Message to Parents:

Dear Families,

Welcome to Holiday Park Elementary School, where all fifth and sixth grade students are challenged to “Work Hard, Dream Big!” Our building daily mission of “Work Hard, Dream Big” is a reminder that student attitude and effort can lead to daily success. Student engagement and application of learning is a big part of our instructional efforts to prepare your child to move to the next level of their education. Ultimately, we inspire to equip your child with academic and social tools of which they can apply inside and outside of school. We strive to be both transparent and communicative with our families. The Holiday Park Elementary Parent-Student Handbook is prepared for families to serve as a resourceful guide to your child’s academic experience.

Working together, we believe that your child will have a successful and rewarding 2019 - 2020 school year at Holiday Park Elementary. Please contact us with any questions and/or feedback.

Sincerely,

Dr. Francis Sciullo
Principal

Mrs. Maria Fajt
Assistant Principal
Vision:
The vision of Plum Borough School District is to be a distinguished educational organization where well-rounded students are exceptionally prepared for success.

Mission:
The mission of the Plum Borough School District is to be a top performing school district by increasing levels of academic rigor and student achievement through the development and execution of best practices, accountability, the highest ethical standards, and an unrelenting commitment by ALL to embrace excellence and pride in everything that we do.

Beliefs:
- We believe every child has a right to a high-quality and rigorous education in a safe, student-centered and an accountable environment.
- We believe collaborative partnerships focused on continuous improvement will serve to create educational opportunities for our students.
- We believe in developing productive and responsible citizens who are exceptionally prepared for success.
- We believe a first-rate workforce will foster an environment that is foundational to all academic success.
- We believe all children can learn and develop their talents in a positive, supportive, caring and growth mindset focused environment.
Plum CommUNITY Pledge

As a member of the Plum Borough School Community, I pledge in both my words and actions . . .

- to work together to build pride, positivity, and unity in my school and community;
- to foster a safe, welcoming, non-intimidating atmosphere and a sense of belonging for all students, staff and community members;
- to enhance the value of education by respecting how all cultures solve problems in positive ways;
- to accept my role in supporting a high quality, student-centered learning environment;
- to foster a sense of equity in school experiences and opportunities to enable success for all;
- to listen to the views, ideas, thoughts, and beliefs of others with tolerance, empathy, and respect;
- to acknowledge, honor and celebrate the similarities and differences in others;
- to share my knowledge about culture and the contributions made by diverse members of our society;
- to report behaviors that are discriminatory, biased or culturally insensitive;

AND, to be kind, caring and unbiased in my words and actions.
Please review the Plum Borough School District Student Handbook and Student Code of Conduct with your child(ren). These documents are found under the Parent Resources tab of the District’s website www.pbsd.net and are to be reviewed annually with your child.

Your understanding of the information contained within these documents is of utmost importance, as your child will look to you for guidance throughout their school experience. Should an issue arise, which pertains to the information recorded within these manuals, you will want to be informed. Housed within these documents are the school’s policies, such as: Discipline Code, Technology Use Agreement, Controlled Substance/Paraphernalia, and Weapons.

This form will be kept on file to acknowledge that you have reviewed the handbook and student code of conduct. Please sign and return this verification to your child’s homeroom or first period teacher by:

**Friday, August 30, 2019.**

______________________________  ______________________________
Parent/Guardian Signature Date

______________________________  ______________________________
Student Name Teacher

*If your child is starting school after the school year has already begun; return this form to your homeroom or first period teacher within their first 10 days of school*
# Quick References

<table>
<thead>
<tr>
<th>Administration:</th>
<th>412-795-4430</th>
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<tbody>
<tr>
<td>Dr. Fran Sciullo</td>
<td><a href="mailto:sciullof@pbsd.net">sciullof@pbsd.net</a></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Mrs. Maria Fajt, Assistant Principal</td>
<td><a href="mailto:fajtm@pbsd.net">fajtm@pbsd.net</a></td>
</tr>
<tr>
<td>Mrs. Melissa Santopietro Administrative Assistant</td>
<td><a href="mailto:santom@pbsd.net">santom@pbsd.net</a></td>
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<tr>
<th>School Counselor:</th>
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<tbody>
<tr>
<td>Mrs. Jena Nese</td>
<td><a href="mailto:nesej@pbsd.net">nesej@pbsd.net</a></td>
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<tr>
<th>School Nurse:</th>
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<tr>
<td>Mrs. Tina Jagodzinski</td>
<td><a href="mailto:jagodzinskkit@pbsd.net">jagodzinskkit@pbsd.net</a></td>
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</tbody>
</table>
To better assist our students, we believe communication with our families is critical. Below is a list of concerns that may arise and a corresponding hyperlinked list of school personnel or information to help address an issue. Official location of all district information includes: [www.pbsd.net](http://www.pbsd.net)

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<tr>
<th>Concern</th>
<th>Person To Call</th>
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The Plum Borough School District is committed to communication with parents and the community. We believe open lines of communication are essential to the educational process. District staff members will make a concerted effort to respond to inquiries in a timely fashion. Please note that staff members are not permitted to contact parents during instructional time and thereby, will not correspond to you immediately during the school day. In the event of an emergency during the school day, please contact the Main Office.

Parents are advised to contact their child’s teacher(s) or educator in charge of the class or program via voicemail or email when a question or concern arises. Should your child’s teacher(s) not be able to assist in fielding the inquiry or addressing the concern, please follow the Chain of Command below. The Chain of Command serves as a resource to parents and the community regarding communications with various departments for other concerns or questions.

Need immediate assistance during business hours? Please call the main office:
- Center 412-795-4420
- Oblock Junior High 412-798-6322
- Holiday Park 412-795-4430
- High School 412-795-4880
- Pivik Elementary 412-795-4580

**CHAIN OF COMMAND FOR MATTERS INVOLVING:**

**Attendance**
1. Main Office
2. School Counselor/Nurse
3. Principal

**General Information on School Programming**
1. School Website
2. Main Office
3. Principal
4. Assistant Superintendent
5. Superintendent
6. Board of Education

**Student Activities**
1. School Website
2. Supervising Staff Member
3. Main Office
4. Athletic/Activities Coordinator

**Credential Support** (Access, Usernames, Passwords for school website, school network, Google Account, Genesis, supplemental software)
1. Classroom Teacher
2. Main Office
3. Building Principal
4. Director of Technology

**Instruction/Curriculum/Student Progress**
1. Classroom Teacher
2. Building Principal
3. Assistant Superintendent
4. Superintendent
5. Board of Education

**Student Discipline**
1. Classroom Teacher
2. Building Principal
3. Assistant Superintendent
4. Superintendent
5. Board of Education

**Athletics**
1. Coach
2. Athletic/Activities Coordinator
3. Building Principal
4. Assistant Superintendent
5. Superintendent
6. Board of Education

