

Pewamo-Westphalia Middle-High School

Team Handbook



2024-2025

“Pursuing Our Personal Best!”

PEWAMO-WESTPHALIA SCHOOLS' VISION STATEMENT

We will create a caring community of purposeful learning that supports and celebrates the individuality of each child. We will strive to ensure that our children are safe, healthy, engaged, challenged, and supported.

PEWAMO-WESTPHALIA SCHOOLS' BELIEF STATEMENT

- Student learning is our highest priority.
- Teaching is for learning.
- All students are unique and have the potential to learn.
- High expectations will be set for each student.
- Learning is a lifelong process.
- Schools, parents, and community working together are accountable for providing students the opportunity to develop academically, physically, emotionally, and socially.

PEWAMO-WESTPHALIA SCHOOLS' MISSION STATEMENT

Our goal is to prepare students today for the challenges and opportunities of tomorrow by helping them develop the skills necessary to become responsible members of a changing society and challenging them through a quality curriculum delivered by a caring educational community.

THE PEWAMO-WESTPHALIA FIGHT SONG

Onward Pirates! Here's to our colors of blue and gold

Onward Pirates! A flag of vict'ry we'll soon unfold

Rah, Rah, Rah

We sing for our school a song of

Go Pirates! Go, Go Blue!

And win for our school honor

and fame for our spirit's true!

PWMHS Team Huddle Page

PWMHS' FOUNDATIONAL EXPECTATION

“Personal Best” - The pillar to our champions' culture.

Champion Attitude
Champion Work Habit
Champion Character
Champion Relationships

PWMHS' GUIDING / ESSENTIAL QUESTIONS

Is it what is truly best for all of our students?
Does it align with the 'champion' culture we seek to create?

PWMHS' PRIORITIES

Family  School  Team  You





PWMHS' STAFF'S INTENT

- ✓ To form and maintain the top all-around, holistic school in Michigan
- ✓ To be a school where one can be successful - reaching full potential as an educator.
- ✓ To establish a culture where you can be the legendary teacher / mentor / person you have always sought after, leaving a champion legacy for those to follow, simply by pursuing your personal best.

 **Personal Best = Success** 

PWMHS' 2024-25 STAFF TARGETS

created by our School Improvement Team (SIT)

-  We will encourage our students to advance in the areas of character, work ethic, attitude, commitment, and ownership.
-  We will provide clear and concise instruction to all of our students, & support our parents as partners in education.
-  We will foster inclusion through empathy, equity, problem solving, & relationship building for all students, parents, & staff.
-  We will challenge our students to hold themselves accountable in both honesty & integrity, while also being kind & empathetic to others.

PWMHS' 2024-25 STUDENT TARGETS

created by our Student Voice Forum (SV)

- 🎯 We will **foster positivity** via character development, empathy, and mindfulness.
- 🎯 We will **form connections** between educators and students to improve inclusivity and communication.
- 🎯 We will **promote problem-solving** and **critical thinking** among the student body and staff.

PWMHS' PROFESSIONAL EXPECTATIONS

I will...

- give my true personal best and help grow our champions' culture every day and all day - understanding the imperative nature of collective educator efficacy.
- ask myself, prior to making a decision, our 'guiding / essential' questions.
- push students in the areas of character, work ethic, attitude, commitment, and ownership.
- place 'relationships over rules' / 'rigor over regurgitation' / 'life lessons over lesson plans'.
- create a classroom environment that meets or exceeds the cultural expectations of our school.
- attend and actively participate in all applicable school and team functions.
- innovate wildly and take innumerable positive risks to grow our students and school - refusing to fear failure in the process!
- build authentic, professional, and proper relationships with our students... maintaining a "Mom" or "Dad"-type rapport.
- model expectations of responsible online etiquette in my daily rhythms and practices.
- respond to all voicemails and emails within 24 hours of business days.
- communicate consistently with parents / guardians informing them of pertinent occurrences involving their student(s) and engage them in the overall educational process.
- seek to "shadow" fellow Educators via TeacherShadows - 2024-25 MASTER SCHEDULE
- fill out a [MAINTENANCE REQUEST](#) to get something fixed or built or I will email Mr. Dygert (dygert@pwschools.org) to get something cleaned.
- submit a helpdesk email (helpdesk@pwschools.org) if having hardware or technology issues.
- learn the [STUDENT - PARENT HANDBOOK](#)
- call my teammates if I need anything - [TEAM PHONE # LIST](#)

PWMHS' INSTRUCTIONAL EXPECTATIONS

I will...

