   |                         | 1,150.00 D        |
| <b>10 - GENERAL FUND</b>  |            |                                 |                                       |                         | <b>128,602.59</b> |
| Grand Total All Funds   |            |                                 |                                       |                         | 128,602.59        |
| Grand Total Credit Cards  |            |                                 |                                       |                         | 0.00              |
| Grand Total Direct Deposits                                     |            |                                 |                                       |                         | 77,319.50         |
| Grand Total Manual Checks                                       |            |                                 |                                       |                         | 0.00              |
| Grand Total Other Disbursement Non-negotiables                  |            |                                 |                                       |                         | 0.00              |
| Grand Total Procurement Card Other Disbursement Non-negotiables |            |                                 |                                       |                         | 0.00              |
| Grand Total Regular Checks                                      |            |                                 |                                       |                         | 51,283.09         |
| Grand Total Virtual Payments                                    |            |                                 |                                       |                         | 0.00              |
| Grand Total All Payments  |            |                                 |                                       |                         | 128,602.59        |

\* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment





## FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PA - PROCUREMENT    Payment Dates: 03/01/2024 - 03/31/2024

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards  
 Sort: Payment Number

| Payment #    | Paymnt Dt  | Vendor Name                      | Description Of Purchase  | Description Of Purchase                 | Amount   |
|--------------|------------|----------------------------------|--------------------------|---|----------|
| + 0001032024 | 03/08/2024 | EPIC SPORTS                      | SUPPLIES - GBB           |   | 155.27   |
| + 0002032024 | 03/05/2024 | PA INTERSCHOLASTIC ATHLETIC ASSN | BOOKS                    | SUPPLIES -<br>SB=30.95/BB=40.95/T=27.20 | 99.10    |
| + 0003032024 | 03/14/2024 | FIRST BOOK MARKETPLACE           | BOOKS                    |   | 34.03    |
| + 0004032024 | 03/15/2024 | EBAY                             | SUPPLIES                 |   | 355.20   |
| + 0005032024 | 03/15/2024 | EBAY                             | SUPPLIES                 |   | 332.41   |
| + 0006032024 | 03/21/2024 | ZOOM VIDEO COMMUNICATIONS INC.   | SUBSCRIPTION             |   | 149.90   |
| + 0007032024 | 03/24/2024 | HOMELESS                         | HOMELESS GRANT - WALMART |   | 70.89    |
| + 0008032024 | 03/24/2024 | HOMELESS                         | HOMELESS GRANT - WALMART |   | 88.30    |
| + 0009032024 | 03/24/2024 | HOMELESS                         | HOMELESS GRANT - AMAZON  |   | 95.96    |
| + 0010032024 | 03/28/2024 | HOMELESS                         | HOMELESS GRANT - WALMART |   | 117.98   |
| + 0011032024 | 03/28/2024 | HOMELESS                         | HOMELESS GRANT - KOHL'S  |   | 144.15   |
| + 0012032024 | 03/14/2024 | HAMPTON INN                      | RESERVATION              |   | 15.99    |
| + 0013032024 | 03/14/2024 | HAMPTON INN                      | RESERVATION              |   | 476.84   |
| + 0014032024 | 03/25/2024 | TIMS                             | CERTIFICATION            |   | 5.00     |
| + 0015032024 | 03/06/2024 | TRU BY HILTON                    | RESERVATION - W          |   | 1,409.01 |

\* - Non-Negotiable Disbursement    + - Procurement Card Non-Negotiable # - Payable within Payment    P - Prenote    D - Direct Deposit    C - Credit Card    ^ - Virtual Payment

# FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: PA - PROCUREMENT    Payment Dates: 03/01/2024 - 03/31/2024

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards  
Sort: Payment Number

|   |          |
|---|----------|
| 10 - GENERAL FUND   | 3,550.03 |
| Grand Total All Funds   | 3,550.03 |
| Grand Total Credit Cards  | 0.00     |
| Grand Total Direct Deposits                                     | 0.00     |
| Grand Total Manual Checks                                       | 0.00     |
| Grand Total Other Disbursement Non-negotiables                  | 0.00     |
| Grand Total Procurement Card Other Disbursement Non-negotiables | 3,550.03 |
| Grand Total Regular Checks                                      | 0.00     |
| Grand Total Virtual Payments                                    | 0.00     |
| Grand Total All Payments  | 3,550.03 |

\* - Non-Negotiable Disbursement    + - Procurement Card Non-Negotiable    # - Payable within Payment    P - Prenote    D - Direct Deposit    C - Credit Card    ^ - Virtual Payment





**M E M O**  
FROM THE DESK OF  
SHELLY GOWIN  
***CANTON AREA SCHOOL DISTRICT***

April 2024

TO: Mark Jannone, Board of Education

RE: Transportation Changes

The following changes were made to transportation contracts since the last board meeting:

Doud Transportation

- Van 25 – Effective 3/12/24 – extended route – Troy & Towanda \$232.30  
Towanda Only \$222.45
- Van 32 – Effective 3/18/24 – temporary transition \$115.00