**Facilities/Grounds/Buildings**
1. Director of Facilities 412-795-0100 Ext. 6312
2. Chief Financial Officer
3. Superintendent
4. Board of Education

**Transportation (busing information, personnel)**
5. Director of Transportation - 412-795-0100 Ext. 6388
6. Building Principal
7. Chief Financial Officer
8. Superintendent
9. Board of Education

**Transportation (Student Concerns)**
1. Main Office
2. Counselor
3. Building Principal
4. Director of Transportation
5. Assistant Superintendent
6. Superintendent
7. Board of Education

**Harassment, Intimidation, and Bullying**
1. Safe2Say
2. School Counselor
3. Principal
4. Assistant Superintendents
5. Superintendent
6. Board of Education
Overview of Student Scheduling and Homeroom Assignments (Pod)

To ensure maximizing of student instruction as well as attention to individual student needs, Holiday Park Elementary School utilizes a “Pod” system of class scheduling. Each student is placed within a “Pod”, usually consisting of 2 - 3 content area teachers. Within the Pod, students will rotate with their assigned homeroom amongst the content areas of ELA, Math, Science-Social Studies. Students will attend special area classes, recess, and lunch with their assigned homeroom. All efforts are made to strategically place your child within one of our professional staff member homeroom. Below provides an overview of expectations for transitions and student homeroom placements within Holiday Park.

April - May: Transitions begin with grade 4 to 5 and grade 6 to 7 students (ex: release of information, orientations, “bump-up days”, etc.)

August: Release of Holiday Park student homeroom assignments and schedule via Parent Portal, release of PBSD bus stops and bus numbers via the PBSD Bus Stop Locator, Grade 5 student orientation and Holiday Park Open Building Self-Guided Tours.

*All students will be placed within a homeroom/Pod. Parents are asked to refrain from contacting Holiday Park with requests for specific staff members.*

Daily Schedule

At Holiday Park Elementary, a student day is made up of 80 minute core content instructional blocks, 40 minute special area, 40 minute MTSS Enrichment-Intervention block, 10 minute recess, 30 minute lunch, and 30 minute Discovery Period. The core content academic classes include English Language Arts, Math, Science-Social Studies. Special area classes of Physical Education, Art, Music, and STEAM Lab occur on a four-day rotation. The last portion of a student day is Discovery Period of which students may sign up for one club/activity as well as receive instructional support.

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<th>Time</th>
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<td>7:55 AM</td>
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<td>8:10 AM</td>
<td>Homeroom and AM Announcements</td>
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<td>8:15 AM - 2:55 PM</td>
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<td>2:55 PM</td>
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*Because there is no supervision, students are not permitted to enter the school before 7:55 AM.*
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The Plum Borough School District’s Anonymous Reporting website is intended to facilitate, via online form, the reporting of sensitive information to school officials including information regarding student safety, substance abuse or potential threats to individuals or our facilities. This reporting system is not intended to be, or serve as, an emergency hotline or email. If you need immediate assistance and/or are reporting an emergency or event that could immediately affect the school community, please call the Plum Borough Police Department at 412-793-7400 or dial 911. If you are worried about the welfare of a child and wish to share your concerns, please contact the Pennsylvania ChildLine and Abuse Registry at 412-473-2000 or 1-800-932-0313. These reports are anonymous, you do not have to give your name or contact information.

Reports are forwarded electronically to predetermined school official(s) and, at the school administration’s option, to local law enforcement agencies for possible investigation or further action. Reports can be made 24 hours a day, seven days a week through www.saysomething.net.

For additional information on Safe2Say Something please CLICK HERE.
The Student Code of Conduct provides information specific to the following:

- Academic Integrity
- Attendance / Early Dismissal / Tardiness
- Bullying / Cyberbullying
- Care of School Property
- Discipline
- Discrimination
- Dress / Grooming
- Drugs / Alcohol / Tobacco / Vaping
- FERPA
- Harassment
- Technology /1:1 Devices
- Student Discipline
- Student Expression
- Student Lockers
- Student Searches
- Transportation / Student Bus Behavior
ENGLISH LANGUAGE ARTS 5
In fifth grade, students broaden and deepen their understanding of informational and literary text through comparing and contrasting. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. They use textual evidence and quote accurately to support their analyses and interpretations. Using evidence from multiple texts, students discuss, reflect, and respond to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author. Students develop a strong personal voice in their writing beginning in fifth grade. This is demonstrated by the way they sometimes inject humor into their narratives and support their opinions with credible reasons. Students use precise, specialized vocabulary appropriately in content-area writing. Students develop their writing craft with an emphasis on pacing and an awareness of style. They experiment with sentence length and complex sentence structures and vary leads and endings. Students are able to summarize and synthesize important works to include in their compositions. In the spring, students enrolled in this class will take the English Language Arts Pennsylvania System of School Assessment (PSSA).

MATH 5
Fifth grade mathematics focuses on developing understanding of operations with decimals to hundredths and developing fluency with whole number and decimal operations. Division is extended to include two-digit divisors and multiplication expands to include three digit by three digit factors. Topics include developing fluency with addition and subtraction of fractions, developing understanding of the multiplication of fractions and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions). Students will use formulas to calculate volume of rectangular figures. Students will use computational skills to convert units of measure within the customary and metric systems. Students will create and analyze a variety of graphs within the context of real world situations. Using a hierarchy of properties, students will classify various polygons. They will analyze quadrant one of the coordinate plane in real world situations. In the Spring, students enrolled in this class will take the Math Pennsylvania System of School Assessment (PSSA).
SCIENCE/SOCIAL STUDIES 5
Grade 5 Science will study Earth’s ecosystems with a focus on biology. The course will start with the ecosystems on Earth and how animals interact within them. The course will introduce the water of earth and plants. Students will study Earth’s weather patterns and physical interactions in the atmosphere. Grade 5 will study the stars and ways to study items in off Earth space. The students will study the scientific method. Within Grade 5 Social Studies, students will study the history of the United States of America. It starts with beginnings of Native American theory of settlement of North America. It ends with The American Civil War. Topics included are; Geography and landform study, world trading and exploration, colonization, French and Indian War, American Revolution, Constitution, and Sectionalism leading to The Civil War. Students will develop vocabulary related to American History.

ART 5
Course expands upon foundational understanding and skills in the visual arts. Students explore different forms of media as they continue to build their skills in drawing, painting, calligraphy, origami, and sculpture. Each lesson focuses on at least one of the elements of art, and/or principles of design. Topics discussed include artists, artwork, art appreciation, art history, and art criticism.

MUSIC 5
Students in the 5th grade general music classroom will be offered the opportunity to experience a variety of musical activities throughout the year with a goal of students becoming lifelong appreciators of music. Students will be given instruction on instruments such as African Drums, ukuleles and boomwhackers. Singing will play an integral part in the 5th grade curriculum with students gaining a working knowledge of reading standard notation. Students will also participate in activities in composition and performance, listening activities in music history, and basic music theory instruction. The 5th grade year concludes with an in depth unit on American Musical Theater.