- create daily bell-to-bell lesson plans with the following baseline expectations: content standards, learning targets, success criteria, anticipatory set, activities / practice, assessments, reflection, re-teaching, and review of learning targets.
- provide clear, concise instruction to all of our students and support our parents as partners in education.
- keep political persuasion out of my classroom and teach students “how to think” - greater depth-of-knowledge, metacognition, critical thinking, etc - rather than “what to think”.
- post, verbalize, and unpack learning target(s) as well as success criteria at the beginning of each lesson / class period - a ‘promise’ to our students of what they will be learning each day - and remind students of the target / success criteria throughout each lesson.
- follow through on all accommodations / modifications for our IEP / 504 / ESL students to fidelity - documenting implementation in PowerSchool using accommodation codes.
- engage all students in rigorous, student-centered, varied, and frequent formative assessments throughout the course of a daily lesson to ensure learning is occurring “in the moment / in real time”... constantly interrupting instruction, independent or collaborative practice, projects, videos, readings, lectures, assignments, etc to check for learning.
- use multiple forms of representation when teaching the same skill / content such as active learning, manipulatives, music, direct instruction, video, visuals, movements, primary sources, linking texts, graphs / charts, etc.
- create student-centered lessons - providing students opportunities to ‘lead their learning’ - and transition at least three times over the course of a daily lesson, with at least three goals / segments per lesson plan, to connect with different types of learners.
- ensure students demonstrate evidence of their learning in both authentic formative and summative assessment through creation, presentation, documentation, collaboration, production, etc.
- be intentional to provide our students with time to reflect on their learning... as “without reflection, there is no growth”.
- use GoogleClassroom as my learning management system (LMS) - posting all instruction(s), documents, resources, assessments, etc. on the platform.
- empower all students, placing our kids as the focal point of the lesson, engaging them in collaboration, discussion, reflection, and sharing of knowledge.
- produce daily evidence of student learning - such as students’ writing, debate, creations, performances, presentations, etc.

- create authentic and robust interim / midterm, formative, and summative assessments that align to the rigor, format, standards, and depth-of-knowledge of end goal assessments... with our assessments looking and feeling like the SAT, PSAT, M-STEP, etc.
- use formative and interim / midterm assessment data to drive improvements in pedagogy.
- be in constant circulation and conferencing to check for learning, to proctor formative assessment, to hold accountable, and to build relationships.
- turn over the ‘locus of control’ to my students, numerous times per lesson, so student talk / engagement / empowerment is prevalent.
- grade, return, and update PowerSchool within seven days of tests / quizzes being submitted - communicating any longer grading timeline for projects, papers, productions, etc. to students / parents every time.
- allow test / quiz make-ups at my discretion, but not during another class, nor at a time that will cause the student to miss further instruction.
- honor deadlines for turning in exams, grades, paperwork, surveys, attendance, etc.
- use authentic data from interim assessments to drive improvements in pedagogy.
- create and demand a bell-to-bell learning experience / work ethic from our students.
- give students numerous opportunities and formats to demonstrate their learning (i.e. multiple scoring chances in PowerSchool and different types of assessment).
- intermittently “SPARK” students with movement-based, active learning and / or “brain breaks” in each lesson.
- conclude each class period with a reflection / assessment of the posted learning target(s) or success criteria, bringing both closure and synthesis to student learning.
- not assign homework unless it is purposeful, valid, authentic, truly necessary, and structured in a manner to ward off academic dishonesty.
- follow the 5D+ teacher growth rubric to grow pedagogy - [FREE ONLINE TRAINING](#)
- ensure that extra credit meets the following requisites: 1) content / curricular in nature, 2) available / applicable to all students, 3) not hindered nor helped by socioeconomic status, and 4) nominal in point value.
- ensure that all videos / movies that are shown meet the following requisites: 1) aligns to our culture, 2) aligns directly to content / curriculum, 3) has some form of debrief or writing prompt following, and 4) has a parent-signed permission form if PG-13 or greater.
- keep my curriculum mapping, pacing, scope, and sequence up to date... able to provide instantaneously upon inquiry.

