



Customizing Learning,
Nurturing Potential...
Delivering Excellence

Upper St. Clair School District

ELEMENTARY SCHOOL PARENT HANDBOOK 2019-20 SCHOOL YEAR

Dear Parents:

Welcome to the elementary schools in Upper St. Clair!

The *Handbook for Parents* is produced to increase communication between home and school by providing information about a variety of programs and activities. Feel free to suggest other topics to be included here by writing or phoning one of us.

As you become involved with the programs and activities of the school, you will gain a better understanding of these policies and procedures. Please take advantage of the opportunities to become involved in school activities, including PTA/PTO, parent-teacher conferences, presentations, and the volunteer program.

We are very enthusiastic about this school year. We hope that you will call upon any of us if we can be of service. Please know that we recognize that you are important partners in shaping educational goals for your children.

Sincerely,

Dr. Patrick McClintock-Comeaux, Principal
Baker Elementary School
412-833-1600 x4000

Mr. Mark Miller, Principal/
Supervisor of Elementary Education
Eisenhower Elementary School
412-833-1600 x8000

Dr. Claire Miller, Principal
Streams Elementary School
412-833-1600 x 6000

UPPER ST. CLAIR SCHOOL DISTRICT MISSION STATEMENT

Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promotes happiness and success.

ADOPTED 1993
REVISED 2008

Other School Information 41

Telephone
Lost and Found
Photographs
Parties

Food Service 42-43

Breakfast Program
Lunch Program
Menu and Purchasing Guidelines
Parents at Breakfast/Lunch Program
Nutrition Center Guidelines
Behavior

**School-Related Activities for Parents
and Families** 44-45

Open Mikes
PTA/PTO
Volunteer Program
The Community Foundation of USC
Together in Parenting (TIP)
Youth Steering Committee

ATTENDANCE INFORMATION

THE SCHOOL DAY

School hours are from 8:15 a.m. to 2:45 p.m. Morning kindergarten sessions are from 8:15 to 10:55 a.m. Afternoon kindergarten sessions are from 12:05 to 2:45 p.m. Children who walk to school or who are dropped off by parents should not arrive before 7:50 a.m. (12:00 p.m. for afternoon kindergarten). During inclement weather, there will be a modified kindergarten schedule. The morning session will be from 10:15 to 11:55 a.m., and the afternoon session will be from 1:05 to 2:45 p.m.

SCHOOL ATTENDANCE

Regular attendance in school is vital to a student's success. **Compulsory school age** in the Commonwealth of Pennsylvania requires that all students between the ages of 8 and 17 attend school regularly. The compulsory school attendance law also binds students who are enrolled in school, but are not within this age range. Parents/guardians are expected to encourage their children to attend as many school days as possible. The local education agency and parents/guardians will work collaboratively to support student school attendance.

Personal illness, death in the family, religious holiday, an approved educational trip and other urgent reasons affecting the child may necessitate an excused absence. An absence for any other reason is considered an unlawful/unexcused absence. When in doubt of the legality of an absence, parents are requested to contact the child's school principal.

After a student's absence from school, parents must send a signed note with the

student explaining the reason and date(s) of the absence. The student must present this excuse to the Attendance Office upon returning to school. If the excuse is not provided within three (3) school days, the absence will be labeled **unexcused**.

When a student misses three (3) consecutive days and no communication from the parent/guardian has occurred, the school nurse or counselor will call home to check on the student to determine if the school can take steps to support the student during his/her absence and/or support transition back to school.

When a student misses more than ten (10) cumulative days, parents will receive written notice that an official doctor's excuse will be required for all subsequent absences for the remainder of the school year. Absences that have official doctor excuses will not count towards the 10 cumulative days. Failure to obtain an official doctor's excuse will result in an unexcused absence. Unexcused absences will be addressed in the manner described under the truancy section of school attendance.

Definitions of Truancy

- A student is considered "truant" after three (3) or more unexcused absences during a single school year by a child subject to the compulsory school attendance law.
- A student is considered "habitually truant" after six (6) or more unexcused absences during a single school year by a child subject to the compulsory school attendance law.
- Occurrence is defined as the first, second, third, etc. time that an excuse is not provided when a student returns to school after a period of school absence.

Parents/guardians will be notified following each unexcused absence/occurrence. When a student is considered truant (**three unexcused absences/occurrences**) the school principal will notify the parents. This notification:

- Will be in writing to the person of parental relation with a child within ten (10) school days.
- Will include a description of the consequences that will follow if the child becomes habitually truant in the future.
- Will include steps to arrange an attendance improvement conference.

If the child continues to be truant and incurs additional unexcused absences that accumulate six (6) unexcused absences/occurrences becoming “**habitually truant,**” the procedures to follow are based on the age of the child.

- **Habitually truant children under 15 years of age:**
The school must refer the child to either:
 - A school-based or community-based attendance improvement program OR
 - The county children and youth agency (CYS) for services or possible disposition as a dependent child under the Juvenile Act
 - The school may file a citation against the parent of a habitually truant child under 15 years of age in a magisterial district court.
- **Habitually truant children 15 years of age and older:**
The school must refer the child to either:

- A school-based or community-based attendance improvement program OR
- File a citation against the student or parent in a magisterial district court
- If a habitually truant child aged 15 or older incurs additional absences after a school refers that child to an attendance improvement program or the child refuses to participate in an attendance improvement program, the school may refer the child to the local CYS agency for possible disposition as a dependent child.

School Attendance Improvement Plan Conference

Schools must create attendance improvement plans prior to referring truancy to the courts. A school attendance improvement conference is defined as a conference where the child’s absences and reasons for the absences are examined in an effort to improve attendance with or without additional services. The conference will include the following individuals:

- The child
- The person in parental relation to the child
- Other individuals identified by the person in parental relation who may be a resource (e.g., grandparent, sibling, family friend, advocate, etc.)
- Appropriate school personnel
- Recommended service providers (case managers, behavioral health providers, etc.)

The school must hold the conference even if the parent or guardian declines to participate or fails to attend after the school provides advance written notice and makes attempts

to communicate via telephone. A legal requirement does not exist for either the child or parent to attend the conference. The school must document the outcome of any attendance improvement conference in a written attendance improvement plan. Schools may not take further legal action to address unexcused absences until after the date of the scheduled attendance improvement conference has passed.

Magisterial Referral

After all necessary steps have been taken to foster a collaborative relationship between the local education agency and parents/guardians, a citation may be filed in the office of the appropriate judge whose jurisdiction includes the school in which the student is or should be enrolled if a student continues to be habitually truant from school. Judges have considerable discretion to impose appropriate penalties in individual cases.

TARDINESS

Any student entering school after 8:15 a.m. (12:05 p.m. for afternoon kindergarten) must report to the school office to obtain a class admission slip. The student should have a note that explains the reason for the student's lateness.

Any student entering school after the official beginning time must report to the attendance office to obtain a class admission slip. Any student who is tardy more than ten (10) days without proper medical documentation may be required to submit a doctor's note for subsequent excused tardiness. The school principal will notify parents when the child has accumulated four unexcused tardies. Disciplinary consequences may be assigned.

EARLY DISMISSAL

Parents are requested to schedule all medical and dental appointments for their children after the regular school day. If it is essential that such appointments be scheduled during the school day, the parents must submit a note requesting an early dismissal. The student should present this note to the school office upon arriving at school for the day. The student will receive a form to present to the homeroom teacher. The child must return the early dismissal form to the school office prior to leaving the building. Students with early dismissals will meet their parents in the office. Parents should not go directly to the rooms.

STUDENT SUPPORT SERVICES

SPECIAL EDUCATION

The District provides a continuum of services for children identified as needing specially designed instruction. Students who qualify for special education receive services in the least restrictive environment as determined by the IEP team. Students are provided as many opportunities as possible to be integrated in the regular classroom with peers. Support for students needing vision, hearing, or speech-language services, and/or occupational or physical therapy is also available through the school for students who meet state requirements. Classes for students identified as academically gifted are offered as part of the School-Wide Enrichment Program (SWEPE), which is further explained below. If you think your child may be eligible for special education services, please contact your child's building principal or the Student Support Services Department (x2283) at the School District Central Office. The Student Support Services Department also has information about support groups for parents of gifted or special needs youngsters. Two such groups are *Partners in Education (PIE)* and *Gifted and Talented Education Committee (GATE)*.

Child Find Notice of Special Education Services & Program – Each school district, along with other public agencies in the commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents, and describes the parents' rights with regard to confidentiality of information that will be obtained during this process.

The content of this notice has been written in English but can be translated into other languages. If a person does not understand any of this notice, he or she should contact the school district (412-833-1600 ext. 2062) and request an explanation.

ENGLISH AS A SECOND LANGUAGE (ESL)

The English as a Second Language (ESL) Program provides instruction and support for individuals or small groups of students whose first language is not English. Communication between the ESL instructor and the student's classroom teacher as well as assessment of the student helps determine the amount and level of instruction. The student's family is typically encouraged to visit the school to share information about the family's native country and culture.

Please review the text of Policy 4006.1 – English as a Second Language Instruction on the District website under School Board Policies on the School Board Webpage at <https://www.uscsd.k12.pa.us/Page/134>

STUDENT SUPPORT TEAM

Parents who feel their children are not meeting with success at school are encouraged to request the assistance of the Student Support Services Team. The team will begin a systematic process to find ways the child can be more successful. The School Counselor or your child's teacher(s) serves as contact person(s) in each school.

RESOURCE TEACHERS

The building Resource Teachers work with individuals or small groups for remediation and for reinforcement of skills based on student needs identified through a variety of assessment data. At times, the Resource Teachers also work with a class or team to

assist in providing differentiated instruction at various skill levels.

SCHOOL COUNSELOR

The School Counselor in each building works with classes, small groups, and individuals to address a variety of concerns related to school. The School Counselor consults with teachers and is also available to confer with parents. Please feel free to contact the School Counselor if your child is experiencing difficulties related to such stressors as severe illness, death, and/or divorce, which may impact on success at school.

