

West Jefferson Hills School District Elementary Handbook 2006-2007



**Gill Hall
Elementary**

**Jefferson
Elementary**



**McClellan
Elementary**



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FOREWORD

This booklet is intended to provide you with information that will be helpful to you as your child progresses through the elementary grades. It will acquaint you with our programs, school regulations, and general information concerning the elementary schools in the West Jefferson Hills School District.

In addition to making use of this booklet to familiarize yourself with the school, we sincerely hope that you will take every opportunity to become acquainted with your child's teacher and other professional staff members in the school. Please feel free to contact your child's school principal at any time if you have questions about the program or your child's progress.

MESSAGE FROM YOUR PRINCIPALS

It is our pleasure to welcome you to the West Jefferson Hills Elementary Schools. The teachers and staff join us in saying we are happy to have you as part of the school district. We hope this will be a successful and satisfying year for you.

We have prepared this handbook to tell you about our schools. You will find that the rules and regulations that govern our lives here at elementary school make it possible for all of us to live, learn, work, and play together.

Please take the time to read this book carefully. Be sure you understand everything in it. If you have any questions about anything, see the teachers, administrators, or other staff members. They will be glad to answer your questions.

Your school will be whatever you make of it. Be proud of it. Take good care of it. Become part of it. You have the power to determine your success or failures. Start off on the right foot. Remember, the longest journey starts with just a single step. Put your best foot forward.

Good Luck!

Elementary Principals,

Miss Terri Surace - McClellan
Mr. Dennis Peterson - Jefferson
Dr. Kathleen Warburton - Gill Hall
Mr. Michael Turek, Vice Principal

WEST JEFFERSON HILLS SCHOOL DISTRICT

ADMINISTRATION BUILDING

835 Old Clairton Road
Jefferson Hills, PA 15025-3131
412-655-8452
Fax: 412-655-9544
www.wjhsd.net

Superintendent.....Dr. John P. Lozosky
Assistant to the Superintendent.....Mrs. Terry A. Kinavey
Supervisor of Pupil Personnel Services....Mr. James P. McCabe
Business Manager/Transportation.....Mr. Matthew W. Howard
Maintenance Supervisor.....Mr. Bruce Elms

GILL HALL ELEMENTARY SCHOOL

829 Gill Hall Road
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Dr. Kathleen Warburton, Principal
Mr. Michael Turek, Vice Principal

JEFFERSON ELEMENTARY SCHOOL

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MCCLELLAN ELEMENTARY SCHOOL

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Miss Terri Surace, Principal
Mr. Michael Turek, Vice Principal

MISSION STATEMENT

Students are the primary focus of the West Jefferson Hills School District where in partnership with families and community the mission is to educate and prepare all students to become active, responsible, and contributing members of society by providing a challenging, innovative educational program guided by an exceptional staff in a safe, positive, caring environment of excellence.

VISION STATEMENT

In the West Jefferson Hills School District, we advocate for our students by providing instruction that enables them to achieve high academic standards and by developing relationships with them, their families, and each other that create caring, safe schools where students are valued.

- Our students all achieve high academic standards.
- Our student achievement of high standards includes curricular, artistic, vocational, athletic, and extra-curricular goals.
- We coordinate curriculum across and between grade levels, programs, and buildings.
- Our students are active learners.
- We recognize documented teacher observation over time as an effective form of student assessment.
- Our staff members are highly qualified and maintain their excellence through continued professional growth.
- We partner with higher education.
- Our district's staff members relate to students, their families, and each other in ways that convey compassion, understanding, respect, and interest.
- We honor the traditions of our past: academic, athletic, and extra-curricular.
- Our facilities are of a quality and nature that support and encourage district programs and goals.
- Our community understands and supports our district's programs and goals.
- We accept our role in the economic growth and well being of our community.

ELEMENTARY TIME SCHEDULE

7:55a.m. Teachers' Workday Begins
8:20 a.m. Students Enter
8:30 a.m. Homeroom Period Begins
8:31 a.m. Late/Tardy Report To Office
8:40 a.m. Instruction Begins
3:10 p.m. Student Dismissal

MODIFIED KINDERGARTEN SCHEDULE

10:25 a.m. - 12:20 p.m. A.M. Session
1:15 p.m. - 3:10 p.m. P.M. Session

STUDENT SUPERVISION BEFORE AND AFTER NORMAL SCHOOL HOURS

There is an increasing concern for the safety and well being of youngsters who play in the vicinity of the schools during periods when supervision is not available.