PWMHS' SOCIAL-EMOTIONAL SUPPORT EXPECTATIONS

I will...

- foster inclusion through empathy, equity, problem-solving, and relationship-building for all students, parents, and staff.
- build authentic relationships with our team members.
- challenge our students to hold themselves accountable in both honesty and integrity while also being kind and empathetic to others.
- do more for “the least of these” - spending more time, energy, and effort on our at-risk students who need us the most.
- use differentiated outputs and multiple forms of representation to engage and assess our “fringe kids”.
- keep empathy, support, and learning prioritized ahead of content, curriculum, pacing... process over results, kids over rankings, and love over all.
- never give up on a child... “Every kid is one caring adult away from being a success story.”

PWMHS' SCHOOL SAFETY / CLASSROOM MANAGEMENT EXPECTATIONS

I will...





- keep students consistently supervised and cared for - maintaining a safe environment.
- report any and all urgent or critical issues the moment it is observed... anything that could put students and / or staff in harm's way or that may negatively disrupt the safety / operations of the school - with examples being but not limited to violence, abuse, neglect, drugs, weapons, harassment, threats, need for child protective services referral, etc.
- arrange the classroom in a manner that is safe and conducive to student-centered learning, collaboration, a 1:1 environment, and educator circulation.
- be in attendance at school every day for our students - aside from matters of faith, family, health, etc - and, if a sick or personal day is warranted, I will promptly request a substitute teacher and text Portenga ASAP.
- keep an updated sub folder on my desk / lectern, complete with seating charts, classroom expectations / processes, sets of updated class rosters, champions' culture standards, front office #, Portenga's cell #, bell schedule, etc.
- arrive at teaching station each day by 7:58am and depart no earlier than after all of our buses have left the parking lot.

- hold students accountable to our champions' culture and student handbook - hats off, no cell phones in class, no hoods on head, feet on floor, no cursing, etc.
- take and upload **accurate** attendance into PowerSchool **every hour, every day, within the first ten minutes of a class period.**
 - If a student enters your room after the bell, the student must have a pass or they must be marked tardy.
 - If a student does not show up for class by the time you upload attendance (i.e. start of class period), you as the professional determine if they were present for enough of your lesson / instruction to be deemed "present" in PowerSchool.
 - If you have a substitute teacher, ask the sub to drop off paper attendance to Mrs Feldpausch / Mrs Weber at the end of the day and also have them leave you an additional attendance tally on a piece of paper on your desk.
- ensure that students only leave the classroom for valid / needed rationale, with a pass, and one student at a time (if possible), so as not to miss out on valuable learning time.
- only allow students out of my classroom with a pass - QR Code or Educator Pass.
- only remove a student from the learning environment / classroom if their behaviors and actions are beyond the effects of a lesser consequence / reaction.
- call parent(s) anytime I remove a student from the learning environment / classroom - with a follow-up text / email to building leadership.
- keep the classroom prideful, organized, and clean - making it a daily process of ownership for our students to "leave it better than found".
- keep an accurate inventory of all school property - textbooks, calculators, novels, etc - either digitally or physically.
- ensure all guests or volunteers that enter our classrooms have filled out the background check paperwork in the central office.
- fill out an accident report in the front office any time a student is injured while under my supervision within 24 hours of the incident.
- request use and reservation of facilities via appropriate party - library, auditorium, gym, etc.
- communicate to the office anytime you need to leave the building during the school day.
- communicate to all applicable team members (ex. kitchen crew, office, etc) when a large group of students / educators will be out of the building (ex. class trips, field trips, etc).
- assist in maintaining the professional atmosphere of our main office by reserving collegial socializing for the 'cove' or hallways and only sending students to the office for valid reasons / emergencies.