HOMEBOUND INSTRUCTION

When a student is medically unable to attend school for a period of two weeks or more, homebound instruction may be provided if appropriately certified teachers are available. Homebound instruction may be requested by the parents, providing that the physician has certified the need for services and that the student will be absent for two weeks or more. Parents should notify the principal or school counselor of the potential need as soon as possible. Parents should obtain a *Physician's Statement Regarding Student Need for Homebound Instruction* form from the principal's office or the Office of Student Support Services at ext. 2283. Homebound instruction does not replicate in-class instruction and is limited to a total of 5 hours per week.

SCHOOL-WIDE ENRICHMENT PROGRAM (SWEP)

Many opportunities are available for students to explore topics that interest them via the School-Wide Enrichment Program. The School-Wide Enrichment Program is a three-pronged approach that consists of Type I, Type II and Type III Activities.

Type I activities are **Exploratory Activities** and are for all students. Type II activities consist of **Process Training** skills for students who are identified as academically gifted. The Enrichment Specialist in each school uses Renzulli's *Talents Unlimited* model as the basis for their work with gifted students. In addition, they focus on creative and critical thinking and a menu of advanced course options in which students elect to take part. The regular classroom teacher is a strong contributor to programming for gifted students through the District's continuous progress program in reading and mathematics and extensions of other curriculum areas. An addendum, which is part of each gifted student's IEP, describes accommodations that are made in the regular classroom. Type III activities are **Investigative Enrichment** projects and are for all students. Students who are interested in working on an investigative enrichment activity may work individually or in a small group. The students contract with a teacher mentor who will guide their investigation and provide advice on a final project. Investigative Enrichment facilitates students' creative and productive involvement in advanced level study of topics related to student interest, topics presented in the regular curriculum, or topics presented as **Exploratory Activities** (SWEP I).

Investigative Enrichment activities require students to demonstrate the ability to leave their regular classes to undertake a special project, and also to have the task persistence to see their project through to completion. The major responsibility for the investigation's execution and completion rests with the student, and some work may need to be completed at home. Some students also identify an adult in the community whose special interest or expertise makes them especially helpful as a mentor. Students can become involved in a

SWEP III project by indicating their interest to their classroom teacher or building librarian.

EXTENDED DAY PROGRAM

Extended Day Services (EDS) provides **Before and After School Programs, Kindergarten Plus (K-Plus) Programs** and **Full-Day Summer Camps** for children in kindergarten through sixth grade.

During the school year, the **Before and After School Programs** are offered from 7:00-8:00 a.m. and 2:30-6:00 p.m. in all three elementary schools. We offer a variety of daily activities including sports, cooking, art, crafts, seasonal projects, tournaments and much more. We also offer daily time for homework with teacher guidance.

The **Kindergarten-Plus (K-Plus) Programs** operate at each elementary school and are designed to provide kindergarten children with a full-day kindergarten experience. The K-Plus Program offers a variety of enrichment activities that correlate with the concepts being taught in kindergarten. Children enrolled in morning kindergarten may attend the K-Plus afternoon program while children enrolled in afternoon kindergarten may attend the K-Plus morning program. Kindergarten children enrolled in either K-Plus program may also attend the Before and After School Programs.

Full-Day Summer Camps are also located within the elementary school buildings and operate each day from 7:00 a.m. - 6:00 p.m. throughout the summer months. The children enjoy field trips, swim trips, special party days, and on-site presentations, and an assortment of athletic activities and crafts, in addition to integrating some reading and math games to help keep summer skills sharp.

For additional information, you may visit the EDS website at www.ExtendedDay.com or call them at (412) 221-1980.

SUMMER PROGRAMS

Summer programs are offered by the District each year. Summer programming includes a variety of opportunities both for student support and enrichment. Summer school program information is shared with families beginning in April and online registration is accessed through the District's website.

HOME - SCHOOL COMMUNICATIONS

FALL OPEN HOUSE

The elementary schools' fall open houses are held in September. Parents are invited **during the evening** to view the school and meet the staff. Brief programs are held in each classroom, which outline our curriculum and programs and classroom procedures. This is an "adults only" night for teachers and parents.

SPRING INFORMATIONAL EVENING

S.T.A.R. NIGHT – Sharing Together And Reflecting

S.T.A.R. night occurs in the spring of each school year and is an event that has been designed to support what we know to be sound and effective instructional and assessment practices. This evening event provides parents and students with time to reflect on academic strengths and growth through a review of key pieces of student work.

The purpose of this educational evening is to involve parents in the academic progress of their children and to celebrate their children's accomplishments. This event also provides the opportunity for:

- engaging parents and students in dialogue regarding the student's progress and learning;
- acknowledging and reinforcing the partnership of parents in the education of their children;
- generating parental and community awareness of our instructional programming.

Research has shown that providing students with descriptive feedback and involving

them in the assessment process can have a significant impact on achievement. To this end, the focus of this event is on learning and reflections related to that learning, rather than exhibition. This is a more natural fit with sound instructional practices and enhances, rather than detracts from, daily instructional time. Providing time for reflective thinking helps the student to actively participate in thinking about what they have learned, what they need to learn, and what they can do to take their learning to this next level.

STUDENT PROGRESS REPORTS

Students receive report cards every nine weeks. At the elementary level, the report card consists of a criterion-referenced list of skills. The District feels that this reporting gives parents a more comprehensive idea about the particular topics or areas on which students are working in each subject area. Every child is seen as capable of learning at his/her own appropriate skill level and the goal is to teach in ways that allow all children to achieve mastery and to meet standards.

Traditional letter grades based on the bell curve are not congruent with the District's continuous progress philosophy for elementary students.

Teachers are always available to discuss student progress at any point in the school year. Teachers often use telephone updates and emails as a way of keeping parents informed about individual issues or concerns. Parents are welcome and encouraged to phone the school at any time with questions or concerns regarding student progress.

PARENT CONFERENCES

Parents are welcome and encouraged to call the school at any time in order to arrange a parent-teacher conference. The school

secretary will assist in scheduling these at a time that is mutually convenient for you and the teacher. Parents are asked to refrain from impromptu conferences at such times as PTA/PTO meetings and/or class trips, because our experience has indicated that a conference is more productive when the teacher has had an opportunity to prepare by reviewing records and recent performance, and collecting samples of typical work. Two full days are set aside for parent conferences during October and/or November. Please consult the District calendar for the specific dates.

HOMework

Homework refers to school assignments that aid the educational program during periods of supervised study in the class or outside of the classroom and may necessitate independent work in the home. At designated grade levels, these assignments are given regularly and regulated in length of time. Homework assignments are not given at kindergarten, Grade 1 or Grade 2. Homework assignments may be given for Grade 3 and Grade 4 students ranging from 20 to 30 minutes each school night. Weekends and holidays are usually left free to provide opportunities for the children to participate in family and recreational activities. All homework assignments are meaningful and aid the reinforcement of concepts developed in class. Homework is not assigned as busy work or punishment. As students move into the upper elementary grade levels they may occasionally need to utilize the services of public libraries.

SCHOOL VISITATION

Parents are welcome to visit school. Using the Raptor Visitor Management System, all visitors will be required to sign in and secure a visitor badge before going to any part of the building. This policy has been created to

avoid unnecessary interruption of classes and to assist in providing a safe and secure learning environment. A visit to your child's classroom will be most effective if arranged in advance with your child's teacher or principal.

SAFETY AND SECURITY

Safety and security of the Upper St. Clair School District's students, staff, visitors and facilities is a high priority and is one of five pillars of the District's Strategic Plan. The District is committed to following best practices in the area of school safety. The Chief of School Police leads the security function and is the school safety and security coordinator. Experienced, armed school police officers who are all Act 120 certified are located in every elementary and middle school building. In addition, two assigned school police officers and two Act 235 certified school security officers are located at the high school. School police contact information can be found on the District website under the Safety banner. Chief of School Police Sean Bryson can be reached at 412-833-1600 ext. 2560.

EMERGENCY DELAY OR CLOSING OF SCHOOL

If Upper St. Clair School District is closed due to inclement weather or other types of emergency situations, the District will communicate through the following media:

- USCSD Automated Alert System
- School Access Comcast Channel 19 and Verizon 41
- USCSD website:
www.uscsd.k12.pa.us
- USCSD voicemail: 412-833-1600
- Local television stations: KDKA, WTAE, WPXI
- Local radio stations: AM1020, AM1410

- Media websites: kdkaradio.com, kdka.com, thepittsburghchannel.com, wpxi.com

On days when a two-hour delay is necessitated, kindergarten classes will operate on a “modified” schedule. On those occasions when a “modified kindergarten schedule” is in effect, the morning session will be from 10:15 to 11:55 a.m., and the afternoon session will be from 1:05 to 2:45 p.m.

Elementary students will not be dismissed early unless their parents have been contacted. Heavy traffic, inclement weather conditions, and other unexpected problems may cause delays in the arrival of school buses at assigned stops. When arrival delays occur, students may return to their homes after waiting 20 minutes. However, parents are urged to arrange transportation for their children to school if at all possible. A student’s absence from school because of lack of available transportation will be considered excused under the urgent reasons clause of the Pennsylvania School Code.

BACK TO SCHOOL INFORMATION

As part of our paperless initiative, parents/guardians will be able to confirm their child’s demographic data through a secure online process. Families will receive the **Back to School Online** guidelines and directions in August, which will also include the student’s class assignment, a letter from the Superintendent, and various other pertinent information needed for the start of school.

SCHOOL COMMUNICATIONS

Each elementary school regularly updates families on school events and news through **e-Alerts** sent directly to parents’ email addresses and provides a link to the school’s

website where new and updated information can be found. Families must register and subscribe to receive **e-Alerts**. Guidelines on how to register can be found on the District website. Teachers also communicate regularly with families through their classroom web pages, weekly newsletters, phone calls, and emails.

When subscribing to your school website and other related sites, it is vitally important to subscribe to the District’s main site in order to get the latest news from the District in general. On the District site, you also have the option to “like us on Facebook” or “follow us on Twitter.”

TEACHER/STUDENT COMMUNICATIONS

Technology has provided many ways to enhance communication between home and school. Policy #5313 – Student Communication Policy outlines the District’s expectations for USCSD employees’ use of technology to communicate with students in K-12 inclusive. The policy can be found by clicking on the following link or by accessing School Board Policies on the School Board webpage of the District’s website.