Students, except for those for whom bus schedules dictate otherwise, should not arrive at school before 8:20 a.m., nor remain at school later than 3:30 p.m. Upon arrival at school, all students should go to areas within their school as designated by their school principal. No adult supervision of playground areas is provided before or after school.

REQUIREMENTS FOR ADMISSION

The board will establish age requirements for the admission of beginners which are consistent with statute and sound educational practice and which insure the equitable treatment of all eligible children.

Beginners are children entering the lowest grade of the primary school above the kindergarten level. They shall be admitted to school only during the first two weeks of the annual school term except that a child who is eight (8) years of age may begin school at any time during the school year. A beginner is eligible for admission to the lowest grade of the primary school above the kindergarten level if s/he has attained the age of six (6) years on or before September 1.

A birth certificate, immunization record, and health history must be presented when your child first enters the West Jefferson Hills Schools.

This does not imply that all children meeting this minimum age requirement must attend at that time. Realizing that children mature at different rates, be it physically, socially, or intellectually, some parents prefer to delay their child's entrance until the next year. This is a personal decision; but if you have any doubts, it could be to your advantage to discuss them with the principal before making a decision.

IMMUNIZATIONS

Immunization Requirements:

- i Diphtheria and Tetanus Vaccine - Four doses (The fourth dose must be given on or after the fourth birthday)
- i Oral Polio Vaccine - Three doses (or four doses of Salk Polio Vaccine)
- i Measles Vaccine - Two doses (one dose given on or after the first birthday and a second booster dose given before school entry)
- i Rubella Vaccine - One dose given on or after the first birthday
- i Mumps Vaccine - One dose given on or after the first birthday
- i Hepatitis B Vaccine - Three properly spaced doses
- i Varicella Vaccine - One dose given after first birthday or evidence of disease

EXEMPTION FOR IMMUNIZATION

Medical Exemption - Children need not be immunized if a physician or his/her designee provides a written statement that immunization may be detrimental to the health of the child. When the physician determines that immunization is no longer detrimental to the health of the child, the child shall be immunized according to this subchapter.

Religious Exemption - Children need not be immunized if the parent, guardian, or emancipated child objects in writing to the immunization on religious grounds or on the basis of a strong moral or ethical conviction similar to a religious belief.

MEDICAL SERVICES

The School Health Service Program is the area in education which maintains, protects, and promotes the optimal health, physical, mental, and social environment of the school-age student. Its prime objective is the promotion of good health habits

as an adjunct to the home responsibility for health care. Besides performing the state mandated screening programs, the Health Service Department acts as a resource and becomes involved in many health teacher programs.

Thorough screening is done on all new entrants to insure that all students have had the required immunizations and are physically healthy, with no visual or hearing problems. Teaching children at an early age the importance of preventive health and safety habits is stressed.

The school nurse keeps a record for each child. The parent must complete a health history, giving all information requested upon enrollment in the school district. The record includes yearly height, weight, results of vision and hearing tests and other important health information. It is very important to notify the office of any specific health problems such as allergies, convulsions, etc. that your child may have so that this may become part of the child's health file. This information is considered confidential and is only available to school personnel on a need-to-know basis.

If your child becomes ill or is injured at school, you will be notified. Parents are responsible for transportation of their children when they become ill or injured. If both parents work outside the home, it is important that the school be given the telephone number of both places of employment. The school should also have the telephone number of a relative or neighbor who may be contacted if we are unable to reach you. This information can be supplied on the Emergency Procedure Card that is sent home at the beginning of each school year. If these numbers change, please inform the school of the new numbers.

If your child does not feel well before coming to school, keep the child home under observation. Communicable diseases such as measles, scarlet fever, mumps, or chicken box frequently begin with symptoms such as fever, vomiting, sore throat, or skin rash.

STUDENT INFORMATION/EMERGENCY CARD

During the first week of school, the teacher will send home information cards for you to complete. The Emergency Procedure Card is kept in the main office and the Emergency Care Card is kept in the nurse's office. Please make sure all telephone numbers and addresses are accurate and clearly written. The persons listed should be available to pick up your child in case of an emergency. Make sure the contact person has been notified of this important detail.

These cards may also be used in case of an early dismissal. They are contemplated only when that action is considered necessary to best provide for the safety of the students.

MEDICATIONS

Only essential medication prescribed by a physician or dentist will be given by school personnel. Over the counter medications such as cold tablets and Tylenol cannot be given in school without a doctor's written order. If your child needs to take any type of medication in school, you must follow the procedure below:

1. All medications will be administered by the school nurse or designee or the student him/herself, where the family physician so directs;
2. Medications will be securely stored and kept in the original labeled container; and
3. The school nurse will maintain a record of the name of the student to whom medication may be administered, the prescribing physician, the dosage and timing of medication, and a notation of each instance of administration.