- follow through on our SafeSchools video modules to learn how to prevent sexual harassment - as **all staff** have an obligation to report any signs or signals of harassment.
- keep all certifications / credentials up-to-date and valid.








PWMHS' EMERGENCY / CRISIS EXPECTATIONS

During a FIRE DRILL or EVACUATION, I will...

-  close all windows / doors and turn off the lights.
-  take my attendance / grade book with me.
-  move students in an orderly / quiet fashion to the nearest exit and move away from the building, across the parking lot, or to an alternative safe place.
-  keep my students together so I can identify any that are missing and will not return to the building until I hear an “all clear” from school leadership.

During a LOCKDOWN, I will employ the **RUN / HIDE / FIGHT methodology.**

During a TORNADO / SEVERE WEATHER DRILL or WARNING, I will...

-  close all windows / doors and turn off the lights.
-  take my attendance / grade book with me.
-  move students in an orderly / quiet fashion to their designated safety area.
-  have all students quietly assume a **sitting position, facing the wall** with hands and arms covering the head.
-  not place students in rooms on the **west** side of the building.
-  choose an area away from glass windows, away from outside walls that may be blown in, and not place students in large ceiling areas (such as our gyms or auditorium).
-  keep my students together so I can identify any that are missing and will not return to the building until I hear an “all clear” from school leadership.

Middle School Wing: Students line up against the long wall between the library and the first short hallway. Students sit on floor covering their heads in a crouched position facing the wall to protect them from glass / debris. The bathrooms may be used. Stay out of the short hallways.

High School Wing: Students line up in the hallway from the restrooms to Room 303 facing the lockers in a crouched position covering their heads. The bathrooms may be used. Stay away from west walls, windows, and free-spanning areas.

PWMHS' 2024-25 DEPT LEADERS / SCHOOL IMPROVEMENT TEAM (SIT)

<u>Department</u>	<u>Teacher</u>	<u>Department</u>	<u>Teacher</u>
Mathematics	Cary Bashore	Science	Kara Griffith
Social Studies	Natasha Adams	Eng - Language Arts	Carisa Josselyn
Foreign Language	Celena Thelen	Special Education	Jennifer Mowatt
Electives	Brian Rehmann	Health / Physical Ed	Nick Martin
Technology	Jeremy Miller	Counseling	Lisa Bartlett
At-Large	Jordan Brown	Administration	Portenga & Forton

Duties and responsibilities include, but are not limited to, the following:


- ✓ Serve department members - checking in regularly, offering support / guidance, disseminate information as necessary, etc - while also leading curricular / content alignment... both here in our building and also down within our three elementary schools.
- ✓ Be the content expert and visionary leader for your department.
- ✓ Following and enforcing the curriculum - implementing both state and federal standards / benchmarks into local curriculum.
- ✓ Ensure initiatives are being accomplished to fidelity within your department - such as interim / midterms, data dives, curriculum mopping, vertical / horizontal alignment, etc.
- ✓ Ordering, organizing, and taking inventory of textbooks, department materials, etc.
- ✓ Overseeing the department's budget for the fiscal year and developing a vision for its use.
- ✓ Creating and approving purchase requisitions and turning them into school leadership.
- ✓ Organizing and facilitating department meetings - inviting elementary school educators when applicable and working to align content / scope / sequence with all courses.
- ✓ Ensuring that department meetings are dedicated to curriculum mapping, data analysis, instructional improvements, and developing authentic assessments.
- ✓ Ensuring tasks are completed and holding department members accountable.





- ✓ Attend all SIT mtgs - prepared to share input, solutions, and innovations to improve school.
- ✓ Produce an agenda and meeting minutes for each department meeting - distributing it ahead of time to team members.
- ✓ Present and teach during staff professional development sessions and ensure that department time at such meetings are organized, positive, and fruitful.