PHYSICAL EDUCATION 5
Fifth Grade Physical Education focuses on educating and encouraging our students to understand the benefits associated with good health and fitness. The class promotes positive personal fitness habits and teaches the skills needed to attain, utilize and maintain them. This knowledge will then be used to enjoy and promote an ongoing healthy, active adult lifestyle. We will learn dynamic movement patterns. Students will be engaging in various individual and team sports. Activities used to develop responsible social behavior through teamwork, cooperation and good sportsmanship. We will introduce the necessary movements and concepts for activities like: personal fitness, Yoga, floor hockey, badminton, and volleyball. Expectations for students: Be prepared (wear athletic clothes and shoes), Be respectful, Be willing to try everything, Give your best effort!

STEAM LAB 5
Fifth Grade STEAM Lab prepares students to apply the skills of inquiry, investigation, and hands on exploration within the areas of science, technology, engineering, art, math. Within stations, students will participate with a variety of lab investigations focusing on structure design, coding, myths, and other analytical realms supporting STEAM learning.
ENGLISH LANGUAGE ARTS 6
In sixth grade, the English language arts focuses in the areas of reading, writing, speaking, and language. Our students read grade-appropriate, complex literature and informational text and cite textual evidence to support analyses. They examine how authors use reasons to make their points and support arguments with evidence, separating unsupported ideas from those backed by evidence. Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and elaboration of events or ideas. Students analyze passages to determine how character traits develop the plot, as well as, how the events affect the traits and behaviors of the characters. Students share their findings in class discussions, practicing how logically to sequence ideas and highlight the themes and key details they find most persuasive. Students’ vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words. Students are increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Students learn how writers try to influence readers while discovering how they can do the same in their own prose. They know how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. They also take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture. Language instruction includes identifying types of sentences, developing simple and complex sentences, mechanics, and grammar usage with a thorough focus on pronouns. In the Spring, students enrolled in this class will take the English Language Arts Pennsylvania System of School Assessment (PSSA).

MATH 6
Grade Six students in math will be instructed of the four critical areas of math instruction including: (1) Connecting ratio and rate to whole number multiplication and division. Students will use concepts of ratio and rate to solve problems. Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers. (3) Writing, interpreting, and using expressions and equations, (4) Developing understanding of statistical thinking. In the Spring, students enrolled in this class will take the Math Pennsylvania System of School Assessment (PSSA).
Within grade 6 Science, through integrated curriculum, the science course of study will help to develop a deep understanding of the content of science, as is intended by the Pennsylvania Academic Standards. Content knowledge and skills will be fostered through scientific inquiry, problem solving, and critical thinking. Topics include: Human Body systems (Life Science, Life Skills, Social Concepts and Health Concepts) and Properties of Matter (Physical Science) and Table of Elements. Within grade 6 Social Studies, students will explore and analyze US History from Civil War through present day. Students will focus on understanding the cause and effect of events that have helped shaped our nation into what it is today. Students will also focus on a unit all about the nation’s capital, Washington D.C. which will lead up to the sixth grade trip. Throughout each nine weeks, students will rotate by topic among both Science and Social Studies.

**ART 6**
Course furthers students developing of art skills, vocabulary recognition, and creativity. Students express themselves through drawing, painting, graphics, sculpting, animation, and jewelry crafting. Each lesson continues to focus on the elements of art, and/or principles of design. Art history, art appreciation, problem solving, and critical thinking are integrated into lessons as well.

**MUSIC 6**
Students in the 6th grade general music classroom will be offered the opportunity to experience a variety of musical activities throughout the year with a goal of students becoming lifelong appreciators of music. Students will be given instruction on instruments such as African Drums, ukuleles and boomwhackers. Through a variety of activities, students will gain a working knowledge of reading standard notation. Students will also participate in activities in composition and performance, listening activities in music history, and basic music theory instruction. The 6th grade year concludes with an in depth unit on the History of Rock and Roll.

**PHYSICAL EDUCATION 6**
Grade 6 Physical Education focuses on furthering the education and encouragement of our students to understand the benefits associated with good health and fitness, promoting positive personal fitness habits and teach the skills needed to attain, utilize and maintain them. Students will calculate max heart rate, resting heart rate and target heart range. This knowledge will then be used to enjoy and promote an ongoing healthy, active adult lifestyle. Students will use advanced dynamic movement patterns. Students will be engaging in various individual and team sports. Activities used to develop responsible social behavior through teamwork, cooperation and good sportsmanship. We will introduce the necessary movements and concepts for activities like: personal fitness, Yoga, basketball, badminton, pickleball, and volleyball, track and field. We will engage in modified games and discuss offensive and defensive strategies. Expectations for students: Be prepared (wear athletic clothes and shoes), Be respectful, Be willing to try everything, Give your best effort.

**STEAM LAB 6**
Sixth Grade STEAM Lab prepares students to apply the skills of inquiry, investigation, and hands on exploration within the areas of science, technology, engineering, art, math. Within stations, students will participate with a variety of lab investigations focusing on structure design, coding, myths, 3-D investigation and other analytical realms supporting STEAM learning.
LIBRARY
The mission of our school library media program is to ensure that students and staff are effective users of ideas and information. Our school library media specialist empowers fifth and sixth grade students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information by:
● Collaborating with our educators and students to design and teach engaging learning experiences that meet individual needs.
● Instructing students and assisting educators in using, evaluating, and producing information and ideas through active use of a broad range of appropriate tools, resources, and information technologies.
● Providing access to materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading.
● Providing students and staff with instruction and resources that reflect current information needs and anticipate changes in technology and education.
● Providing leadership in the total education program and advocating for strong library media programs in schools as essential to meeting local, state, and national education goals. Weekly, all students will have opportunities to self-select various books located within the library.

BAND
Grade 5 and 6 Students in band will continue their instrumental studies from 4th grade in a class setting, meeting one day out of each four day cycle for small group instruction. Full ensemble rehearsals will occur after school. Students will play a varied repertoire of music and further develop their ensemble skills. Band members’ areas of study will include the following: technical study, aural skills, music history, and semi-private instruction. Students will perform in two concerts (winter and spring) and will have opportunities to play in auxiliary ensembles like jazz band, flute choir, clarinet choir, and percussion ensemble. Students enrolled in band will attend band lessons in place of general music special area class. Please contact Band Teacher with any questions.