<http://www.uscsd.k12.pa.us/Page/134>

Employees are encouraged to use communication tools such as social networking websites, e-mail, and other emerging technologies only to extend teaching and learning opportunities. Any communication tool approved by the School District or provided via its systems may be utilized freely inside or outside of the school setting for teaching and learning related issues. However, communication with students outside of school via any communication tools that are not approved by the District or provided via its systems

(e.g. social networking sites, texting, personal email, and/or blogs) requires written notification to the students' parent(s) or guardian(s) in advance. Inappropriate communications of any kind with students, regardless of the setting, are strictly prohibited. All ethical expectations described in Pennsylvania's Code of Professional Practice and Conduct for Educators apply to any communication with a student. This applies to communications using the School District's systems as well as privately owned systems.

SPECIAL PROGRAMS

EXTRA-CURRICULAR PROGRAMS

Fourth grade students may participate in several extra-curricular offerings.

Attendance is voluntary, and students must arrange for their own transportation to - 14 morning activities or home following afternoon activities. The schedules for these programs may be obtained through the school office. Extra-curricular programs include:

- **ART CLUB**

Art Club is offered to fourth grade students after school. The students enjoy exploring a variety of medias and art materials that are more in-depth explorations of the disciplines and concepts taught in the regular art classroom. All 3 of our Elementary Buildings offer unique Art Clubs where the art teacher and fourth grade students work collectively to design art experiences based on the current interests of the students. Art club students may also have the opportunity to create art for either school or community wide art initiatives.

- **CHORUS**

Fourth grade students are also offered the opportunity to participate in chorus. The chorus meets once each week and presents two performances per school year, under the direction of the Vocal Music Teacher. The winter program is presented in concert form and the spring performance is in the form of a musical with modest sets and costumes.

- **INTRAMURALS**

The intramurals program for boys and girls in fourth grade meets weekly in the gym under the direction of the Physical Education Teacher. The intramurals program is designated to develop skills in a variety of sports and games. Proper gym shoes are required for participation.

ORCHESTRA AND BAND

Third and fourth grade students may participate in the District's orchestra program. Students receive weekly instruction on the string instrument of their choice and participate in the school orchestra. The Moyer Music Inventory, given during spring of the third grade year, is a precursor for fourth grade students who elect to participate in the District's band program. Together with the elementary music staff, the inventory helps identify aptitudes and provides guidance about selection of an instrument. Students receive weekly instruction on the band instrument of their choice and participate in the school band. Information on instrument demonstrations, tryouts and costs is distributed, and an evening information meeting is typically held to describe the program and answer any questions parents may have. Students entering during the year may receive this information through the school office or by contacting Mr. John Seybert, Performing Arts Curriculum Leader at 412-833-1600 x3220. Instrument rental is the responsibility of individual families. Instrumental music lessons take place during the school day, and every attempt is made to schedule the lessons so that students will not miss other special subjects such as Library or Art. Students should check with their teachers about work missed during their instrumental lessons.

SUDENT ACTIVITIES OFFERED BY PTA/PTO

In each school, a dedicated group of PTA/PTO volunteers will often offer a variety of quality enrichment activities for all students. Information will be provided throughout the school year on the PTA/PTO websites for each school.

TRANSPORTATION

WALKERS

All kindergarten and elementary school children are eligible for school bus transportation to and from school. Many students, however, choose to walk to school because of the close proximity between home and school. Students who have parent permission to walk to or from school should bring a note from home that will be kept on file. Students who walk to school are dismissed as a group once school buses have left the school grounds. Boys and girls who walk to school should not arrive before 7:50 a.m. (12:00 p.m. for afternoon kindergarten).

CAR RIDERS AND VAN RIDERS

Private vehicles and daycare vans must pull to designated locations at each school for children to load and unload safely. Please check with your school's office regarding the procedure for arriving or departing by private car or van.

BUSING

Parents will receive a bus assignment postcard prior to the opening of school. The bus assignment postcard gives the bus number and the bus stop location, as well as pick-up and drop-off times. Students are to ride their assigned buses and changing buses for social reasons is discouraged. The children's safety is of prime importance to everyone. School bus regulations are established to ensure safe transportation to and from school. Bus conduct regulations will be adhered to as specified in the District's Discipline Policy that is available in its entirety in the Principal's office for your review. A summary is included in the next section of this handbook. As a safety feature all buses are equipped with two-way radios. Programs and lessons dealing with

bus safety are presented to the children frequently, and bus evacuation drills are conducted. Our bus drivers have been trained to handle the buses in a safe manner, but they need student cooperation to avoid dangerous distractions. If you have any concerns or questions about bus transportation, please phone the Principal.

BUS DISCIPLINE

The driver is responsible for maintaining order on the bus. A "Bus Conduct Form" is available for the driver to use to report misbehavior to the principal. The principal may confer with the student or contact the student's parents, depending on the nature and frequency of the misbehavior. In the case of repeated offenses or serious misconduct, students may lose their riding privilege for 1-5 days or permanently. The District discipline policy also applies to bus misbehavior. See the Student Conduct section of the handbook.

BUS RULES FOR CHILDREN

Please read the following guidelines with your children.

AT YOUR BUS STOP

1. Children should not be involved in games that will place them in danger while waiting for the bus. They should not run or play in the center of the street, or in the neighbors' yards.
2. Line up single file to board the bus when it comes.
3. Use both your eyes and ears to check for traffic when it comes time to board the bus. Enter the bus promptly.
4. Children should go directly home from bus stops at the end of the school day.

INSIDE YOUR SCHOOL BUS

1. Please observe the same conduct as you would in the classroom.

2. Please be courteous; use no profane or unacceptable language.
3. Please do not eat or drink on the bus.
4. Please keep the bus clean.
5. Please cooperate with the driver at all times.
6. Please do not use tobacco of any kind.
7. Please do not damage school property.
8. Please stay in your seat at all times.
9. Please keep your head, hands, and feet inside the bus at all times.

be utilized. Watch for individual notices from your child's school.

The bus driver is responsible for your safety. If necessary, the bus driver is authorized to assign seats. Please cooperate with the driver at all times.

CHANGE OF BUS ASSIGNMENT OR STOP

Requests for permanent change of bus assignment or stop should be made on form #6015 which is available in the school office. Changes can also be made on a day-by-day basis (providing seats are available) to accommodate babysitting arrangements or emergencies that may arise.

PARKING

Regular designated parking spaces are available on a first-come, first-served basis. Parking is not permitted in the fire lanes and Township police may ticket those who fail to observe the fire lane signs. When parking along streets that are adjacent to school property, please park on one side only and be considerate of the lawns and driveway access areas belonging to our neighbors. This courtesy is especially necessary on the evenings of Open Houses or other occasions when the entire school family returns for a special event. Shuttle buses are also available on occasions when large attendance at school is expected so that parking facilities at another school may also

CURRICULUM AND INSTRUCTION

ORGANIZATION FOR INSTRUCTION

Elementary classrooms use a combination of self-contained classroom instruction and flexible grouping to meet the academic needs of all students.

Within each self-contained classroom students are grouped heterogeneously. That is, there are boys and girls of varying ability and achievement levels in every class. It is our strong belief that such an arrangement assists all the children in becoming competent learners.

Flexible grouping is utilized to customize the learning experience for each child by grouping students with similar instructional needs. Teachers continually review student progress and growth to adjust instructional groups.

In assigning students for the year, principals take into consideration strengths and needs of individual youngsters, achievement levels, and learning/teaching styles. They also try to balance numbers of boys and girls, and models of appropriate behavior. Parents who would like to have input into their child's placement are encouraged to write to the principal, describing their child's learning characteristics rather than making requests for specific teachers.

THE CURRICULUM

A continuous review process is in place that allows annual review and refinement of each area of the curriculum. Curriculum development recommendations may be initiated by staff members, students, parents

or citizens. The curriculum is reviewed and discussed at department meetings throughout the year and recommendations are presented to a review panel that meets twice yearly. Parents who wish to give input may contact their child's building principal or the Director of Curriculum & Professional Development who can direct their concern to the appropriate curriculum committee. Feedback about the instructional program is always welcome.

READING AND LANGUAGE ARTS

The reading and language arts program at the elementary level is the Upper St. Clair *Balanced Literacy Approach*. It is a comprehensive, research-based curriculum, instruction, and assessment framework aimed at developing the individual literacy needs of each student. The curriculum has been designed according to the Upper St. Clair School District's continuous progress philosophy where each student is taught according to the individual's rate and level of achievement. The framework consists of four modules, each of which is informed by assessment of the individual student. These modules include the **reading module, word work module, language arts module, and writing module**.

The Reading Module

Comprehension lessons, guided reading, and independent reading are the main components of the reading module.

Comprehension lessons focus on the instruction of strategies good readers use to make sense of all text, both fiction and non-fiction, in ways that enhance understanding. With fiction text, primary students learn to make inferences, and connect text to themselves, other texts and the world. They ask questions and look for answers in a variety of ways as they read, as well as visualizing and synthesizing information

into a meaningful whole. Intermediate students additionally examine literary themes and apply them to texts they have read. With nonfiction text, all students learn how to navigate the text structure to extract pertinent information and then apply new knowledge in a variety of settings. The strategies are repeatedly modeled by the teacher and practiced by the students as they read books at their reading level.

During guided reading, the teacher meets several times a week with small, flexible groups of students with similar reading skills and needs. Students use pieces of leveled text at their instructional reading level as the teacher guides them through explicit reading strategies to enhance thinking within the text, about the text, and beyond the text. The instructional reading level indicates the level at which the student can read accurately, fluently, and with comprehension. The structure and content may vary, depending on the guided reading level and grade of the student, and assessment is ongoing to ensure proper group placement. Guided Reading goals include:

- Monitoring and correcting
- Solving words
- Searching for and using information
- Summarizing
- Maintaining fluency
- Using reading strategies and literary themes
- Analyzing and critiquing text
- Developing vocabulary
- Responding in writing
- Reading a variety of text genres

The Word Work Module

The word work module provides students with the opportunity to learn the system for reading or “decoding” words. Students are exposed to a systematic and explicit

approach for learning the alphabetic system that allows them to read and decode words through their ever-increasing knowledge of common phonics patterns. Students are taught to apply this alphabetic code to reading and decoding words in the context of text. The premise on which these strategies are based is that working through a word (decoding, sounding it out) is a self-teaching system. That is, the process of decoding words helps those words to eventually be recognized automatically by the student.