Remember the weather delays will often disrupt medication times at home. The time for the school medication must be adjusted accordingly. For your child's safety, no medication will be given to your child on a delay day unless you contact the school to indicate the time medication should be given.

DRESS CODE

The elementary school does not have a formal dress code for its students. Our students have always dressed in good taste in the past and we hope they will continue to dress properly for school in the future.

Children should wear comfortable and weather appropriate clothing to school. For comfort during the warm weather, shorts may be worn. Open-toed or strapless sandals and "flip-flops" are not considered appropriate footwear since they can cause an injury while on the playground, on the stairs, or during gym class. The students are physically active throughout the school day especially during recess and going up and down the stairs. To help keep your child safe, sensible and supportive

shoes should be worn to school.

During the winter months, layering your child's clothing may provide greater comfort due to the variation of temperatures within the building.

Remember to have your child dress appropriately for school. Clothing which promotes drugs, alcohol, tobacco, or obscenities is not permitted. Please use your own judgment as to your child's dress at school. Remember that a child usually acts the way he/she is dressed. Therefore, dress him/her for study and for safe play.

PARENT-TEACHER ASSOCIATION

All of the elementary schools have Parent-Teacher Associations which help in a supportive manner. Membership in these organizations is voluntary.

VISITORS

Parents are encouraged to visit school and actively participate in the education of their child. We request that parents avoid conferences with the teacher during visits, but rather schedule a conference according to the Parent-Teacher Conference section (Page 10).

To ensure the safety of all children in the building, all visitors are required to report to the main office to sign in, state purpose of visit, and wear a "visitor's" pass before going to other areas in the school.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences can be initiated by the parent or the teacher. Parents who desire a conference with the teacher can call the school secretary for an appointment or can write a note requesting an appointment to see the teacher. Conferences will also be held on Conference Day following the first nine week reporting period.

A few rules must be observed in setting appointment dates:

1. Teachers, by negotiated contract, must be given a day's notice for all parental conferences.
2. All parent conferences should be scheduled between 7:55 a.m. and 3:40 p.m., the regular duty day.
3. Conferences are scheduled during the teacher's preparation period and cannot be scheduled during class time.
4. One Conference Day is provided in the school calendar, usually following the first nine-week grading period.

When the need arises, we strongly encourage parent-teacher conferences. However, the report card serves as the principle method of informing parents of student progress at school.

ATTENDANCE REQUIREMENTS

Children in Grades 1-5 are covered by the compulsory attendance laws of the Commonwealth of Pennsylvania. The only excused absences are for illness, death in the immediate family, impassable roads, and exceptionally urgent reasons. Examples of illegal and un-excused absences are vacations and truancy.

Upon return to school, a note must be sent to the homeroom teacher stating the reason and date(s) of absence. If a written statement is not present within three (3) days of the student's return to school, the absence will be considered as an unexcused absence. A doctor's statement may be required for extended illness, stating the reason for being absent. Make-up work is required when applicable. A student who accumulates 15 days of absence may be required to have a Doctor's excuse for each subsequent absence, in accordance with board policy. Frequent or extended absences from recess or physical education classes may require a doctor's statement. A written excuse from the parent/guardian is required if the child is to be excused from physical education class due to illness or related health condition. An excuse, for no more than two consecutive classes, can be written by the parents. Prolonged absences must have a written doctor's excuse.

SCHOOL DAY

Except for those students for which his or her bus schedule dictates otherwise, **no student should arrive or be dropped off at any elementary school earlier than 8:20 a.m.** Homeroom period begins at 8:30 a.m. and any student is considered tardy when arriving after 8:30 a.m. and should report to the office upon his or her arrival.

EARLY DISMISSAL

If a student must leave for an appointment during the school day, parents should send a note to the homeroom teacher stating the reason and time of the necessary dismissal. The teacher will send the child to the office at the time indicated. Parents must meet their child in the school office at the time indicated. Please do not go directly to the classroom. Standing in the hall while waiting for your child or the teacher may be disruptive to the learning environment. Parents are encouraged to make all appointments before or after regular school hours.

Students who report to school after 11:00 a.m. will be marked absent for one-half (1/2) day.

Leaving elementary school before 11:00 a.m., the student will be marked P.M. absent.