ORCHESTRA
Grade 5 and 6 Students in orchestra will continue their instrumental studies from 4th grade in a class setting, meeting one day out of each four day cycle for small group instruction. Full ensemble rehearsals will occur after school. Students will play a varied repertoire of music and further develop their ensemble skills. Orchestra members’ areas of study will include the following: technical study, aural skills, music history, and semi-private instruction. Students will perform in two concerts (winter and spring). Students enrolled in orchestra will attend orchestra lessons in place of general music special area class. Please contact Orchestra Teacher with any questions.
CHORUS
All 5th and 6th grade students are able to enroll in the elective of chorus. We will focus on learning proper breath control for singing, warm up techniques, solfege and ear training, and unison and two-part singing. Students will participate in two concerts, one in the winter and one in the spring. Chorus practice occurs during Discovery Period, and at times, before and/or after school. Please contact Chorus Teacher with any questions.

DISCOVERY PERIOD
Daily for all students, the last 30 minutes of the school day is set aside for Discovery Period. This time offers students the opportunity to participate in activities that interest them. The activities include athletics, arts, technology, music, student government, STEM, and homework help to name a few. Offerings occur on set days of the four day cycle. On days that students do not have an activity, they stay with a teacher from their pod to do homework, receive help or enrichment, read silently, select book from library, or participate in teacher approved activities. Students sign up for Discovery period occur within the Fall and Early Spring. Students can select from multiple activities depending on interest and availability. Due to servicing all students, students will participate in one activity per Discovery cycle. Prior to student sign-ups, students and families will be informed to view a slide show presentation of available clubs. It is a student decision as to which available club they elect to sign up for.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)
MTSS- Holiday Park Elementary School is committed to providing high-quality instruction and support to promote the highest achievement of all students. At the school level, the Multi-Tiered System of Supports (MTSS) is a framework used to maximize the success of all students. The 40 minute block of time includes Tier 1 and Tier 2 level of instructional support. At the Tier 1 level, students will receive enrichment and reinforcement of both literacy-math. At the Tier 2 level, students will receive a research based intervention with literacy support. Please visit our Holiday Park Webpage for additional information on MTSS. Please contact Intervention Teacher with any questions.
SCHOOL COUNSELOR / GUIDANCE
Holiday Park Elementary School offers a variety of guidance support for all students. Services range from school support to small group and one-on-one support. During the school year, grade 5 - 6 guidance support will be available daily. Contact the School Counselor with any questions.

CHAMPS (CARING HONESTY ATTITUDE MANNERS PRIDE SUPPORT)
As part of the Holiday Park Elementary School and Plum Borough School District anti-bullying policy, the “CHAMPS” program fosters good citizenship among all students in grades Kindergarten through Six, with the goal of providing a safe and stimulating environment that promotes critical thinking and lifelong learning. The “CHAMPS” program is a tool enabling the students and staff of Holiday Park Elementary to recognize and foster positive behavior. The students of Holiday Park are familiar with the program and its aim of eliminating bullying. All students are taught to identify bullying and are given strategies to deal with it. The school’s anti-bullying policy is posted throughout the building. The goal is to empower students to promote and support a safe, caring, and positive learning environment. Please visit Holiday Park Webpage for additional information as well as information of resources used to support CHAMPS.

HOLIDAY PARK READING LEAGUE (HPRL)
All fifth and sixth grade students have an opportunity to participate with our school wide reading initiative for Holiday Park Elementary! Holiday Park Reading League (HPRL) is established to motivate students to read more with accuracy and improve reading comprehension! We need everyone on the team, including all students, parents, and staff, in order to make this an individual, class, and school wide success! Please visit the HPRL for more information.
BIRTHDAY CELEBRATIONS
To ensure the safety of all of our children, and to allow full participation of those students with food allergies, it is encouraged that you send non-food related items to celebrate your child’s birthday. The treat will be distributed by your child during their school lunch time. However, if you wish to provide a snack, it is recommended that you contact the Food Service Department to purchase birthday treat items, which can be delivered to the classroom on the day you choose. Detailed information can be found by reviewing our Wellness Policy. If you have any questions, please call the Food Service Department at (412) 795-0100 Ext. 6349.

CELL PHONES - PERSONALLY OWNED DEVICES Policy 249
Personally owned devices are permitted for use during the school day for educational purposes and/or in approved locations only. During school day, cell phones are to be turned off and located within the students bookbag located in the student locker/cubby area. The District shall not be liable for the loss, damage, misuse, or theft of any personally owned device brought to school. The District reserves the right to monitor, inspect, copy, and review a personally owned device or file when administration has a reasonable suspicion that a violation has occurred. Visit Student Code of Conduct for more information.

DRESS CODE Board Policy 221
All students are expected to come to school dressed respectfully and safely. Parents and students are asked to use discretion when selecting clothing appropriate for school. At no time may clothing distract from the educational process. Please visit Student Code of Conduct for additional information.

EMERGENCY DRILLS Board Policy 805
All schools are required to perform fire drills and emergency drills to teach the children how to safely exit the building or proceed to a safe place should an emergency arise. These drills are done on a regular basis with full participation from all people in the building. Anyone using the building before or after school hours is expected to comply and leave the building upon hearing the fire alarm.

An Emergency Response Plan is in place in each elementary school. The plan addresses the specific response to a variety of emergencies. The emergency response plan will be implemented if a situation presents an immediate and obvious danger to the students and staff of the school. Proper student conduct is expected during any evacuation and/or fire drill. Failure to follow procedures will result in disciplinary action.

EVACUATION ALARM SYSTEM
The activation of the alarm system for other than its intended purpose--emergency evacuation of the building--is a serious violation and will result in an immediate out-of-school suspension, charges filed with the police, and a hearing at Central Administration for review and for possible further action.

EMERGENCY OPERATIONS PLAN
An Emergency Operations Plan is in place in each elementary school. The plan addresses the specific response to a variety of emergencies. The emergency operations plan will be implemented if a situation presents an immediate and obvious danger to the students and staff of the school. Proper student conduct is expected during any evacuation and/or fire drill. Failure to follow procedures will result in disciplinary action.

PARENTS WILL NOT BE PERMITTED TO ENTER THE BUILDING DURING ANY EMERGENCY RESPONSE SITUATIONS.
FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Plum Borough School District with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Plum Borough School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Plum Borough School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs;
- Sports activity sheets such as wrestling to show weight/height of team members;
- School District Broadcast Media.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

Plum Borough School District has designated the following as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

If you do not want Plum Borough School District to disclose directory information from your child's education records without your prior written consent (this includes but is not limited to the use of your child's photograph in publications such as the yearbook, website, and school newspaper), you must notify the District in writing by the 15th day of school. After the 15th day, for any new student enrollment, a letter of objection must be received by the 15th day of enrollment.
FOOD SERVICES Board Policy 808
Plum Borough School District recognizes that student wellness and proper nutrition are related to students’ physical well-being, growth, development, and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement. Parents may also pay for school meals online by registering at www.myschoolbucks.com. Parents who sign up at www.myschoolbucks.com will need the student’s PBSD ID number. Student ID numbers can be obtained by calling 412-798-6349. Students are provided with an opportunity to purchase a breakfast and lunch each day. These meals are nutritious, include many food choices and are prepared by the district food service staff. A monthly menu, free/reduced lunch forms, cost of breakfast, lunch, milk and other cafeteria foods is available to each student and may be accessed on the district website at pbsd.net/foodservices.aspx.