Students are also expected to master sight words, words which are not phonetically regular but which occur often in the texts they read. The goal is for the students to eventually be able to recognize many words automatically, both words that are phonetically regular and those that are not, so that mental resources can be freed for the act of comprehension.

Language Arts Module

Spelling, handwriting, and grammar skills are the components of the language arts module. Spelling instruction consists of teaching students how to spell common phonetic patterns in words and the methods for making spelling changes to these words to create other word forms. Students are also introduced to high frequency and frequently misspelled words. The words are organized into spelling lists that are assessed each week.

Students learn to print and write in cursive using Handwriting Without Tears, a developmentally appropriate program developed by an occupational therapist. HWT encourages correct pencil grip, letter formation, sizing and spacing.

Grammar skills are explicitly taught and practiced through editing activities and

written application. Assessment of grammar skills happens throughout the year.

Writing Module

Students are asked to write daily, across all curricular areas at the elementary setting, and instruction and practice of writing skills is a crucial element of the elementary program. The elementary writing curriculum incorporates mentor texts, discernment/sorting activities, teacher modeling, guided practice, and written application. Writing instruction focuses on developing the writer's ability to maintain focus on a topic, develop relevant content, organize and format writing based on the genre, develop voice through word choice and sentence formation, and apply grade-level spelling and grammar skills. Students create narrative, informational, persuasive/opinion, and research writing pieces.

Phases of Reading Development

As students progress through the reading curriculum in the Upper St. Clair elementary schools, they gain mastery of skills and strategies that enable them to read increasingly more difficult texts. The following information explains the typical reading behaviors that students exhibit as they progress and grow as readers.

Emergent Readers (grade range: K)

Emergent Readers are just becoming aware of print. They enjoy listening to stories and begin to understand the differences in syntax and vocabulary that are likely to appear in written (versus oral) language. They read orally and are learning to match word by word and to read left to right. At first, they point with their fingers, but their eyes will start to take over the process. They use information from pictures and rely on meaning and language to interpret simple texts. They use word matching, spaces, and

some visual information to check themselves while reading. They are learning to hear sounds in words and connect them with letters; they recognize a few frequently encountered words.

Early Readers (grade range: K-1)

Early Readers read orally, mostly without finger pointing, and are beginning to read very softly or silently some of the time. They are familiar with most easy, frequently encountered words and quickly recognize them while reading. They know many letter-sound relationships, and use letter-sound information to decode words while reading. On easy texts they read fluently and with phrasing, using punctuation. They are beginning to use several sources of information (meaning, syntax, and visual aspects of print) in combination as they process longer pieces of information. They still rely on pictures as an important source of information, but they are beginning to process print with less picture support.

Transitional Readers (grade range: 1-3)

Transitional Readers read silently most of the time; when reading aloud, they read with fluency and phrasing on appropriate levels of text. They have a large core of known words that they recognize automatically while reading continuous text. They use multiple sources of information (letter-sound relationships, word structure, syntax, and meaning) to check their reading and solve problems. They do not rely on illustrations but use them to enhance understanding, and they can draw information from graphic illustrations in informational texts. They analyze words in flexible ways and make attempts at new, multisyllabic words. They are beginning to expand their range in reading genres. They are also learning to sustain their reading over longer texts, including chapter books.

Fluent Readers (grade range: 4+)

Fluent Readers read silently; when asked to read aloud, they exhibit fluency and phrasing. They effectively use their understanding of how words work, employ a wide range of word-solving strategies, including making analogies to know words and using root words, base words, and affixes. They constantly acquire new vocabulary through reading and use reading as a tool for learning in content areas. As they read a wide variety of texts, they constantly develop new strategies and knowledge. They consistently go beyond the text to form interpretations and apply understanding to other areas. They are able to sustain interest and understanding over long texts; they read for extended periods of time. They notice and comment on aspects of writer's craft and read to explore their world, including philosophical, ethical, and social issues. They actively work to connect texts. They develop favorite topics, genres, and authors that form the basis of life-long reading preferences.

Kindergarten Literacy

The kindergarten program involves activities that includes auditory, visual, and kinesthetic experiences throughout the day. The kindergarten literacy program focuses on three main components of literacy learning:

- Comprehension – understanding, making connections and retaining what is read
- Phonemic Awareness – process of hearing sounds that letters make
- Phonics – the addition of visual letters with the letter sounds

Students additionally learn concepts about print, and nonfiction text structure, as they learn about how print is organized. Writing is a daily part of the kindergarten curriculum

as students write in journals and respond to text. Explicit writing lessons meet students at their instructional level as they develop emerging writing skills. Learning centers allow the kindergarten teacher to meet with small groups of students to address individual literacy needs. While the teacher works with a group, other students are engaged in a variety of independent activities that reinforce and extend prior learning. Ongoing assessment, formal and informal “kid watching,” allows the teacher to provide a learning environment that is both developmentally appropriate and instructionally challenging for each student.

MATHEMATICS

The elementary mathematics program is guided by the belief that all students can learn and succeed in mathematics. On the path to becoming competent mathematicians, whether it is for future study and career or for functioning in everyday life, there are certain critical learning experiences in which all students will take part. These include learning that is related to **concept development**, **procedural fluency**, **problem solving** with real-life application, **communication** of mathematical processes and understanding, and **fact fluency** in the four basic operations. Concurrently, students will be immersed in mathematical process skills that deepen understanding and elevate cognitive demand. These include, but are not limited to, reasoning abstractly and quantitatively, critiquing the reasoning of others, modeling mathematics, looking for structure and pattern, and attending to precision.

Classroom lessons and assessments reflect instruction in each of these five areas. Achievement in each area is measured through a variety of assessment tools, problem-solving experiences, daily work,

math projects, homework, and teacher observations.

The development of a sound understanding of mathematical **concepts** and relationships often takes place in physical contexts through the use of manipulative and concrete examples. These experiences are used to enable the student to make abstractions and to develop related skills. Instruction links concepts with the procedures they represent. Fully developed conceptual knowledge leads to increasing proficiency in problem solving.

Through **procedural fluency** instruction, students are taught various strategies and algorithms for written computation, mental computation, and for using a calculator. Students also learn how to decide if an exact calculation is needed or if an estimate is adequate. Estimation skills also assist students in determining whether answers are reasonable. While the math program often begins with exploring skills conceptually, lessons then move towards introducing more traditional, procedural methods.

The role of **problem solving** is vital to assist students in connecting mathematics with its application in the world, and to develop students' understanding of mathematics as a discipline. Students experience specific strategies and are strongly encouraged to explore mathematical thinking in ways that make sense to them. With time, students tend to gravitate towards more efficient strategies as their exposure to various types of math problems expands. The ultimate goal is for students to reason through problems and think mathematically.

As recommended by the standards set forth by the National Council of Teachers of Mathematics, **communication** is a critical component of the math program. Math

instruction does not stop when students figure out the right answer. Rather, students are required to communicate – first orally and later in writing – the process which was used or the reasoning used to arrive at the correct answer. Students are also asked to critique and compare other students' methods. Lessons are rich with “math talk” and group discourse.

Fact Fluency is defined as using efficient and accurate methods when computing numbers. Paul Riccomini, a Clemson University mathematics researcher, best articulates why fact fluency in young students is important. He equates computational fluency in math to understanding letter-sound connections in reading. These connections are the foundational blocks from which reading knowledge grows and develops. A fluent knowledge of the basic facts in all four operations (addition, subtraction, multiplication, and division) can help move students from the concrete to more abstract math processes. Fact fluency instruction centers around strategies, rather than memorization. Daily practice occurs in a variety of ways depending on grade level and teacher preference. Weekly, timed quizzes are utilized to monitor growth in an operation over a semester.

The **kindergarten mathematics** program is designed to allow engaging, hands-on experiences with early numeracy and number sense skills. Kindergarten teachers may determine eligibility for support and enrichment opportunities dependent upon resource scheduling. Assessment of concept mastery is determined through observations and other tools, rather than through posttests.

Flexible grouping in mathematics in first through fourth grade allows for more

responsive customization of the math program. For each topic rotation, students are placed by grade level teachers into flexible groups based on pretest scores, rates of acquisition, learner traits, and teacher observations of performance. This structure allows for class size variations, slight pacing adjustments, targeted instructional strategies, and focused assistance of building resource teachers for support and/or enrichment. All students are held accountable for mastering the PA Core Standards and all students are assessed with the same end of topic assessment.

At the elementary level, a small percentage of students qualify for **math acceleration**. The process guidelines and criteria for qualification are outlined within the Board policy on math acceleration.

CONTENT AREAS

The social studies, science and health curriculums emphasize projects, activities, discussion and the use of technology to enhance the skills, processes and content students need in these areas. Inquiry strategies, which assist youngsters in becoming critical observers of the world around them, are also an important part of content area instruction.

Science and Health

The Upper St. Clair Elementary Science program makes use of units or modules acquired from ASSET STEM EDUCATION (*Achieving Student Success Through Excellence in Teaching*). USC works in partnership with ASSET to offer outstanding professional development for teachers and provide national and state aligned research based science curriculum concepts and skills to all elementary students in grades k-4. This educational partnership allows USC to stay current with the best instructional

practices related to the way we “do” science in the classroom, the way we “teach” science, and the way the children “think” about science and the world around them. The USC elementary students encounter life science, earth science, physical science and technological experiences through a module approach in kindergarten through fourth grade. The skills, concepts, and attitudes developed in working with hands-on materials are embedded in the Pennsylvania State Standards for Science and Technology (based on the Next Generation Science Standards). The curriculum is aligned with PA State Assessment Anchors and Eligible Content. Current curriculum includes Trees and Push, Pull, Go at the kindergarten level and Weather, Solids and Liquids, and New Plants, in first grade. In second grade, the students experience the Life Cycle of Butterflies, Sound and Light, and Changes. Our third grade students delve into the Sun, Earth and Moon System, the Human Body, Chemical Tests and Rocks and Minerals. In fourth grade, the students enjoy studying, Land and Water, Motion and Design, and Electric Circuits. Children are taught using an inquiry-based approach with emphasis on the learning cycle. **FERA** is the acronym for **Focus, Explore, Reflect and Apply** - four critical elements within hands-on science experiences. The **Focus** step directs students’ attention to the goal(s) or focus question they are going to investigate. The **Explore** step refers to the opportunity students have to manipulate equipment, experiment or test hypotheses to investigate the answer to their question. Students also record their observations as data for future lessons in their science notebook. Next is the **Reflect** step. During Reflection the students are asked to think about what their investigation has shown. Often, the teacher will guide students through a discussion of what took place in their explorations as they move toward sense-making. Writing and

recording their thinking in their notebook is frequently a part of the **Reflect** step. Finally, students are asked to **Apply** what they have learned to solve a problem or create a new question with a real-life connection. They do this by drawing conclusions, summarizing or extending their learning through writing, drawing or demonstrating what they have learned in the lesson. We have also extended our standards-based Environment and Ecology curriculum experiences to include field study activities in partnership with *The Allegheny Land Trust*. Promoting natural curiosity and stewardship of the earth positively impacts student understanding and achievement in science.