MENTOR TEACHER ASSIGNMENTS & EVALUATIONS

<u>Probationary Educator</u>	<u>Mentor(s)</u>	<u>Probationary Educator</u>	<u>Mentor(s)</u>
Taylor McPhail (3/5)	Natasha Adams	Jimmy Lehman (2/5)	Doug Klein
Jake Babb (1/1)	Cary Bashore	Jordan Brown (1/1)	Kara Griffith
Celena Thelen (1/3)	Brian Rehmann		

 New teachers to Pewamo-Westphalia Community Schools will be assigned a mentor for the first three years of their “probationary” status. If the individual has taught for three or more years elsewhere in a Michigan public school system, they will receive a mentor for (only) their first year with PWCS. Mentors will largely be assigned based on department, teaching assignment, or other common / shared responsibilities.

 The Mentor and Mentee will utilize / enact the guidelines set forth by leadership in the mentor contract - ensuring our probationary staff is completely supported, led, and served.

 Michigan Law states that teachers within their first three years of classroom teaching are required to obtain 30 hrs of “intensive” work outside of District-Provided Professional Development (DPPD). It is the teacher’s responsibility to find, attend, and log such professional development within the Michigan Online Educator Certification System (MOECS).

 Effective July 1, 2024, the performance evaluation system must provide that, if a teacher who is not in a probationary period and is rated as “highly effective” or “effective” on the three (3) most recent consecutive year-end evaluations, the school district may conduct a year-end evaluation biennially or triennially instead of annually. However, if a teacher is not rated as effective on 1 of these biennial or triennial year-end evaluations, the teacher must again be provided with year-end evaluations.

PWMHS' 2024-25 CLASS ADVISORS

<u>Class</u>	<u>Advisor</u>	<u>Class</u>	<u>Advisor</u>
9th Grade	Carisa Josselyn	11th Grade	Tracy Aldrich
10th Grade	Jennifer Mowatt	12th Grade	Natasha Adams

Duties and responsibilities include, but are not limited to, the following:

9th and 10th Grade

- 👏 Hold class council meetings as necessary, oversee the election of class officers and council in September, and oversee the election of the following year's officers in May.
- 👏 Organize Homecoming activities for the class, supervise (or provide supervision for) class float building, and oversee the selection of Homecoming representatives.
- 👏 Collect class dues, service-learning hours throughout the year, and assist with Helper-Helper.
- 👏 Assist Student Council Leader.

11th Grade

- 👏 Same as the 9th and 10th Grade list, but also organizes Junior-Senior Prom.

12th Grade

- 👏 Same as the 9th and 10th Grade list, but also organizes and leads graduation planning, organizes the 12th Grade class trip, and attends Prom, Homecoming, and all dances.

PWMHS' OFFICE TEAM OVERVIEW

Kali Feldpausch and Haley Weber - Office Leaders

Reception, Phones, Front Desk, Pupil Accounting / Attendance
Schedule, Locker, and Parking Pass Distribution
Office / Facility Scheduling and Ordering / Credit Card Management
Mailings, Student Files, Recognition, Certificates, and PowerSchool Reports
Student Health and Health Department Reporting
Office Decoration and Organization
Daily Announcements and 'Champion of the Month'
Managing Substitute Teacher Coverage
Awards Night and Graduation

Lisa Bartlett - School Counselor & CTE / AP Coordinator

Class Coverage and Master Schedule
Student Counseling, LINKS, and Tutoring

Career Tech Education (CTE) and Advanced Placement (AP) Coordinator
College Applications, Financial Aid, Scholarships, and Transcripts
Parent-Teacher Conferences, New Student Orientation, and Awards Night

Larry Farmer - School Counselor & Testing / DE Coordinator

Social-Emotional Support and Student Counseling
PSAT, SAT, WK, M-STEP, NMSQT, and WIDA Test Coordinator
Dual Enrollment (DE), PLANK, MTSS, PBIS and 504 Plan Coordinator
Academic, Behavioral, Attendance, and Math Interventionist Support
Bark (Online / Communication Monitoring System) Handoff
XELLO, EDP, Reality Store, Career Education Support