DELAYS/CANCELLATIONS
When it becomes necessary to close the schools, announcements will be made on the following radio and TV stations: KDKA, WPXI, and WTAE. This information will also be reported on the district website and on the district’s information line at 412-795-0100, ext. 5. Please do not call the school, individual school administrators, teachers or School Board members. Parents are encouraged to sign up for the Plum Connect notification system. Information on signing up for Plum Connect is located on the District Website home page on the bottom right corner.

DISPLAY OF STUDENT WORK
The Plum Borough School District is proud of our students’ achievements. Students’ work may be displayed in the classroom, the district’s website, or any district broadcast media unless a letter of objection is received from the parent/guardian by the 15th day of school. After the 15th day, for any new student enrollment, a letter of objection must be received by the 15th day from enrollment. Typically, this work would include your child's name and grade/evaluation of the work.

GIFTED AND TALENTED EDUCATION (GATE)
Holiday Park Elementary offers gifted and talented education services to qualifying students. For questions regarding GATE please visit our Holiday Park Webpage as well as contact the GATE Teacher.

HARASSMENT Board Policy 248
The Board strives to provide a safe, positive learning climate for students in the schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated. The Board prohibits all forms of unlawful harassment of students by all district students and staff members, contracted individuals and vendors, and volunteers in the schools. Refer to Student Code of Conduct and Board Policy 248 for more information.

HOMEBOUND INSTRUCTION Board Policy 117
In the event that a student is going to be absent due to illness for a consecutive period in excess of fifteen (15) days, the district will provide homebound instruction/tutoring, when the absence is verified by a doctor. Parents should apply for homebound through the principal. After the application has been approved, five hours of instruction will be provided each week. Based upon the availability of instructors, arrangements will be made to schedule the instruction as soon as possible. Please contact school counselor with any question.
HOMELESSNESS

Education for Homeless Youth

In compliance with the federal McKinney-Vento Homeless Assistance Act, as reauthorized in 2015 by the Every Student Succeeds Act (ESSA), the Plum Borough School District attempts to identify all children within the district that may be experiencing homelessness. In efforts to continue to provide high-quality education and experiences to our Plum Borough families and students, please review the qualifying factors of individuals experiencing homelessness.

The term "homeless children and youth" is defined as individuals who lack a fixed, regular and adequate nighttime residence. This includes individuals:

- Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
- Living in a motel, hotel, trailer park or campground due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Living in cars, parks, public spaces, abandoned buildings, bus or train stations or similar settings;
- Living in substandard housing (no running water or working utilities, infestations, etc.).

Children who are experiencing homelessness may qualify for assistance with free school lunch, school supplies/materials, tutoring, and transportation so that they can remain in their school of origin throughout the duration of their homeless episode.

If you believe you know of families or individual students that may qualify for this service, please contact Dana Iera, School Psychologist, McKinney-Vento Liaison at (412) 798-6358 or ierad@pbsd.net

For further information and guidance, please visit the Pennsylvania Department of Education Basic Education Circular, BEC - Education for Homeless Youth.

HOMEWORK Board Policy 130

The purpose of homework assignments should be to: provide practice and reinforcement of skills presented by the teacher, broaden areas of interest through enrichment, provide opportunities for parents/guardians to know what their child is studying, and to encourage parent/guardian and child interaction. Each student shall be responsible for completing homework assignments as directed.

LOITERING Board Policy 707

Loitering in the the building, school grounds, or private vehicles on school grounds will not be tolerated. The use of school campus (track, football field, and the like), by the general public, is not permitted while school is in session.

PLEDGE OF ALLEGIANCE

Each student shall be required to salute the flag, recite the Pledge of Allegiance and observe a moment of silence during each day's exercises. If a student has conscientious objections, which interfere with full participation in the flag salute or Pledge of Allegiance, said student shall maintain a respectful attitude throughout the ceremony. Parents of students refusing to salute the flag shall be informed by the building principal, and the parent or guardian shall be required to furnish the school administration with a written statement of their child's conscientious objection.

PLUM CONNECT

Plum Connect is our automated attendance and emergency notification system. Any individual may sign up for Plum Connect notifications. If you would like to opt-in for this service, please click the Plum Connect link on the District website.
REPORT CARDS/STUDENT GRADES/PARENT PORTAL
The Parent Portal is an online progress-reporting system in which student grades and attendance can be accessed at any time. Usernames and passwords do not change from year to year. There is one username and password per family. Families who are new to the district will receive their username and password during the registration process. Difficulties with use of the system should be directed to the main office. Parents may only access records of their own children, as confidentiality is of utmost importance. Student grades are reported at the end of every nine-week period for all students. With the exception of Kindergarten, of whom uses a standards report card, grades are reported as percentages with 100-90% being an “A”, 89-80% being a “B”, 79-70% being a “C”, 69-60% being a “D”, and anything less than 60% being an “F”. Parents should monitor progress on a regular basis. Questions or concerns can be directed to the classroom teachers and school counselor.

STUDENT ASSISTANCE PROGRAM (SAP)
The Student Assistance Program (SAP) is designed to help students who have problems that interfere with their academic success at school. Students who may have problems with attendance, discipline, family issues, mental health concerns, or drugs and alcohol may be referred to their building’s SAP Team. Contact the School Counselor for additional information.

SURVEILLANCE CAMERAS-AUDIO RECORDING Board Policy 810.2 and 815
The PBSD district is permitted to use video surveillance in any school building, on school district property, or on any transportation vehicle being used by the district. The district does monitor district buildings, property and transportation vehicles with surveillance cameras and individuals using any such facilities should expect that such surveillance may occur. In addition, the use of audio recordings is permitted on school district transportation vehicles. If audio recording is being used on a district transportation vehicle, a notice indicating that such recording may occur will be placed within the vehicle. All information and/or observations made in the use of security cameras are considered confidential and can only be used for official and law enforcement purposes.

SPECIAL EDUCATION/PUPIL SERVICES Board Policy 113
The Plum Borough School District provides a free, appropriate, public education (FAPE) to exceptional students consistent with the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004. Identification procedures ensure that eligible students receive an appropriate program consisting of individualized special education and related services. The placement of students is assessed through a team process in order to determine the level of services a student may need. Support services at the elementary level include, but are not limited to, Learning Support, Emotional Support, Speech/Language Support, Occupational and/or Physical Therapy, Assistive Technology and Gifted Support.
For students in need of additional support through Special Education, questions about 504 Service Learning Agreements, or other pupil services related items, please visit our district Special Education/Pupil Services page for detailed information.