S.T.E.A.M. Design Challenges are also an integral part of our science curriculum. We utilize the award-winning EIE (Engineering is Elementary) program out of Boston Museum. These EIE units support our current emphasis on S.T.E.A.M. (Science, Technology, Engineering, Arts, and Mathematics) and our S.T.E.A.M. initiative in Upper St. Clair. Our students develop their skills of creativity, innovation, problem solving, and collaboration through various engineering explorations. The EIE units are integrated into our existing curriculum through our current ASSET science curriculum modules.

Our EIE units are:

1st grade- Designing a Windmill (Weather)

2nd grade-Designing a Musical Instrument (Sound and Light) and with designing a Hand Pollinator (Butterflies)

3rd grade-Designing a Knee Brace (Human Body)

4th grade-Vehicle Design (Motion and Design)

In addition to these ASSET modules, the students also work with their teachers, health professionals, local police, Children’s Hospital and St. Clair Hospital on current health topics of drug awareness (appropriate to the grade level), proper nutrition, heart health, the body systems and personal safety. Health lessons are presented at times coinciding with seasonal importance (e.g., bus safety in September), national observances (e.g., Dental Health Month or Heart Health Awareness), or as units of instruction which take place for several weeks throughout the school year.

Social Studies

In Upper St. Clair at the elementary level, the social studies curriculum encompasses five strands. At each grade level, units are designed around these five strands and analyzed for match to Upper St. Clair School District targets and the Pennsylvania State Standards. Each year, units are reviewed and may be further developed based on this analysis. Some units overlap in their focus and meet several strands at once as students progress through the unit content.

The five strands of social studies at the elementary level include:

- History
- Geography
- Cultural Geography
- Economics
- Civics & Government (Political Science)

All strands are emphasized at each grade level.

The following units are a part of the elementary social studies curriculum course of study in Upper St. Clair.

Kindergarten:

- Geography Literacy (Geography Strand)
- My New School & Community (Civics & Government Strand)
- Civics & Government, Rights of Citizens (Civics & Government Strand)
- Community Helpers, Government Workers (Civics & Government Strand)
- Needs & Wants (Economics Strand)
- History: American Symbols (History, Civics & Government Strands)
- History: Chronological Thinking (History Strand)
- The Thanksgiving Story (History Strand)

First Grade:

- We Belong (Civics & Government Strand, Economics)
- The Settlement of America (History Strand, Cultural Geography Strand)
- Map Skills – National Geographic Map Essentials (Geography Strand)

Second Grade

- Rules (Civics & Government Strand)
- Japan (Cultural Geography Strand)
- Pioneers & USC History (History, Cultural Geography Strand)
- Geography (Geography Strand)
- Oceanomics (Economics Strand)

Third Grade

- American Government (Civics & Government Strand)
- Pittsburgh (History, Geography, Cultural Geography Strand)
- Econ & Me (Economics Strand)
- National Geographic Map Essentials

Fourth Grade

- Pennsylvania (All Strands)
- Mexico (All Strands)

- Canada (All Strands)
- National Geographic Map Essentials (Geography Strand)

The major goals of the program are that children will:

- Understand that the past enriches the present and promotes a sense of identity in time
- Build geography skills by using and analyzing a variety of maps and globes
- Acquire economic competence through exploration of basic economic concepts and their application to family and community
- Participate in discussions and decision-making activities
- Develop cultural awareness to better understand themselves, their heritage, and their connection with others in the world

Activities and experiences within each model unit of study are designed to spiral from a personal level to an increasingly global perspective.

Field site experiences for the children and exciting topical presentations brought to the school complement classroom instruction.

SPECIAL SUBJECTS**Art**

The Visual Art curriculum is based on the Pennsylvania State Art Standards and interdisciplinary cross-curricular connections.

During the 50 minute class period, students in grades 1-4 learn about the art techniques and mediums used in creating their masterpieces. Kindergarten students participate in fine motor skills and activities during a 30-minute class period.

Pennsylvania State Art Standards have four components: Production, Performance and Exhibitions, Historical and Cultural Context, Critical Response and Aesthetic Response.

Production, Performance and Exhibitions:

The students will know the elements and principles of Art. They will be able to recognize the use of the appropriate mediums, vocabulary and learn the processes need to create the artwork.

Historical and Cultural Context:

The students will learn about artists from Pennsylvania to other global countries. They will be able to identify their work and emulate their art style.

Critical Response:

The students will learn the process of examination of an artwork in order to analyze, interpret and discuss the meaning behind the artist’s work. Each masterpiece discussion will include the elements and principles of art and the students’ personal reflection.

Aesthetic Response:

The student will learn how to respond to an artwork by giving an opinion and a personal reflection. The students will recognize the artist’s choices in the masterpiece and the influences that surround the artwork.

The interdisciplinary connections between the Arts and the other subject areas include a variety of artists and art techniques. In each grade level, the students will learn about an artist, their artwork and emulate their style and how it connects with the other subject areas.

In first grade, the students study about Georgia O’Keeffe and her watercolor flowers in order to connect with the Science unit on Plants.

In second grade, the students learn about patterns and shapes and colors to design their Faith Ringgold story quilts. This lesson connects with the Pioneer unit and Language Arts story writing.

In third grade, the students research an animal for India for their mirrored animal project and write their personal reflection about the habits of their chosen animal. Andy Warhol, a native Pittsburgh artist, is one of the many artists studied during their Pittsburgh unit in Social Studies.

In fourth grade, the students design their Mexican Suns after studying Mexico and artists Frida Kahlo and Diego Rivera. Many other artists are studied and emulated during the fourth grade year like Pablo Picasso and Claude Monet to name a few.

These and many more curriculum connections provide authentic means for students to utilize their content knowledge as well as enhance their awareness of the interrelationship among the various areas of study.

The art teachers save many pieces of student work for display around the school building for the annual STAR Night and for an annual exhibit at Central Office in the municipal building.

Vocal Music

Students in grades one through four have two 30-minute music periods each week. The elementary music curriculum provides enriching experiences that become integrated into students’ lifelong appreciation of music. Curriculum

objectives use singing, movement, and instrument playing to build the children's skills in the musical elements of rhythm, melody, harmony, form, dynamics, and timbre. In addition, the children learn to appreciate and discriminate among the works of composers from a variety of periods and styles.

As part of their study of *rhythm*, students learn to recognize and perform rhythm patterns of notes and rests using aural syllables. The familiar chants of "ta-ta-ti-ti-ta" or "ta-a-a-rest", which one hears coming from District elementary music classrooms, are rhythm activities in which the children are taught to express notation. (Ta-ta-ti-ti-ta is: quarter note, quarter note, eighth note, eighth note, quarter note.) Students also clap, skip, or tap the rhythms they have learned. As they acquire competence with *melody*, students are able to recognize melodic notation (staff, clef, lines, and/or spaces), as well as write and play simple melodies on classroom instruments such as the xylophone and the recorder.

Students learn to sing as well as sign the scales using a system of hand signs invented by Hungarian composer Zoltan Kodaly. The study of *harmony* finds students engaged in singing activities such as partner songs, counter melodies, rounds, and canons. Here, too, they use classroom instruments to express simple harmonies. With an awareness of *form*, students are able to analyze the structural parts of music and to recognize introduction, repeat, and first/second endings as ways that music is organized. Older students study the forms used in various selections such as binary, ternary and four-part -- pieces which rely on two, three, or four musical themes woven together throughout a work. *Dynamics* involves classroom activities that develop the students' abilities to discriminate and express changes in music, such as loud to

soft, and to describe whether the dynamic changes are sudden or gradual. Students learn appropriate musical terminology (piano, pianissimo, and/or crescendo) to express the various dynamic levels. Finally, with the study of *timbre*, students are able to discriminate and express that pitch may vary, depending upon the instrument or voice that is used. Once again, the use of simple classroom instruments assists the learning and enlivens the vocal music classes.

It is typical to find that a single vocal music class consists of a wide variety of fast-paced activities designed to further the development of several of the musical elements in each session. Our teachers are skilled at integrating the objectives of the music curriculum into activities that are fun and enjoyable. Children learn music by making music. Of course, there is always time to sing just for fun, and students often suggest favorite numbers that serve as warm-ups or closing activities.

Physical Education

Rhythmical activities, games, relays, stunts and tumbling, skill development, and athletic games are part of the physical education curriculum for all students in grades K through 4. Adaptive activities, as well as modifications of regular physical education class activities, are provided on an individual basis for students who need such accommodations. Kindergarten classes include rhythm and movement activities as an important part of the core curriculum. Kindergarten students participate in one 30-minute class period per week during which time the kindergarten teacher and the physical education teacher team together. Kindergarten children engage in gross motor activities beyond those that are practiced in the kindergarten classroom. Students in grades 1-4 have two 30-minute periods of

physical education each week. The physical education program in grades one through three uses six units to progressively develop students' skills. The units include: rhythmical activities, primary developmental games, relays, stunts and tumbling, primary sports and recreational activities, and athletic games.

Rhythmical activities include various story and singing games, as well as folk and square dances, to help build rhythm and coordination.

Primary developmental games introduce students to learning to move and play safely, to work with team members in a sportsmanlike way, and to participate in sustained physical activity to build endurance. The children use beanbags, playground balls, the parachute and other equipment and love the wide variety of running and tag games that are part of this games unit.