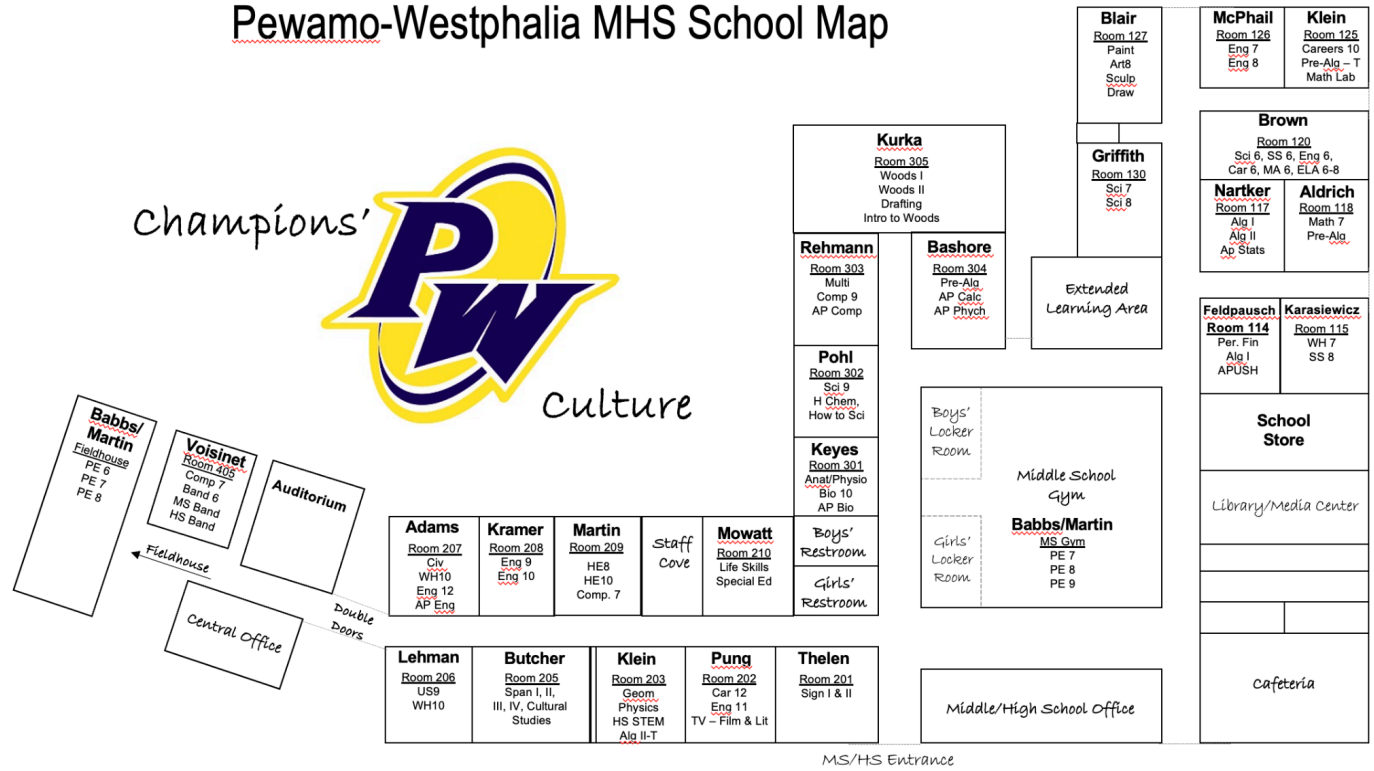
Troy Forton - Assistant Principal & Athletic Director