Annual Child Find and Notice to Parents (CFR 300.125)

SERVICES FOR PROTECTED HANDICAPPED STUDENTS
In compliance with state and federal law, Plum Borough School District will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student’s abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for “protected handicapped students” are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs. For further information on the evaluation procedures and provision of services to protected handicapped students or eligible students, contact Dr. Ashlea Rineer-Hershey, Director of Special Education and Pupil Services at 412.798.6368 throughout the school year.
NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS

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 guardians, and describe the parents’ rights with regard to confidentiality of information that will be obtained during the process. Each school district shall also conduct awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the school district and request an explanation.

IDENTIFICATION ACTIVITY

Child Find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing in the State, including children attending private schools, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child’s need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available. The types of disabilities, that if found to cause a child to need services are: Autism, emotional disturbance, hearing impairment including deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities (speech or language), traumatic brain injury, visual impairment including blindness, and in the case of a child that is of preschool age developmental delay. Screening activities are also conducted to determine student need for gifted support services. The Plum Borough School District provides educational services for all eligible students either through district-operated classes, contracts with the Allegheny Intermediate Unit #3, Private Academic Schools, or Approved Private Schools. Classes providing Learning Support, Life-Skills Support, Emotional Support, Physical Support, Multiple Disabilities Support, and Autistic Support are available for students at beginning school age through age 21, if necessary. Additional services include hearing, vision, and speech and language support. Students found to meet eligibility criteria as "mentally gifted" may receive services through the district's Gifted Education Programs (GATE). Each school district is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected as having a disability that would interfere with his or her learning unless special education programs and services are made available. Children suspected of being "mentally gifted" who need specially designed instruction not ordinarily provided in the regular education program also go through screening activities. The activities include: Review of group data, conduct hearing and vision screening, assessment of student’s academic functioning, observation of the student displaying difficulty in behavior and determining the student’s response to attempted remediation. Input from parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated. The school district will follow procedures outlined in the special education regulations (Chapter 14) for determining eligibility and need for special education services. Chapter 16 regulations will be followed to determine eligibility and need for Gifted Education services.

CONFIDENTIALITY (CFR 300.127)

If after screening, a disability is suspected, upon your permission, your child will be evaluated. Written records of the results are called an education record, which are directly related to your child and are maintained by the school districts. These records are personally identifiable to your child. Personally identifiable information includes the child’s name, the name of the child’s parents or guardians, the address of the child or their family, a personal identifier such as social security number, a list of characteristics that would make the child’s identity easily traceable or other information that would make the child’s identity easily traceable. The school district will gather information regarding your child’s physical, mental, emotional and health functioning through testing and assessment, observation of your child, as well as through review of any records made available to the school district through your physician and other providers of services such as day care agencies.
The school district protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records, training being provided to all persons using the information, and maintaining for public inspection a current list of employee’s names and positions who may have access to the information.

The school district will inform you when this information is no longer needed to provide educational services to your child and will destroy the information at designated intervals, except general information such as your child’s name, address, phone number, grades, attendance record and classes attended, grade level completed, may be maintained without time limitation. As the parent of the child you have a number of rights regarding the confidentiality of your child’s records. The right to inspect and review any education records related to your child are collected, maintained, or used by the school district. The school district will comply with a request for you to review the records without unnecessary delay before any meetings regarding planning for your child’s special Individualized Education Program (called an IEP meeting). Should you and your school district disagree about your child’s special education supports and services and a due process hearing is requested, the school district will furnish you with the opportunity to inspect and review your child’s records, within 30 days. You have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent you from exercising your right to inspect and review the records, and the right to have a representative inspect and review the records. This review is conducted with the assistance of an appropriate school district staff member. Upon your request, the school district will provide you a list of the types and location of education records collected, maintained, or used by the agency. Additionally, the school district will charge a fee for copies of records made in response to your request except, it will not charge a fee if doing so will prevent you from inspecting and reviewing your child’s records. A current list of reasonable fees relative to records request is available in the district’s central office. The school district will not charge a fee to search or retrieve information. You have the right to request in writing the amendment of your child’s education records that you believe are inaccurate or misleading, or violate the privacy or other rights of your child. The school district will decide whether to amend the records within 45 school days of receipt of your request. If the school district refuses to amend the records you will be notified of the refusal and your right to a hearing. You will be given at that time, additional information regarding the hearing procedures. Upon written request, the district will schedule and provide written notice of the hearing to challenge information in your child’s education files. Parent consent is required before personally identifiable information contained in your child’s education records is disclosed to anyone other than officials of the school district collecting or using the information for purposes of identification of your child, locating your child and evaluating your child or for any other purpose of making available a free appropriate public education to your child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Additionally, the school district, upon request, discloses records without consent to officials of another school district in which your child seeks or intends to enroll. A parent may file a written complaint with the Pennsylvania Department of Education at the address below alleging that the rights described in this notice were not provided. Pennsylvania Department of Education Bureau of Special Education Division of Compliance 333 Market Street Harrisburg, PA 17126-0333. The Department of Education will investigate the matter, issue a report of findings and necessary corrective action within 60 days. The Department will take necessary action to ensure compliance is achieved.

Complaints alleging failures of the school district with regard to confidentiality of personally identifiable information may also be filed with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Ave, SW Washington, DC 20202-4605. Plum Borough School District will provide ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact Plum Borough School District, Dr. Ashlea Rineer-Hershey, Director of Special Education and Pupil Services, 900 Elicker Rd, Plum, PA 15239, 412.798.6368
EARLY INTERVENTION IDENTIFICATION
In Pennsylvania, a child between three years of age and the school district’s age to begin school who has a developmental delay or one or more of the physical or mental conditions listed above, will be identified as an “eligible young child.” The parents of these children have the same rights described above. The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children is available through the DART Program operated by Allegheny Intermediate Unit. To schedule an appointment for screening call Dr. Susan Sams, Program Director of DART at 412.394.5816.