EXTRA CURRICULAR ACTIVITIES, (i.e., music, tennis, organized sports lessons/games) **MUST BE SCHEDULED BEFORE OR AFTER SCHOOL HOURS.**

UN-EXCUSED ABSENCES AND MAKE-UP PRIVILEGES

The following un-excused absences carry make-up privileges:

1. Emergency at home - One or more days of absence can carry make-up privileges depending upon the nature of the emergency.
2. Runaways - Each case must be dealt with on its own individual merit. A decision to grant make-up privileges must rest with the administrator involved.
3. Weddings and Graduations - Make-up work will be granted for the day and reasonable travel time.

The following un-excused absences from school do **not** carry make-up privileges:

1. Truancy
2. Un-excused absence during semester or final examinations.
3. Recreational purposes: baseball games, fishing, hunting, etc.
4. Draft registration - time is given during the school day to register at the Draft Board.
5. Failure to bring an excuse within the three (3)-day period immediately following the student's return to school.
6. Driver examinations - an early dismissal may be permitted to take the driver's examination
7. Non-educational vacations - When, in the judgment of the building administrator, a vacation is considered to be one of convenience and has no documented educational value to the child, no make-up privileges will be granted.

HOMEWORK REQUESTS

Requests for homework, due to absences, must be made by calling the school office prior to 8:30 a.m. Homework can be picked up in the office after 2:00 p.m. the day of the request. At the request of the parent, homework may be sent home with another student.

HOMEBOUND INSTRUCTION

Students who are unable to attend regular school classes due to illness may qualify for homebound instruction. If a child is absent from school for an extended period of time, and if a physician recommends homebound instruction, the school will employ a homebound teacher. This involves five hours of instruction per week in the home. Parents should get in touch with the principal when this service is warranted.

EMERGENCY DRILLS

Fire Drills are conducted once each month. Lock Down Drills are conducted twice annually. Bus Evacuation Drills are conducted twice annually and Weather Drills are conducted once a year. Detailed escape plans are posted inside the doors of each classroom.

EMERGENCY CLOSING OF SCHOOL

Barring unforeseen situations or emergencies, the school calendar is fixed for the term. Should it be necessary, however, to close any or all of the schools due to weather conditions, or for other reasons, announcements will be made over TV and radio stations KDKA (1020 AM), WTAE (1250 AM), and WPXI-TV (Channel 11) as early as possible. Announcements will also be posted on our website at www.wjhsd.net.

DISCIPLINE

In the conduct of our schools, we believe in the democratic principle of freedom without punishment. Freedom, however, does not imply the right to infringe upon the rights of others. Rather, it implies the exercise of self-discipline and the respect of the rights of other group members to exercise their freedom in a similar manner.

Efforts are directed toward teaching students to learn self-discipline. In those cases where students are unwilling to accept this mode of behavior, corrective measures may be used.

BUS SCHEDULES

Bus cards are mailed to the parents a few days prior to the beginning of the school year. The bus card will include the time of pickup, location of stop, and bus number. Please make every effort to have your child ride the bus to school. If it is necessary to drop off or pick up your child, **PLEASE DO NOT PARK IN FRONT OF THE SCHOOL BUILDING OR AROUND THE SCHOOLS' DRIVEWAY CIRCLES. THIS CREATES A SAFETY HAZARD FOR THE CHILDREN.**

PUPIL REGULATIONS AFFECTING BUS STUDENTS

STUDENTS ARE NOT PERMITTED TO CHANGE BUSES. PLEASE DO NOT ASK TO HAVE YOUR CHILD RIDE ANOTHER BUS OTHER THAN THE ONE THAT IS ASSIGNED.

- Students must obey bus drivers promptly as they are in full charge of buses and pupils while in transit.
- Students must be on time at the designated bus stop.
- Students must stay off of the roadway at all times while waiting for the bus.
- Students must cross in front of the bus when crossing a highway.
- Students must wait until the bus comes to a stop before attempting to enter or leave the bus.
- Students must keep their arms and heads inside the bus at all times.
- Students must remain seated at all times while the bus is in motion.
- Any damage to the bus should be reported to the driver at once.
- Students will be picked up and discharged only at designated stops.
- Smoking is not permitted on the bus.
- Students must not cause disturbances on the bus. This is a serious matter which endangers the safety of the driver and all passengers on the bus and will not be tolerated.
- Students vandalizing buses will be subject to disciplinary action and may be held responsible for damages which they

cause.

- Audio-Video recording equipment may be utilized on the school buses for the purposes of safety and security.

Students who do not comply with the above regulations will be subject to disciplinary action and may have their riding privileges suspended by the school principal.

Students must ride the bus that is assigned to them. Students are not permitted to change buses. Please do not ask to have your child ride another bus other than the one that is assigned. We cannot honor these requests due to overloading, school insurance, and other reasons.