MHSAA and CMAC Liaison - Rules, Regulations, and Rhythms
Coaching Staff - Hiring, Development, Support, Service, and Supervision
Student-Athletes - Advocacy, Leadership, Development, Participation, and Eligibility
Athletic Equipment Ordering / Credit Card Management
Athletic Events - Scheduling, Staffing, and Management
Instructional / Professional Development Leadership and Educator Growth
Michigan Department of Education (MTSS, MICIP, etc) Reporting
School Improvement Team (SIT) Member
Class Coverage and Lunch Duty
Title IX Coordinator
Data Lead and Instructional / Curriculum Support

Ryan Portenga - Building Leader

Students - Support, Service, Leadership, Advocate, and Supervision
Faculty - Hiring, Development, Support, Service, and Supervision
Instructional / Professional Development Leadership and Educator Growth
School Improvement Team (SIT) Leadership
Attendance / Truancy Oversight & McKinney-Vento Homelessness Coordinator
Student, Staff, and Academic Handbooks
RESA, MASSP, and School Board Liaison
Helping Hands (HH), Parent-Teacher Organization (PTO), and Student Voice (SV) Leadership
Meeting Supplies / Food and Ordering / Credit Card Management
Emergency Drill Planning and Management
Class Coverage and Lunch Duty
Parent-Teacher Conferences, New Student Orientation, and Awards Night

Pewamo-Westphalia MHS School Map





Coming together is a beginning. Keeping together is progress. Working together is success. — Henry Ford


#WeArePW #ONWARD!


PWMHS COMPENSATION AGREEMENTS / EXPECTATIONS

Per the Pewamo-Westphalia Education Association Contract:

-  Thirty dollars (\$30.00) shall be paid to teachers teaching a class for one class period during their conference hour, except when the teacher has an extra free period due to class not meeting. Teaching an extra class will be on a voluntary basis. Should a teacher be required to attend an IEP / IST during lunch, they shall be compensated at a lunch duty rate (Article XV - B).

-  Teachers will be entitled to 90% of IRS rate per mile reimbursement when driving their own vehicle in execution of their teaching duties. Please note that this may change throughout the school year. This does not include driving to or from home to school. The superintendent or their authorized agent shall approve such driving and reimbursement, and proper verification shall be submitted to the administrative office (Article XVI - D). The IRS rate per mile for reimbursement purposes is \$0.625 - which equates to a \$0.5625 for PWCS staff.

-  Teachers shall not receive compensatory time (Article XVI - K).

-  All teachers receiving a performance evaluation of “effective” will receive a one time lump sum merit pay of \$150.00 less normal withholdings (Article XVI, Section L).

Additionally, when staff travels for work-related business or training, meal reimbursement is provided at the following maximum rates... Breakfast - \$15; Lunch - \$20; Dinner - \$30. Please note that a detailed receipt is required, alcohol charges will not be reimbursed, and breakfast and dinner reimbursements only apply to overnight travel. Dinner reimbursement is provided the evening of an overnight and breakfast reimbursement is provided the morning after the overnight.

PWMHS’ PROF DEV / MEETINGS / OBLIGATIONS / SPECIAL EVENTS

<u>Date</u>	<u>Time</u>	<u>Event</u>
Tue, Aug 20	8a - 3p	Day #0 - New Staff Orientation
Wed, Aug 21	8a - 3p	Day #1 - <u>Faculty Only</u>
Thur, Aug 22	8a - 3p **	Day #2 - <u>Faculty Only</u>
Mon, Aug 26	8a - 3p **	Day #3 - <u>All Staff Report</u>
Tue, Aug 27	1:27p / 2:16p	Opening Day Assembly
Thur, Sept 5	8:05a	6-8th Grade NWEA Testing - Math
Fri, Sept 6	12:20p	6-8th Grade NWEA Testing - English
Mon, Sept 9	3 - 5p	Team Time
Wed, Sept 11	1:55p	Fire Drill 
Fri, Sept 13	2:05p	Homecoming Assembly