The building of team skills continues in the **relays** unit. Students demonstrate locomotor skills such as the proper technique for handing off a ball or baton to a teammate and maneuvering around and over various obstacles.

In the unit on **stunts and tumbling**, students learn techniques for performing basic skills such as a forward and backward roll, frog stand, headstand, and cartwheel. The proper progression of stunts and tumbling is emphasized, as is the need to apply principles of safety.

The **primary sports and recreational** unit emphasizes throwing and catching skills, ball kicking and striking, and various locomotor skills such as jumping, hopping, skipping and galloping.

The goals of the **athletic games** unit consist of learning the skills of catching, striking, kicking, dribbling with hands or feet, and skipping rope. In addition, children learn and apply game rules, demonstrate teamwork and sportsmanship, and use proper terminology as they apply their new skills and knowledge. The intermediate program, which begins in fourth grade, focuses heavily on team sports and physical fitness.

The units of **stunts and tumbling**, **recreational activities and games**, and **rhythmical activities**, begun in grade one through three, are continued in the fourth grade. A unit on **fundamental body conditioning and physical fitness** is also included in the goals of which are to improve flexibility, balance, strength and coordination. Fourth grade students who demonstrate above average levels of fitness are eligible for the District's physical fitness awards. These are given in the spring of the year. Units on the following team sports complete the fourth grade physical education curriculum: **touch football**, **soccer**, **basketball**, **volleyball**, **track and field**, **softball**, and **floor hockey**. In each unit, the emphasis is on basic techniques, offensive and defensive play, teamwork, and good sportsmanship.

Library

The elementary library program is an integral part of the total school curriculum. The goals of the library curriculum are two-fold: (1) to foster an interest in books and reading that will grow and develop into a life-long practice that is enjoyed, and (2) to provide sequential skill development which assists students' growing abilities to find, generate and apply information and become effective and efficient library users. In addition, the library serves as a resource for students and teachers. Librarians work in

cooperation with teachers and curriculum study committees to select library materials that support and enhance other areas of the elementary curriculum.

Each classroom is scheduled for a weekly book exchange and story or skill lesson. Librarians are able to collaborate with classroom teachers in the teaching of a variety of information processing skills related to curriculum units of study such as literature studies and use of on-line resources. Librarians also make use of the computer labs in order to familiarize students with a variety of electronic programs and resources.

Each elementary library has an on-line catalog and circulation system. All students have a thirty-minute library period each week. This is used for book exchange, story-sharing and/or library skills instruction. Parents wishing to know about literature development or circulation procedures are encouraged to contact the librarian at their child's school. Parent volunteers in the libraries are welcome!

Beginning in *kindergarten*, young library users learn about library manners, circulation procedures, and how to select and care for books. Students develop early awareness of the division of the library collection into subject areas, and participate in lessons that are aimed at increasing their appreciation of books that are representative of "excellent" children's literature. In conjunction with classroom literature explorations, kindergartners learn about authors and illustrators and focus on some of the Caldecott Award winning books. The Caldecott Award is given annually to recognize the work of outstanding illustrators of children's books.

In *first grade*, students continue to develop library skills introduced during their kindergarten year, but also begin to recognize the alphabet as the basic element for organizing library materials. They begin to be able to search among the E (for exciting) bookshelves for the work of a particular favorite author. First grade students also learn to locate and identify the parts of a book. Literature appreciation continues to be an area of emphasis.

The sequence of skill development continues as *second grade* students gain proficiency in the sign-out and use of library materials and learn to distinguish fiction and non-fiction selections. Second grade students also begin to develop an awareness of different forms of literature, such as biography, folk tales, and fables. Becoming familiar with library resources other than books - periodicals, encyclopedias, dictionaries and online resources - is another accomplishment of the second grade year. The online card catalog is introduced.

Third grade students begin to understand the Dewey Decimal Classification System as an organizer for library materials. They refine their study of biography to include autobiography and collective biography selections. They use encyclopedias to answer who, what, where, when, and why questions. Literature appreciation for third grade students includes a discussion of Newbery Award winning books and other popular selections. The Newbery Award is given annually to recognize excellence by authors of children's literature. Reinforcement of the use of the online card catalog and the ACCESS PA Power Library are important components of third grade information processing skills.

In addition to continuing to refine skills learned at previous grade levels, *fourth*

grade students concentrate on learning the Dewey Decimal System. Fourth grade students participate in one or more substantial research projects throughout the year, and fourth grade teachers collaborate with librarians to hone students' developing information processing skills. Historical fiction, fantasy, and adventure are genres that extend students' literary appreciation.

COMPUTERS

The District's approach to technology is that applications of new technology need to be guided by curriculum requirements as well as student needs. In each elementary school there is a full-time technology aide who has a high level of proficiency in technology as well as a full-time librarian who is skilled in the use of electronic resources. The nature of the work directed by the classroom teacher is personalized and instruction is tailored to students' needs and curriculum related applications. Both networked computers and laptops are available for student use in each school. Each elementary school houses a computer lab adjacent to the library. Internet access is available and is used under close teacher supervision. As part of the online **Back To School** process, parents and students are required to sign a policy statement related to Policy 3027 – Use of the District's Internet and Computer Networks

This Policy can be found by clicking on the following link or by accessing School Board Policies on the School Board webpage of the District's website.

<http://www.uscsd.k12.pa.us/Page/134>

WORLD LANGUAGES

In recognition of the research which states that early language learning is beneficial for all students, the Upper St. Clair elementary schools began a proficiency-based

elementary Spanish program during the 1998-1999 school year. In the 2012-2013 school year, the district moved to a FLEX Program (which stands for Foreign Language Exploratory). The goal of our FLEX program is to provide high quality Spanish-language exposure to our elementary students in grades 1-4.

Spanish was selected because it is a language that is used prevalently throughout the United States and in twenty-two countries around the world. The benefits of total school focus on a single language and culture contributed to our decision to offer Spanish for all students. It was also the overwhelming choice of parents who completed a survey prior to implementation.

As the Spanish program at the elementary level has evolved, modifications to the middle school programs have been made. All students have the opportunity to experience three foreign languages during their K - 5 school careers. This strong foundation has made it possible for students to excel at the high school level in one or more languages.

Students at all levels learn basic vocabulary ranging from greetings to simple sentences. They learn how to say their names, ages, and body parts, express likes and dislikes, and talk about their favorite sports, their health and foods. Content specific topics are introduced in Spanish to reinforce curriculum taught in the regular classrooms at each grade level where possible.

In addition to speaking Spanish in a variety of contexts, students hear stories and sing songs. The children also see their Spanish being applied to numerous interdisciplinary activities in social studies, science, health and literature.

Students in first through third grades receive one 30-minute period of Spanish instruction each week. Additionally, Spanish teachers create one in-class technology supported lesson for third grade students to complete under the supervision of their classroom teacher. Fourth grade students receive two 30-minute periods of instruction by the Spanish teacher per week.

INTERNATIONAL BACCALAUREATE – PRIMARY YEARS PROGRAM

Upper St. Clair School District offers the International Baccalaureate Primary Years Program (PYP) as a magnet for students in grades K through 4 to students from all of the District’s elementary schools. Children who participate become full-time students at Streams Elementary School, where the magnet program is located. International Baccalaureate (IB) is a world-renowned network of international schools located in more than 80 countries. Boyce Middle School and Ft. Couch Middle School are authorized to offer the IB Middle Years Program (MYP) and the Upper St. Clair High School is authorized to offer the IB Diploma Program (DP).

The Primary Years Program curriculum framework includes the following key elements, built upon the foundation of the USC elementary curriculum:

I. Learner Profile – PYP schools develop students who are inquirers, thinkers, communicators, courageous, knowledgeable, principled, caring, open-minded, balanced, and reflective.

II. Planned Inquiry – The USC core curriculum is extended through planned inquiry. The USC-PYP instructional approach is guided by a series of questions

that have relevance within and across all subjects.

III. International Mindedness – Students in USC-PYP strive to become more aware of the world around them. A second language study is a requirement. PYP students will acquire skills important to living and working with others internationally.

IV. Inquiry Leading to Action – Upon completion of each unit of study, students actively reflect upon their learning, choosing an action that would be of service to a community, and then carrying out that action. Even our youngest learners discover that their actions can make a difference in the world around them.

While not a program requirement of IB, the magnet program at Streams is structured to provide multi-age teams for certain projects. Younger and older students work together to accomplish instructional goals. The multi-age teams are an important way to recognize and enhance the potential for student contributions to their own and others’ learning: younger students have the opportunity to benefit from the leadership example and experience of older classmates, while the oldest members of the team are presented with many occasions for exercising authentic leadership and demonstrating what they have learned.

For more information about the Upper St. Clair Primary Years Program, contact Mrs. Rebecca Smith, Primary Years Program Coordinator at Streams School (412-833-1600 x 6078) or Dr. Claire Miller, Principal of Streams School (412-833-1600 x 6000).

SANDARDIZED TESTING

The standardized testing program provides data about the progress of individual children, but also informs us about relative areas of need in the curriculum. These are taken into account as we plan systemic school improvement efforts.

During the spring, students in grades 1 and 2 will participate in standardized ability and achievement testing, and Pennsylvania System of School Assessment (PSSA) exams are given to students in grades 3 and 4. Parents will receive additional information regarding the exams prior to their administration.

Because of the importance of students' participation in these assessments, permission for educational trips will not be granted during the time that testing is scheduled. Please consult the principal to obtain details regarding the dates for administration of these tests prior to scheduling trips in the spring.

FIELD TRIPS

Field trips are considered a "tool" of instruction and are planned around specific educational objectives. Teachers select field trips from a list of approved field trips, in accordance with School Board Policy. Parents may be invited to accompany a field trip in order to increase the number of adult supervisors on the trip. This is especially helpful in the early grades. The nutrition center will be happy to provide a packed lunch for any student or parent who is going on a field trip. Requests for packed lunches may be directed to the teacher.

RECESS

A twenty-minute daily recess period for free play is provided following the lunch period. The teacher(s) in charge of supervising the playground each day will decide whether to go outside. It is important that the children be dressed warmly in cold weather. Students who bring equipment from home should check with the supervising teacher to get permission to bring those items to the playground. Since recess operates a little differently in each school, please contact your child's Principal with specific questions you may have.