POTENTIAL INDICATORS OF WEAKNESSES IN THE DEVELOPMENTAL DOMAIN AREAS AND OTHER RISK FACTORS THAT COULD INDICATE A DISABILITY
Requirement of Section 14.212(b) A developmental delay is determined by the results of a developmental evaluation. The results of one or more domain areas (adaptive, personal-social, communication, motor or cognitive) have to show at least a 25% delay or a score of 1.5 standard deviations below the mean (Standard Score of 77 or below). The delay results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines. Children with a developmental delay may show weaknesses in the following areas: Adaptive – Pre-kindergarten aged children with a developmental delay may have difficulty dressing/undressing; using utensils to eat, removing shoes without assistance, distinguishing between non-food/food substances, or have difficulty with toileting needs. One may have difficulty moving independently around the house, understanding that hot is dangerous, putting away toys when asked, indicating an illness or ailment to an adult, or demonstrating caution and avoiding common dangers. Personal-Social – Pre-kindergarten aged children with a developmental delay may have difficulty responding positively to adult praise, rewards or promise of rewards; greeting familiar adults spontaneously, enjoying simple stories read aloud, helping with simple household tasks, initiating social interaction with familiar adults, expressing affection/liking for peers, playing cooperatively with peers, stating first name, last name, age, or whether he is a male/female; using objects in make-believe play, using ‘I’ or ‘me’ to refer to himself, or recognizing facial expressions of common emotions. Communication - Pre-kindergarten aged children with a developmental delay may have difficulty following 2-step verbal commands, associating spoken words with pictures, recalling events from a story presented orally; engaging in extended and meaningful nonverbal exchanges with others, using words to get his/her needs met, responding to ‘yes’ and ‘no’ questions appropriately, or asking ‘wh’ questions. Motor - Pre-kindergarten aged children with a developmental delay may have difficulty running without falling, kicking a ball without falling, walking up and down stairs alternating feet without assistance, walking backward, imitating the bilateral movements of an adult, pointing with his index finger independent of the thumb and other fingers, scribbling linear and/or circular patterns spontaneously, using the pads of fingertips to grasp a pencil, holding a paper with one hand while drawing or writing with the other hand, fastening clothing without assistance, cutting with scissors, copying a circle, or imitating vertical and horizontal markings.

Cognitive - Pre-kindergarten aged children with a developmental delay may have difficulty attending to one activity for 3 or more minutes, reciting memorized lines from songs or TV shows, showing interest in age-appropriate books, matching/naming colors, responding to one and one more, giving three objects on request, matching shapes, identifying objects by their use, identifying items by size, identifying colors of familiar objects not in view, or identifying simple objects by touch.

OTHER FACTORS THAT COULD INDICATE A DISABILITY
Developmental disabilities are birth defects related to a problem with how a body part or body system works. They may also be known as functional birth defects. Many of these conditions affect multiple body parts or systems. Researchers have identified thousands of different birth defects. Birth defects can have a variety of causes, such as: Genetic problems caused when one or more genes doesn’t work properly or part of a gene is missing, problems with chromosomes, such as having an extra chromosome or missing part of a chromosome, environmental factors that the expectant mother is exposed to during pregnancy, such as Rubella or German measles or if she uses drugs or alcohol during pregnancy.

FACTORS CONSIDERED WHEN DETERMINING MENTAL GIFTEDNESS
1. The child performs a year or more above grade achievement level in one or more subjects as measured by a nationally normed and validated achievement test.
2. The child demonstrates rates of acquisition/retention of content and skills reflecting gifted ability.
3. The child demonstrates achievement, performance, or expertise in one or more academic areas as evidenced by products, portfolios or research, as well as criterion-referenced team judgment.
4. The child demonstrates early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest, communication skills, foreign language aptitude, or technology expertise.
5. The child demonstrates that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

FREE APPROPRIATE PUBLIC EDUCATION (CFR 300.121)

Plum Borough School District provides a free, appropriate, public education (FAPE) to exceptional students residing in the district. All children with a disability between the ages of three to twenty-one who have been identified as needing special education and related services have the right to FAPE. The determination that a child is eligible for special education and related services is made on an individual basis by a team of qualified professionals and the parent of the child following a multidisciplinary evaluation and the completion of an evaluation report. A student qualifies as exceptional if he or she is found to be a child with a disability and in need of specially designed instruction and related services under the provisions of the Individuals with Disabilities Act (IDEA) and Chapter 14 of the Pa. School Code. The following are disability categories under IDEA: autism, deafness, deaf/blindness, emotional disturbance, traumatic brain injury, hearing impairment, specific learning disability, mental retardation, multiple disabilities, other health impairment, speech and language impairment, orthopedic impairment and visual impairment including blindness.

INDIVIDUALIZED EDUCATION PROGRAM (CFR 300.340)

An Individualized Education Program (IEP) is developed and implemented annually for each eligible child with a disability. The IEP is completed within 30 calendar days of the parent’s receipt of the evaluation report and must be in effect before special education and related services are provided. An IEP describes a student’s current educational levels, goals, and objectives, and the individualized programs and services that the student will receive. These services include the learning support class, life skills support class, emotional support class, sensory support (deaf or hard of hearing and blind or vision support class). The extent of special education services and the location for the delivery of such services are determined by the IEP team which consists of the child’s parent, a regular education teacher, a special education teacher and the Local Educational Agency (LEA) or district representative responsible for supervising the provision of special education services. The IEP goals and objectives and related services are based on the student’s identified needs and abilities, chronological age and the level of intensity of the specified intervention.

The school district will invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of the student’s transition services needs. If the student does not attend the IEP meeting, the district will take other steps to ensure that the student’s preferences and interests are considered. In implementing these requirements, the district also invites a representative of any other agency that is likely to be responsible for providing transition services to the student. The District also provides related services, such as transportation, physical therapy, occupational therapy, and speech and language support services, or other appropriate services determined to be necessary for the student to benefit from the special education program.

LEAST RESTRICTIVE ENVIRONMENT (CFR 300.130)

It is the school district’s policy for children with disabilities, including children in public or private institutions or other care facilities, for whom a free appropriate public education is owed by the district, to the maximum extent appropriate, are educated with children who are nondisabled and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Plum Borough School District provides a continuum of services based upon the needs of the individual child ranging from the least restrictive setting in the regular school to more restrictive services in a program outside the regular school. The placement options considered by the IEP team include supportive intervention in the regular class, itinerant services, resource services, part-time or full-time services. The placement may be in a district operated program, an intermediate unit operated program in a neighboring school district, a private school placement or other agency operated program. The placement decision is made by the IEP Team at least annually based upon the child’s IEP and is as close to the student’s home as possible.
In selecting the least restrictive environment, consideration is given to any potential effect of the program and on the quality of services that the child needs. A child with a disability is not removed from education in age appropriate regular classrooms solely because of needed curriculum modifications.

SURROGATE PARENTS (34CFR 300.515)
Each public agency shall ensure that the rights of a child are protected if (1) no parent (as defined in 34CFR 300.20) can be identified (2) the public agency, after reasonable efforts, cannot discover the whereabouts of a parent; or (3) the child is a ward of the State under the laws of that State. (b) Duty of public agency. The duty of a public agency under paragraph (a) of this section includes the assignment of an individual to act as a surrogate for the parents. This must include a method (1) for determining whether a child needs a surrogate parent; and (2) for assigning a surrogate to the child (c) criteria for selection of surrogates; non-employee requirement; compensation. A person who otherwise qualifies to be a surrogate parent under paragraph (c) of this section is not an employee of the agency solely because he or she is paid by the agency to serve as a surrogate parent. (e) Responsibilities; surrogate parent may represent the child in all matters relating to (1) identification evaluation, and educational placement of the child; and (2) the provision of FAPE to the child. For more information, please contact Dr. Ashlea Rineer-Hershey, Director of Special Education and Pupil Services, 900 Elicker Rd, Plum, PA 15239, 412.798.6368 (Authority: 20U.S.C. 1415(b)(2).