HOT LUNCH PROGRAM

A hot lunch is available in the elementary schools each day of the school year. The cost of a regular lunch is \$1.85 at the elementary level. The lunches are prepared at Thomas Jefferson High School and transported to the elementary schools. Menus are sent home on a monthly basis. Students may buy a Class-A lunch or milk.

Lunches can be purchased with the SNAP program. Each student is assigned an account number. The student's account number is keyed in for each lunch they purchase. The parent provides Nutrition, Inc. with a sum of money at the beginning of the school year and each lunch purchase is deducted from that sum of money. You will be notified when your sum of money is low. Parents who do not want their child to be able to charge snacks on SNAP, may write a letter stating so to the cafeteria manager.

Lunch aides are provided to help the children with their lunches, as well as to supervise their recreational time.

STUDENT USE OF PHONE

The school phone is for business purposes. Students are not permitted to use the school phone to make personal arrangements such as to visit a friend after school. We do not interrupt the school program to have students come to the phone. The office will accept only emergency-type messages to relay to students. If you wish to speak with a teacher, you may leave a message on the teacher's voice mail.

STUDENT SERVICES

SCREENING FOR GIFTED SUPPORT

Students in Grades K-5 are identified for the Gifted Support Program by the use of a screening device that includes the student's letter grades, scores on the standardized achievement and intelligence tests, and during the school year by teacher observation.

Once a student is initially screened as a potential candidate for the gifted support program, a certified school psychologist determines the eligibility based upon an intelligence score of 130 and other pertinent factors as related to the individual which may indicate a need for gifted support learning.

Parents may request a screening procedure by contacting the child's Teacher, Principal, or the Director of Pupil Personnel Services. Parents may pursue educational evaluations independent of the school district.

Evaluations of students for the Gifted Support Program occur after the administration of achievement and ability tests.

A Multi-Disciplinary Team (MDT), which includes teachers, diagnosticians, administrators, and parents, completes a written educational report. This report includes:

- The student's educational, social, and physical history
- Educational needs and strengths
- Information from classroom observations
- Interpretation of assessment results
- Conclusions and recommendations
- Signatures of team members and any dissenting opinions

A Gifted Individual Educational Program (GIEP) is developed and implemented after completion of the GER (Gifted Evaluation Report). Parents are invited to be a part of the GIEP.

Parents receive a written notice prior to the evaluation. The notice states:

- < The basis upon which the referral was made
- < The right to see all student records
- < The right to meet with a member of the evaluation team
- < The procedures and tests to be used and approximate dates
- < The right to object to the evaluation

The elementary Gifted Support Program involves the student attending classes with a district-employed itinerant teacher of the gifted. The following strands are included in the program:

- < Research
- < Independent Study
- < Decision Making
- < Communications
- < Creativity

The Gifted Support Program is designed to enrich and accelerate the basic curriculum in Grades K-5 with appropriate teaching strategies and instruction of higher level thinking needs of each gifted student.

ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)

In accordance with the Board's Philosophy of Education and Curriculum policies, an appropriate educational program has been designed and provides identified students whose dominate language is not English (ESL), whose language is limited English proficient (LEP), or an English language learner (ELL).

The primary goal of the ESL program is to increase the English language proficiency of limited English proficient students so that they can meet state and district academic standards and thus be successful in school. A related goal is to increase these students' English language proficiency so that they can fully and successfully participate in all main-streamed classes at an age-appropriate grade level. To meet these goals, the objectives of ESL or ELL instruction are development of listening, speaking, reading, and writing skills in English, and the provision of an educational environment which helps the ESL or ELL student understand and cope with a new culture.

TITLE I PROGRAM/DISTRICT TUTORIAL PROGRAM

The Title I and District Tutorial Program are comprehensive systematic approaches for students. The programs use appropriate diagnostic evaluation to determine specific student strengths and weaknesses. These are supplemental programs which provide students with extra help in addition to their regular classroom instruction and do not take the place of the classroom reading instructions.

Diagnosis and teaching through continuous communication with classroom teachers and parents are made an integral part of each child's learning needs. A wide range of needs are serviced through a varied curriculum. The focus of instruction is to identify areas of weaknesses and coordinate instruction with the regular classroom activities.

The programs are federally-funded or district-funded and many regulations mandate their operation. Participation in these programs is voluntary, based on parental consent. Their basic premise is to improve the student's academic progress.

LEARNING SUPPORT CLASS

The Allegheny Intermediate Unit operates learning support classes in the school district. Learning support pupils are those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, which may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

The students in the AIU class are based in the school's homerooms and are included in the regular education program when appropriate.