Mon, Sept 16	3 - 4p	School Improvement Team (SIT)
Tue, Sept 17	9:45a	Lockdown Drill 🚒
Wed, Sept 18	All Day	7th Grade & SV / YAC @ Camp Roger
Thur, Oct 3	10:35a	Severe Weather Drill 🌀
Wed, Oct 9	8 - 11:20a	PSAT / NMSQT Assessments
Wed, Oct 9	8 - 11:20a	7th Grade Field Trip to Agro-Liquid
Wed, Oct 9	12 - 3p **	Team Time - DPPD
Fri, Oct 18		End of 1st Quarter - Half Day for Students
Mon, Oct 21	3-4p	School Improvement Team (SIT)
Tue, Oct 22	9:03a	Fire Drill 🔥
Fri, Oct 25	2:05p	Anti-Bullying / Mental Health Assembly
Mon, Oct 28	3 - 5p	Team Time
Tue, Oct 29	7p	Fall Band Concert
Wed, Oct 30	4p - 7p	Fall Parent-Teacher Conferences
Fri, Nov 1	12 - 3p **	Fall Parent-Teacher Conferences
Mon, Nov 4	2:08p	Lockdown Drill 🚒
Mon, Nov 25	3 - 4p	School Improvement Team (SIT)
Mon, Dec 2	3 - 5p	Team Time (@ Elementary School)
Thur, Dec 5	2:06p	Fire Drill 🔥
Fri, Dec 6	Lunch **	Holiday Meal & Dress Up
Mon, Dec 9	3 - 4p	School Improvement Team (SIT)
Thur, Dec 12	7p	Christmas Band Concert
Tue, Dec 17	TBD	Business Professionals of America (BPA) Regionals
Wed, Dec 18	12 - 3p #	Staff Xmas Party & Team Time - DPPD
Mon, Jan 6	3 - 4p	School Improvement Team (SIT)
Fri, Jan 10		End of 2nd Quarter
Mon, Jan 13	3 - 5p	Team Time
Thur, Jan 16	12:20p	6-8th Grade NWEA Testing - Math
Fri, Jan 17	8:05a	6-8th Grade NWEA Testing - English
Fri, Jan 17	1:20p	High School Talent Show
Wed, Jan 29	12:55p	Lockdown Drill 🚒
Mon, Feb 3-28	Planning Hour	10 Connections in 4 Weeks in place of Winter Parent-Teacher Conferences
Mon, Feb 10	3 - 5p	Team Time
Mon, Mar 3	3 - 4p	School Improvement Team (SIT)
Mon, Mar 17	3 - 5p	Team Time
Wed, Mar 19	1:00p	Severe Weather Drill 🌀
Fri, Mar 21	TBD	PWMHS School Play - School Day Performance
Fri, Mar 21		End of 3rd Quarter

Mon, Apr 7	3 - 4p	School Improvement Team (SIT)
Wed-Thur, Apr 9-10	All Day	6th Grade Trip to Chicago
Wed, Apr 9-10	All Day	PSAT / SAT / WK Assessments
Wed, Apr 9	12 - 3p **	Team Time - DPPD
Mon, Apr 14	8:50a	Fire Drill 🔥
Tue, Apr 22	5:30 - 7p	High School Awards Night
Fri, Apr 25	12:15p	CC RESA Basketball Game
Tue-Sat, May 6-10	All Day	8th Grade Trip to Gettysburg / Washington DC
Mon, May 12	3 - 4p	Team Time
Fri, May 16	All Day	Senior Exams
Mon, May 19	All Day	12th Grade Trip to Cedar Point
Tue, May 20	7 - 8p	Class of 2025 Commencement Ceremony
Thur, May 22	12:20p	6-8th Grade NWEA Testing - English
Fri, May 23	8:05a	6-8th Grade NWEA Testing - Math
Fri, May 23	3p	Domain V Data Due
Wed, May 28	10:38a	Fire Drill 🔥
Wed, June 4	12 - 3p **	Team Time - DPPD
Thur, June 5	12 - 3p #	Staff Potluck Party @ Huckleberry Creek GC
Fri, June 6		End of 4th Quarter - Half Day for Students

** Lunch Provided by Chartwells # Staff Potluck

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