Non-Discrimination Policy: Board Policy 103
The Board declares it to be the policy of this district to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin or handicap/disability. The Board shall provide to all students, without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The district shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

For information regarding civil rights and grievance procedures, or for information regarding activities and facilities accessible to and usable by physically-challenged persons, contact Dr. Gail Yarnitzky, Assistant Superintendent, at 900 Elicker Road, Plum PA 15239 (412-795-0100).

Psychological Testing:
The district’s certified school psychologist utilizes standardized tests, curriculum-based measures, and behavior rating scales with parental permission. A clinical psychologist provides consultative services from Allegheny County Intermediate Unit III when needed. These assessments are completed as part of a multidisciplinary evaluation.

STUDENT LOCKERS/CLASSROOM CUBBY
Within each homeroom, students will be assigned a locker/cubby area. Student books, bookbags, coat and other school related items may be kept within. Students are expected to maintain care of the locker/cubby area. Student personally owned devices, including but not limited to cell-smart phones, are to be turned off and kept within book bag/coat of student locker/cubby.

SUPPORT SERVICES
The Plum Borough School District provides a wide range of services to help assure the success of each student. Parents are encouraged to communicate regularly with their child’s teacher and to request assistance when needed.

TELEPHONE
Students will not be called to the office for personal phone calls; in case of emergencies, the message will be relayed to the student. Student use of the school telephone will be permissible for educational or health related reasons only.
TEXTBOOKS/INSTRUCTIONAL MATERIALS
Students are responsible for all assigned textbooks/materials. The textbooks will be collected at the end of the year and should reflect normal usage. If the books are in any other condition, the student will be assessed a fee accordingly.

TRANSPORTATION  Board Policy 810
Many children in the elementary schools are transported to school by bus. Acquainting your child with the bus stop before the school term begins will give your child confidence in traveling to and from the bus stop. If your child walks to school, encourage your child to use good pedestrian safety at all times and to walk within marked lines where provided. Visit Transportation Webpage for info as well as Student Code of Conduct for information on student bus behavior.

VISITORS
If you need to speak to one of your child’s teachers, principals, or school administrators please email or call the school, or person directly to leave them a message. Voicemail extensions and email addresses can be obtained under the Contact tab of the PBSD home webpage. An appointment will need to be made in order to enter the building. You may only enter through the main school entrance by being buzzed in and proceeding into the office. If you will be entering the school, please bring a valid state-issued driver's license with you. Your license will need to be scanned through our Raptor system before you can be issued a visitor’s badge. For student pick-ups and drop-offs, a staff member will meet you at the front entrance door and escort your child.

VOLUNTEERING
If you are interesting in being a volunteer chaperone for your child’s field trips please visit our District Volunteer Webpage.
Plum Borough School District School Board

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Mr. Scott Coulson</td>
<td><a href="mailto:CoulsonS@pbsd.net">CoulsonS@pbsd.net</a></td>
</tr>
<tr>
<td>Vice-President - Safe &amp; Supportive Schools Chair</td>
<td>Mrs. Vicky Roessler</td>
<td><a href="mailto:RoesslerV@pbsd.net">RoesslerV@pbsd.net</a></td>
</tr>
<tr>
<td>Student Achievement &amp; Activities Chair</td>
<td>Dr. Angela Anderson</td>
<td><a href="mailto:DrAndersonA@pbsd.net">DrAndersonA@pbsd.net</a></td>
</tr>
<tr>
<td>Intergovernmental &amp; Legislative Policy Council - Liaison</td>
<td>Mrs. Sue Caldwell</td>
<td><a href="mailto:CaldwellS@pbsd.net">CaldwellS@pbsd.net</a></td>
</tr>
<tr>
<td>Personnel - Committee Chair</td>
<td>Mr. Scott Kolar</td>
<td><a href="mailto:KolarS@pbsd.net">KolarS@pbsd.net</a></td>
</tr>
<tr>
<td>Forbes Road CTC - Liaison</td>
<td>Mr. Jim Rogers</td>
<td><a href="mailto:RogersJ@pbsd.net">RogersJ@pbsd.net</a></td>
</tr>
<tr>
<td>Budget &amp; Finance - Committee Chair</td>
<td>Mr. Steve Schlauch</td>
<td><a href="mailto:SchlauchS@pbsd.net">SchlauchS@pbsd.net</a></td>
</tr>
<tr>
<td>Policy - Liaison</td>
<td>Mrs. Karin Acquaviva</td>
<td><a href="mailto:AcquavivaK@pbsd.net">AcquavivaK@pbsd.net</a></td>
</tr>
<tr>
<td>Facilities &amp; Operations - Committee Chair</td>
<td>Mr. Rich Zucco</td>
<td><a href="mailto:ZuccoR@pbsd.net">ZuccoR@pbsd.net</a></td>
</tr>
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Plum Borough School District Administrative Directory

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Office Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Dr. Brendan Hyland</td>
<td>412-798-6359</td>
</tr>
<tr>
<td>Assistant Superintendent K-8</td>
<td>Dr. Rick Walsh</td>
<td>412-798-6370</td>
</tr>
<tr>
<td>Assistant Superintendent 9-12</td>
<td>Dr. Gail Yamnitzky</td>
<td>412-798-6360</td>
</tr>
<tr>
<td>Director of Educational Technology &amp; Innovation</td>
<td>Mr. Daniel Lauletta</td>
<td>412-798-6329</td>
</tr>
<tr>
<td>Director of Facilities</td>
<td></td>
<td>412-798-6312</td>
</tr>
<tr>
<td>Director of Transportation</td>
<td>Mr. Scott Mergen</td>
<td>412-798-6388</td>
</tr>
<tr>
<td>Director of Special Education</td>
<td>Dr. Ashlea Rineer-Hershey</td>
<td>412-795-0100</td>
</tr>
<tr>
<td>Chief Financial Officer/Right to Know</td>
<td>Mr. John Zahorchak</td>
<td>412-798-6356</td>
</tr>
<tr>
<td>Director of Athletics &amp; Student Activities</td>
<td>Mr. Joshua Shoop</td>
<td>412-798-6318</td>
</tr>
<tr>
<td>Director of Food Services</td>
<td>Mrs. Jessica Griggle</td>
<td>412-798-6367</td>
</tr>
</tbody>
</table>

“The function of education is to teach one to think intensively and think critically. Intelligence plus character - that is the goal of true education.” ~ Martin Luther King, Jr.