EMOTIONAL SUPPORT PROGRAM

The Allegheny Intermediate Unit Emotional Support Program is a special education program designed for children experiencing social, emotional, or environmental problems which interfere significantly with their learning process. The objective of this program in all cases is to assist the child to achieve to the limit of his or her ability, to make positive gains from school social and academic experiences and return to the mainstream. Individually prescribed academic programs, small class size for more personal interactions, individual and select main streaming, and parent and staff involvement are some of the techniques used to achieve this objective.

SPEECH AND VISION SUPPORT

Speech and vision support is provided to those youngsters who have been diagnosed as needing these services. These programs are operated by certified employees of the Allegheny Intermediate Unit.

HEARING SUPPORT PROGRAM

The Allegheny Intermediate Unit Hearing Support Program has been planned to provide hearing impaired children with mild to profound hearing losses with an education parallel to that of their hearing peers. The program develops optimum communication skills through sequential language acquisition. Children are placed in regular classrooms, where their instruction is supplemented by itinerant speech, language, and other ancillary services.

INSTRUCTIONAL SUPPORT

Instructional Support is the name given to Pennsylvania's pre-referral intervention system as defined in Chapters 14 and 343; Pennsylvania's Regulations and Standards for special education. A team of building-based professional educators who collaboratively discuss and agree upon interventions to be used with a non-eligible student who is experiencing either academic or behavioral difficulties. "Referrals" can be made by either a member of the school facility or the parent of the child.

When the student's learning interests and needs are sufficient to warrant help beyond the ordinary classroom instruction, special instruction and services may be utilized. This determination will be made through joint consultation of the classroom teacher, parent, and the appropriate representative of the administration. Said programs will include:

- a. Ongoing communication among administration, teaching staff members, and parents or guardians of pupils participating in special educational programs.
- b. Evaluation procedures which measure pupil achievement related to such educational program objectives and standards.

ACADEMIC STANDARDS

Students in the West Jefferson Hills School District are offered planned instruction so that students may develop knowledge and skills in the following areas as specified in 22 PA. Code, Chapter 4,

The Academic Standards are:

I. Reading, Writing, Speaking and Listening

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing, and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language

- 1.8 Research

The Reading, Writing, Speaking, and Listening Standards describe what students should know and be able to do with the English language at four grade levels (third, fifth, eighth, and eleventh). The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. West Jefferson Hills School District uses the standards to develop the local school curriculum that will meet local students' needs.

II. Mathematics

- 2.1 Numbers, Number Systems, and Number Relationships
- 2.2 Computation and Estimation
- 2.3 Measurement and Estimation
- 2.4 Mathematical Reasoning and Connections
- 2.5 Mathematical Problem Solving and Communication
- 2.6 Statistics and Data Analysis
- 2.7 Probability and Predictions
- 2.8 Algebra and Functions
- 2.9 Geometry
- 2.10 Trigonometry
- 2.11 Concepts of Calculus

The Mathematics Standards describe what students should know and be able to do at four grade levels (third, fifth, eighth, and eleventh). They reflect the increasing complexity and sophistication that students are expected to achieve as they progress through school.

III. Science and Technology

- 3.1 Unifying Themes of Science
- 3.2 Inquiry and Design
- 3.3 Biological Sciences
- 3.4 Physical Science, Chemistry, and Physics
- 3.5 Earth Sciences
- 3.6 Technology Education
- 3.7 Technological Devices
- 3.8 Science, Technology, and Human Endeavors

These standards describe what students should know and be able to do by the end of the fourth, seventh, tenth, and twelfth grades. In addition, these standards reflect the increasing complexity and sophistication that students are expected to achieve as they progress through school. Technology Education, computer applications and science are separate curricular areas. Meeting standards is approached as a collaborative effort among all curricular areas.

IV. Environment and Ecology

- 4.1 Watersheds and Wetlands
- 4.2 Renewable and Nonrenewable Resources
- 4.3 Environmental Health
- 4.4 Agriculture and Society
- 4.5 Integrated Pest Management
- 4.6 Ecosystem and their Interactions
- 4.7 Threatened, Endangered, and Extinct Species
- 4.8 Humans and the Environment
- 4.9 Environmental Laws and Regulations

Environment and Ecology places its main emphasis in the real world. It allows students to understand, through a sound academic content base, how their everyday lives evolve around their use of the natural world and the resources it provides.

V. Civics and Government

- 5.5 Principles and Documents of Government
- 5.2 Rights and Responsibilities of Citizenship
- 5.3 How Government Works
- 5.4 How International Relationships Function

The Civics and Government Academic Standards describe what students should know and be able to do at four grade levels (third, sixth, ninth, and twelfth). Throughout the standards statements, concepts found in lower grades must be developed more fully throughout higher-grade levels.