HEALTH SERVICES

NURSE

The Health Room is staffed at all times by the Certified School Nurse (CSN) or Health Room Aide, who is a licensed health professional. Please feel free to phone the school and ask to be connected to the Health Room if your child is experiencing a health-related issue or to inquire about the school's medication policy.

EMERGENCY ILLNESS AT SCHOOL

Each year school year parents are asked to provide current information through the **Back To School Online** process that will assist school personnel in dealing with an emergency regarding their child(ren). The sections titled "Emergency Contact Information" and "Medical Information" are particularly important. If changes need to be made to this information after the on-line information has been gathered, please contact the school office to provide the updates.

HEALTH ROOM

Teachers may send students to the health room when they are not feeling well. If the CSN is not in the building, students are seen by the health room aide. The CSN is phoned for advice, if necessary, or called to come to the school if there is an emergency situation. Many children feel well enough to return to class after a brief rest, application of ice to a bump, a band-aide or some "tender loving care." Typically, students who have vomited or who have a fever are sent home. The information you provide for the "Emergency Contact Information" in **Back To School Online** will be used to contact you or, if you are not able to be contacted, a person that you have designated. Please contact the

school office any time this information needs to be updated throughout the year.

MEDICATION POLICY

There are times when students must receive medication during school hours. A medication, whether prescription or over-the-counter (OTC), may be administered only with written permission from the physician and parent. In either case, the medication must be in a properly labeled container from the pharmacy or in the original commercial packaging in the case of OTC medication, and given to the school nurse. Parent and physician permission forms may be obtained from the health room or online at the District's website. It is recommended that when medication is ordered three times a day, it not be given at school. The student may take medication right before he/she leaves for school, when he/she comes home from school, and at night before he/she goes to bed.

STUDENT CONDUCT

EXPECTATIONS

Since an accepted standard of classroom discipline is a prerequisite for learning, all students are expected to conduct themselves in a positive fashion. Common courtesy, good manners and appropriate behavior have been characteristic of our students, and this is a credit to the teachers and parents who have played an important and mutually supportive role in achieving this end. Your child's teacher will be happy to review his/her expectations and explain the classroom management system at Open House or in a parent conference.

CONFLICT RESOLUTION

It is, perhaps, inevitable that children in school will experience conflict with one another. Adults assist the children in appropriate conflict resolution as needed. If a child has a need, adult presence is there, but the children are also given the opportunity to "stretch" and learn a new interaction skill. If the challenge is too great, at times, adults intervene in ways that seek to maintain the child's dignity. Conflict management is addressed by the guidance counselor through the use of expressive art projects, friendship groups, problem solving activities, and various role-play techniques.

DISCIPLINE POLICY

All students have the right to attend school in a safe environment. School policies have been created to assist with the orderly operation of school. Policies that address behavior expectations and safety include:

- 3015 – Nondiscrimination/
Discriminatory Harassment – School
and Classroom Practices

- 4016 – Behavior Support Policy
- 4017 – Use of Force – School Police Officers
- 6008.4 – Weapons and Safe Schools
- 6008.5 – Terroristic Threats
- 6008.6 – Bullying & Cyberbullying

These policies apply to students in kindergarten through grade 12 and can be reviewed in their entirety in the principal's office, by accessing School Board Policies on the School Board webpage of the District's website, or by clicking on the following link:

<http://www.uscsd.k12.pa.us/Page/134>

Student discipline is very good in the Upper St. Clair elementary schools. Infractions of the discipline policy, when they do occur, are typically minor ones. Parents can assist the school in promoting expectations of good conduct and communicating any concerns to school personnel.

The portion of 6008.1R – Code of Conduct – Reasonable and Necessary Discipline Rules of the Upper St. Clair School District pertaining to elementary students that describes Minor and Major Violations is as follows:

- **Minor Violations** - Minor misbehaviors which impede orderly classroom procedures or interfere with the operation of the school, including but not limited to the following:

Minor Violations:

- a. Unexcused lateness
- b. Offensive language
- c. Defiance or disrespect
- d. Smoking
- e. Cutting class
- f. Truancy

- g. Disruptive behavior
- h. Fighting
- i. Violation of District bus policy
- j. Defacing school property
- k. Extortion
- l. Theft
- m. Other minor infractions of unacceptable behavior in or on school property

Administrative Action for Minor Violations:

Any one or more of the following:

- Verbal reprimand
- Counseling
- Restrictions
- Parent notification
- Out-of-order
- In-school suspension

- **Major Violations** - Misbehavior directed against persons or property or continued misbehaviors which defy remediation, including but not limited to the following:

Major Violations:

- a. Vandalism
- b. Violation of District drug abuse
- c. Endangering the safety of others
- d. Arson
- e. Bomb threats
- f. False fire alarms
- g. Commission of any other act punishable under the Pennsylvania crimes code

Administrative Action for Major Violations:

Any one or more of the following:

- Parent notification by phone, if possible, and in writing and made part of student's record
- Notification of local law enforcement agency
- Parent conference
- 1 to 10 day external suspension; the second offense shall result in a 10-day external suspension and a board hearing. (The administrator may use discretion in requesting a hearing for excluding the student from school upon the first offense.)

HARASSMENT AND BULLYING

According to the U.S. Department of Justice and the National Association of School Psychologists, it is estimated that thousands of students miss school each day due to incidents related to harassment or bullying. It is the responsibility of the Upper St. Clair School District to create a school environment that is safe for children both physically and psychologically. As part of the school counseling core curriculum, an effort is made to differentiate between tattling (in which the motive is to get some else in trouble) and reporting (the purpose of which is to alert the adults in the environment to verbal or physical actions which may be hurtful and/or create dangerous situations). Children are encouraged to be responsible reporters when they or others are being harassed or bullied. We are committed to respect the dignity of each person and to safeguard the students' right to an educational environment in which harassment in any form is not tolerated. Each school has created a set of expected behavior that is reviewed with all students. In addition, bullying prevention efforts

based on the work of Daniel Olweus are integrated into the school program.

Nondiscrimination/Discriminatory Harassment – School and Classroom Practices

The School District Nondiscrimination/ Discriminatory Harassment – School and Classroom Practices Policy (#3015) strives to provide a safe, positive learning climate for students in our schools. The District maintains an educational environment in which discrimination and harassment in any form are not tolerated.

Any person who believes that s/he has been discriminated and/or harassed should report the incident to the principal. Guidelines for responding to allegations of discrimination, harassment or bullying have been developed at the elementary level. A form is available in the principal’s office to summarize the complaint in writing. The principal is responsible for investigating such complaints to resolution and for communicating with the parents of students involved.

HARASSMENT / BULLYING

GUIDELINES

Policy #6008.6 Bullying and Cyberbullying was adopted to supplement Policy #3015. The Bullying and Cyberbullying policy defines bullying as an “intentional electronic, written, verbal, or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting that is severe, persistent or pervasive and has the effect of doing any of the following:

1. Substantially interfering with a student’s education;

2. Creating an environment that a reasonable person in the reporting party’s situation would find threatening;
3. Substantially disrupting the orderly operation of the school.”

Bullying as defined in this policy includes cyberbullying.

Students who are bullied or who observe others being bullied are encouraged to report such incidents to school personnel. School personnel will investigate complaints promptly and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the District’s legal and investigative obligations. No reprisals or retaliation shall occur as a result of good faith reports of bullying.

This policy will be disseminated to students and parents annually through communication such as the District website, classroom review, and being posted in prominent locations in each school building.

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Conduct, which may include:

1. Counseling within the school
2. Parental conference
3. Loss of school privileges
4. Exclusion from school-sponsored activities
5. Detention
6. Suspension
7. Suspension from School District-provided transportation
8. Expulsion
9. Counseling/therapy outside of school
10. Referral to law enforcement officials
11. Transfer to another classroom or school bus

To ensure that parents and students are aware of the nondiscrimination/discriminatory harassment – school and classroom practices and bullying/cyberbullying guidelines at the elementary level, parents and students are asked to read and review the guidelines together and sign a form indicating such at the beginning of each school year.

The no harassment of students and bullying/cyberbullying guidelines are reprinted here.

Goals

The purpose of the *USC Elementary Harassment/Bullying Guidelines* is as follows:

- To define harassment/bullying and the consequences of such behavior through clearly stated guidelines
- To insure fair and consistent enforcement of the policy following the established procedures

Definition

Harassment/bullying is any **deliberate and repetitive** act in which an imbalance of power is used in a willful manner to hurt, threaten, or frighten an individual(s). Harassment/bullying manifests itself in three forms: physical, verbal, and social.

Physical Harassment/Bullying includes, but is not limited to:

- Hitting, pushing, spitting, or kicking
- Damaging, stealing, or hiding another person's property
- Restraining or intimidating an individual
- Threatening an individual
- Unwelcome touching

Verbal Harassment/Bullying includes, but is not limited to:

- Name calling, teasing or belittling
- Spreading rumors in written or oral form
- Verbal threats of aggression or violence against a person or property
- Encouraging the harassment of others

Social Harassment/Bullying includes, but is not limited to:

- Pressuring people to do things against their will
- Unwelcome gestures such as staring, whistling, or showing inappropriate material
- Making people feel different because of their physical or intellectual appearance

Disciplinary Action

Whenever a student engages in any of the above forms of harassment/bullying, disciplinary action will be taken. All incidents will be handled consistently through the outlined *Procedures for Reporting Harassment/Bullying*.

When determining disciplinary action, the following will be considered:

- Students' age
- Prior incidents
- Severity of incident

Disciplinary action may take the form of, but is not limited to:

- Suspension
- Before/after school detention
- Restitution
- Suspension of school privileges (field trips and/or after school activities)
- Free time restrictions (recess and/or morning time)

Responsibilities

Students and staff members are responsible for safeguarding an educational environment in which harassment/bullying is not tolerated.