VI. Economics

- 6.1 Economic Systems
- 6.2 Markets and the Functions of Governments
- 6.3 Scarcity and Choice
- 6.4 Economic Interdependence
- 6.5 Work and Earnings

The Economic Standards describe what students should know and be able to do at four levels (third, sixth, ninth, and twelfth). They reflect the increasing complexity and sophistication that students are expected to achieve as they progress through school. Topics and concepts in Economics directly relate to Environment and Ecology Government Standard 4.2 and Geography Standard 7.3. As a social science, Economics Standards are a cross-walk and related to the Civics and Government, Geography and History Standards to create an interdisciplinary view of the world.

VII. Geography

- 7.1 Basic Geographic Literacy
- 7.2 The Physical Characteristics of Places and Regions
- 7.3 The Human Characteristics of Place and Regions
- 7.4 The Interactions Between People and Places

The Geography Standards describes what students should know and be able to do at four grade levels (third, sixth, ninth, and twelfth). Basic concepts found in lower grade levels must be developed more fully at higher-grade levels.

VIII. History

- 8.1 Historical Analysis and Skills Development
- 8.2 Pennsylvania History
- 8.3 United States History
- 8.4 World History

The History Standards describe what students should know and be able to do at four grade levels (third, sixth, ninth, and twelfth). They reflect an understanding of chronological events and the application of historical thinking skills in viewing the human record.

HEALTH, SAFETY AND PHYSICAL EDUCATION

- Concepts of Health
- Healthful Living
- Safety and Injury Prevention
- Physical Activity
- Concepts, Principles and Strategies of Movement

The Academic Standards for Health, Safety and Physical Education describe what students should know and be able to do by the end of third, sixth, ninth and twelfth grade.

These Academic Standards provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life. The attainment of these standards will favorably impact their lives and the lives of those around them. By becoming and remaining physically, mentally, socially and emotionally healthy, students will increase their chances of achieving to their highest academic potential.

The Academic Standards for Health, Safety and Physical Education provide parents with specific information about the knowledge and skills students should be developing as they progress through their educational programs. With the standards serving as clearly defined targets, parents, students, teachers and community members will be able to become partners in helping children achieve educational success.

ARTS AND HUMANITIES

The Academic Standards for the Arts and Humanities describe what students should know and be able to do at the end of Grades three, five, eight and twelve in the visual and performing arts and the understanding about humanities context within the arts. The arts include dance, music, theatre and visual arts. The arts and the humanities are interconnected through the inclusion of history, criticism and aesthetics.

- Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
- Historical and Cultural Contexts
- Critical Response
- Aesthetic Response

The Academic Standards for the Arts and Humanities define the content for planned instruction that will result in measurable gains for all students in knowledge and skills and provide a basis of learning for continued study in the arts. The unifying themes of production, history, criticism and aesthetics are common to each area of study within the Academic Standards in the Arts and Humanities.

- Dance Education is a kinesthetic art form that satisfies the human need to respond to life experiences through movement of the physical being.
- Music Education is an aural art form that satisfies the human need to respond to life experiences through singing, listening and/or playing an instrument.
- Theatre Education is an interdisciplinary art form that satisfies the human need to express thoughts and feelings through written text, dramatic interpretation and multimedia production.
- Visual Arts Education is a spatial art form that satisfies the human need to respond to life experiences through images, structures and tactile works.
- Humanities Education is the understanding and integration of human thought and accomplishment.

STUDENT RECORDS POLICY

The educational interests of the pupil and of society require the collection, retention, and use of information about individual pupils and groups of pupils. The welfare and progress of pupils is inextricably related to the maintenance of a thorough and efficient system of public schools; the latter cannot be achieved nor assessed in the absence of appropriate information about the former.

It is no less the interest of society to protect the right of each of its members against an unwarranted invasion of privacy. The primary purpose of pupil record keeping will be the educational welfare and advancement of the pupil.

The Board of School Directors has primary responsibility in this district for the compilation, maintenance, and access to and security of pupil records. Only records mandated by the Commonwealth or federal government or specifically permitted by this Board may be compiled by the staff. The Board hereby authorizes the following pupil records:

- Observations and ratings of individual pupils by professional staff members acting within their sphere of competency and responsibility.
- Health records as required by law
- Samples of pupil work
- Information obtained from authorized standard instruments of measurement such as aptitude tests, vocational preference inventories, achievement tests, and intelligence tests
- Authenticated information provided by a parent or pupil concerning achievements and other school activities which the pupil wants to make a part of the record
- Verified reports of serious or recurrent behavior patterns
- Extracurricular activities and achievements
- Rank in class and academic honors earned

In accordance with law, each teacher in this district will prepare and maintain a record of the work and progress of each student and present such record, including the final grade and recommendation for promotion or retention, to the superintendent.

The Board designates the following as student "directory information" which may be released without permission except when prohibited by a parent or eligible student in accordance with district regulations:

- Name, address, telephone number (unless "unlisted")
- Date and place of birth
- Major field of study
- Participation in recognized activities and sports

- Height and weight, if a member of an athletic team
- Dates of attendance
- Awards received
- Previous school districts attended

The Board authorizes the administration to forward education records on request to a school in which a pupil of this district seeks to enroll or intends to enroll.

The Superintendent will prepare for the consideration and approval of the Board a comprehensive plan for pupil records other than directory information which will conform to the "Guidelines for Collection, Maintenance, and Dissemination of Pupil Records" and the federal guidelines implementing the Family Educational Rights and Privacy Act (Public Law 93:380) and will include:

- provisions for the specific pupil records which may be collected
- proper safekeeping, custodianship, and administration of pupil records
- access of pupils and parents or guardians to records
- access of third persons or agencies to records
- procedures for parental or pupil challenge to the contents of a pupil's records
- schedule for the retention and destruction of pupil records.

Copies of the district's Student Records Policy are located in the Supervisor of Pupil Personnel Services' office and may be obtained upon request.

Should you wish to examine the records at any time, you may arrange to do so by making an appointment with the principal's office.

REPORTING TO PARENTS

The West Jefferson Hills School District is pleased to announce that we have implemented a student information system called LetterGrade. This program enables our schools to easily post grades, assignments, attendance, and other relevant student data on-line and let parents have immediate access to this information.

LetterGrade software has been designed to provide an opportunity for parents for improved communication with the school administration, counselors, and teachers. A parent/guardian will be able to inquire about his or her child's school assignments, upcoming events, grades, attendance, and course selections. Detailed information on this software will be provided to new parents/guardians in the immediate future. A link to this URL will be listed on the www.wjhsd.net website. Computer access is available at the local libraries or any Internet access site.

*Features and benefits:

- Fully integrated web site based grade book, on line community, and student information system.
- Improved productivity for staff, teachers, administrators, and clerical staff.
- Students and parents access to upcoming homework assignments, preparation for exams, and timely grade checks.
- Access to information anytime.
- Current grade averages are automatically calculated and available for progress reports.
- On-line attendance (homeroom and period), which updates student information system for state, reporting requirements.
- Ability for parents to communicate with faculty and administrators via email.

Report cards are sent home at the end of each nine-week period. Progress reports are sent to parents indicating subjects in which children are experiencing difficulty. These can be sent at any time after midpoint of the grading period.

If in rare and unusual circumstances, a student earns a "D" or "F" or has dropped 2 letter grades at the end of the grading period, no Special Report to Parents will be sent, but the teacher must inform the parent before the report card is issued.

When you receive your child's report card, study it carefully with him or her, sign and return the envelope promptly.

*LetterGrade is not available for Kindergarten Parents/Guardians

ANTI-DISCRIMINATION POLICY

It is the policy of the West Jefferson Hills School District not to discriminate on the basis of sex, handicap, age, race, color, and national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504 and Title VI. For information regarding services, activities, programs, and facilities that are accessible to and usable by handicapped persons or about your rights or grievance procedures, contact the Director of Pupil Personnel Services at 412-655-8450 x2228.

2006-2007 SCHOOL CALENDAR

August 23 August 24 August 25 August 28	Orientation for new staff In-service day Clerical Day First day for students
September 4 September 5 September 6 September 7	Labor Day TJHS Open House (evening) PHMS Open House (evening) Elementary Open House (evening)
October 9	In-service day (no classes)
November 10 November 21 November 22 November 23-27	In-service day (no classes) P.M. Conferences A.M. Conferences (no classes) Thanksgiving Recess
December 25-29	Christmas Recess
January 1 January 15*	New Year's Day Martin Luther King Day (1st make-up day)
February 19*	Presidents' Day (2nd make-up day)
March 16	In-service Day (no classes)
April 4* & 5* April 6 April 9*	Spring Recess (3 rd & 4 th make-up days) Spring Recess Spring Recess (5 th make-up day)
May 17 May 18 May 28	In-service day (no classes) School picnic (district closed) Memorial Day
June 8 June 11	Last day for students Clerical ½ Day

***Make-up day. If more than five make-up days are needed, they will be added at the end of the school year.**

West Jefferson Hills School District

Home of the Jaguars!