Student Responsibilities:

- Commit to not engage in any form of harassment/bullying
- Immediately report any incident of harassment/bullying
- Provide an accurate account of any incidents that have been witnessed

Teacher Responsibilities:

- Immediately intervene when harassment/bullying incidents occur
- Immediately report any incidents using *Elementary Harassment/Bullying Report* form
- Use “teachable moments” to educate about harassment/bullying
- Maintain classroom as harassment/bullying free environment

Principal Responsibilities:

- Assist teachers in implementation of the guidelines
- Advocate for all teachers and students
- Follow-up on reports within five school days
- Issue consequences for infractions when needed

Counselor Responsibilities:

- Present guidelines to all students
- Advocate for all teachers and students
- Investigate reported incidents immediately
- Communicate with parents
- Support students in planning for behavior change and skill building

ADDITIONAL POLICY INFORMATION

Additional recent Policy adoptions and revisions by the Upper St. Clair Board of School Directors:

2015

- 6021 – Suicide Awareness, Prevention and Response (adopted)

2016

- 6009 – Hazing (adopted)

2017

- 4007 – Admission of Students to Kindergarten and First Grade (adopted)
- 3030 – Transportation-Video-Audio Monitoring (adopted)

2018

- 3032 – Food Services (revised)
- 6011 – Child-Student Abuse Policy (revised)
- 6020 – Student Wellness (revised)

2019

- 3029 – School Building and Grounds Security Monitoring (revised)

Please review the text of these policies on the District website under School Board Policies on the School Board webpage at <http://www.uscsd.k12.pa.us/Page/134>.

The listing of Board policies is not all inclusive and other Board policies may be applicable. Visit the District's website at <https://www.uscsd.k12.pa.us/Page/134> to review all of the policies.

COMPLIANCE NOTIFICATIONS

Upper St. Clair School District complies with all federal and state regulations. Documents required by state and federal regulations are included on the District's website and can be accessed by visiting www.uscsd.k12.pa.us>>information>>compliance notifications or [click here](#).

TITLE IX

Upper St. Clair School District does not discriminate on the basis of sex in admission to or employment in its education programs or activities.

Inquiries concerning Title IX should be directed to:

Mrs. Amy Pfender (students)
Assistant to the Superintendent

Mr. Ray Carson (employees/third parties)
Senior Director of Operations and
Administrative Services

Upper St. Clair School District
1820 McLaughlin Run Road
Upper St. Clair, PA 15241

OTHER SCHOOL INFORMATION

TELEPHONE

In an effort to build responsibility, students are discouraged from calling home for forgotten assignments, instruments, and/or lunches. Students who have secured their teacher's permission may use the phone in certain circumstances. Students who forget lunches or lunch money will be permitted to "charge" their lunches that day in the Nutrition Center. Telephone calls to the school requesting that messages be delivered to students should be restricted to emergency situations only. Parents who bring forgotten items to school are asked to leave those items in the office to be delivered or to be picked up by the student.

LOST AND FOUND

A lost and found area is maintained in each school office. Valuable items are kept in the office to be reclaimed. Items lost on the bus are returned to the bus garage or kept in a lost and found box aboard the bus.

PHOTOGRAPHS

School photographs are taken in the fall of each year. Each child is photographed, since photos are used to make class composite pictures. Parents, who wish to do so, may pay in advance to receive an individual packet of pictures in various sizes. Several options for picture packets are available. The composite pictures – with individual photos of each child in the class – are also made available.

PARTIES

There are several times during the year when students celebrate with classroom parties.

- **Birthday**

Students may celebrate their birthday with classmates. Please contact your child's principal for specific guidelines about birthday celebrations. Due to concerns regarding food allergies and sensitivities, as well as housekeeping issues, food is not permitted for birthday treats. If a student wishes to share a birthday treat with classmates, non-food items such as a book, game, or supplies for the classroom are recommended.

- **Harvest**

Harvest parties are celebrated on October 31 or the school day prior to October 31, when it falls on a weekend or in-service day. The last one and one-half hours of school are used for a costume parade and classroom party planned by the Room Parents.

- **Winter Holiday**

On the last day of school prior to the winter recess in December, the last one and one-half hours of school are used for a holiday party planned by the Room Parents.

- **Valentine**

Valentine Celebrations are held on February 14 or the last school day prior to February 14. The final hour of the day is used for the exchanging of Valentines.

- **Kindergarten**

The kindergarten Room Parents usually plan one or two other parties during the course of this very special year.

FOOD SERVICE

BREAKFAST PROGRAM

A breakfast program is available at each School. Students may visit the Nutrition Center to have breakfast upon their arrival at school. Breakfast menus are published monthly for students to take home.

LUNCH PROGRAM

Lunch is available every day when school is in session. At the beginning of each day, students indicate to their homeroom teachers what they plan to have for lunch so that a count for each selection can be sent to the Nutrition Center. Beverages are included for students who buy lunch; however, students who bring their lunches to school may also purchase beverages. A la carte items and snacks are also available for purchase. Students with special dietary needs are accommodated. Please contact the Nutrition Center Manager and/or the School Nurse.

MENU AND PURCHASING GUIDELINES

Nutrition Center Menus are published monthly on the District's website. Students may pay the cashier in cash, on a day-by-day basis, or use the point of sale system that offers the convenience and information you need to manage your student's meal account. Students may purchase "extras" or snacks if they are available, and provided they have first finished their lunches.

The School District participates in the National School Lunch Program. Information about this program is available in the **Back to School Online** information on the District website. Your child may qualify for free meals or reduced price meals

at any time. If interested, please complete the Free and Reduced Priced School Meals Family Application which can be found on the District website, and return it to your child's school when finished. Families with more than one child need to complete only one application for the family.

PARENTS AT BREAKFAST/LUNCH PROGRAM

Parents are welcome to join students for breakfast or lunch. When coming for lunch, please inform your child of your entree choice on the morning of your visit so that it can be reported in the daily lunch count. When you arrive for lunch, please report to the office to sign the Guest Book. A waiting area for "Parents at Lunch" guests is in the lobby at each school. Your child will be your special "escort," and will meet you there and walk you back to the reception area when lunch is concluded. Parents are asked not to accompany children back to their classrooms following lunch or as children transition.

NUTRITION CENTER GUIDELINES

Nutrition Center rules have been set up so that the children may eat in an orderly, relaxed climate. Please review these basic guidelines with your child. (The teachers will review the Nutrition Center guidelines in detail and explain them from time to time.)

1. Each class is assigned a table. Students may sit, 3 or 4 to a bench, anywhere at the assigned table, but, once seated, may not leave their seats. No seat saving is permitted.
2. All students should visit the lavatory and wash hands prior to going to the lunch room. Students may be excused from

lunch to visit the lavatory, if necessary and should raise their hand in order to be excused.

3. Students may not leave their seats without permission to be excused, except in cases of emergency such as becoming ill, and/or urgent lavatory needs.
4. Students may not share food. This is done so that parents may be reasonably assured that children have eaten the lunch that was packed or purchased for them.
5. Students may not take food out of the Nutrition Center unless it is in a sealed wrapper (for example, an unopened bag of chips.) This helps decrease the problem of ants and other insects in lockers and classrooms.
6. Glass containers are not permitted because of the danger they pose for young children.
7. So that students in the serving line and nutrition center workers may hear each other, students are asked to talk in a low voice with those nearby. No shouting to other tables is permitted.
8. Students are asked to pick up all dropped wrappers, napkins, and/or food before leaving the table area, place trays and silverware in proper areas, and put waste paper in the trash. (The custodian takes care of mopping spills and cleaning tables.)

they may also be asked to move their seats or visit with the principal. Students who throw things or fight are sent to the office. If an entire class has had difficulty with proper behavior, the teacher is notified so that he/she can discuss corrective measures/consequences. We want lunchtime to be a pleasant and relaxing time when students may socialize and enjoy the company of their classmates.

BEHAVIOR

Shouting, changing seats and other minor infractions are handled by the adults who supervise the Nutrition Center. When students are having difficulty with behavior

SCHOOL-RELATED ACTIVITIES FOR PARENTS AND FAMILIES

OPEN MIKES

Open Mikes are informal coffees at which the principal is available to answer questions and provide information about school programs. Open Mikes are most often held for the parents of children at each grade level, and are usually hosted by a parent of a student in that particular grade. An evening Open Mike is sometimes offered in order to accommodate most schedules. Check the school calendar on the school's website for dates of Open Mikes.

PTA/PTO

Each elementary school has an active PTA/PTO organization that supports the schools in countless ways. All parents are encouraged to join and be active in PTA/PTO. A PTA/PTO business meeting is held monthly in each school. Meetings typically consist of reports from various standing committees, reviews of recent school activities, and opportunities for parents to socialize. See the school's website calendar for dates of PTA/PTO meetings. A combination of daytime and evening meetings helps accommodate most schedules.

VOLUNTEER PROGRAM

In each elementary school there are opportunities to become involved as a volunteer. The many hours of volunteer assistance that are provided by parents and other helpers adds a valuable dimension to the instructional program. Volunteers

provide help in roles such as library assistants, computer lab assistants, and writing workshop conference partners. Contact your building principal if you are interested in volunteering at your child's school. All volunteers are required to have clearances. Information regarding volunteer clearances is available on the District's website homepage at www.uscsd.k12.pa.us. Volunteers must sign in at the office upon arrival to obtain a volunteer badge.

THE COMMUNITY FOUNDATION OF UPPER ST. CLAIR

The Community Foundation was formed to enhance the quality of life for all residents of Upper St. Clair. The Foundation is funded through contributions from residents and friends of the Foundation, through major fundraising events in the community and through grants and partnerships. Foundation Committees focus on the areas of sports and leisure, fine and performing arts, technology, and education. For more information about the goals and efforts of the Community Foundation of Upper St. Clair, contact the School District Central Office at 412-833-1600 x2202.

TIP

TIP (Together in Parenting) is the program arm of the Upper St. Clair Parent Teacher Council. Watch the websites for announcements of programs presented throughout the year by TIP or contact your school's PTA/PTO.

YOUTH STEERING COMMITTEE

The Youth Steering Committee is jointly sponsored by the School District and the Township of Upper St. Clair. The committee's focus is the creation of a healthy community environment for the

adolescents of our Township. For more information, contact the School District Central Office at 412-833-1600 x2202.

The information in this Parent Handbook is accurate and in accordance with the existing policies of the Upper St. Clair School District at the time of its printing. If you have any questions regarding the information in this Parent Handbook, please contact school administration for assistance.