



2024-2025 STUDENT HANDBOOK

MISSION

The Clairton City School District will prepare all students to be career and college ready by:

- Fostering positive relationships,
- Providing rigorous academic experiences, and
- Technology-rich opportunities in a collaborative environment.



SCHOOLWIDE FOCUS

ACADEMICS



ATTENDANCE



ATTITUDE



EVERY Student Matters... **EVERY** Minute Counts!

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REVIEW

Dear Clairton Elementary School Families,

Welcome to the new school year! As always, thank you for

- Making sure your Alma account is active,
- Reviewing the handbook with your child(ren) and
- Updating your preferences for the year.

The student handbook can be found at

<https://www.ccsdbears.org/family-community/student-handbook>.



Please **electronically sign** this form

- During Student Information Day
- By **Friday, September 6, 2024** or
- **During enrollment** (for new enrollments)

Please **electronically sign** this form **during enrollment**. Use the link

<https://tinyurl.com/yc7yrxyx> or QR Code.

Thank you in advance,
Clairton Elementary Staff & Administration

Student _____ Grade _____

**My signature indicates my understanding that it is my responsibility to
review the handbook with my child each year.**

_____/____/____
Signature of Parent/Guardian Date



August 26, 2024

Dear Family Members of Students in K-5th Grade,

Welcome to the 2024-2025 school year! The administration, teachers, and staff thank you for sharing your children with us! Our goal is to work collaboratively with families to meet the needs of our students. We are committed to the district's mission of preparing all students to be career and college ready with our school-wide focus of **Academics, Attendance and Attitude**.

The Student Handbook provides information about our school, as well as details regarding policies and procedures. Use the **QR Code** to review your annual updates and receipt of the handbook. Thank you for stressing the importance to your child of being a B.E.A.R.S. Leader. **B.E.A.R.S. Leaders** strive to **Be Engaged, Accountable, Respectful and Safe** at all times. They also have hands, feet, and words that are **always** helping and never hurting.



All students are provided a free breakfast and lunch daily. Students can enter the building at 7:35 AM and our school day begins at **8:00 AM**. Students are tardy to school at **8:05 AM**. Regular attendance is very important for academic success. Grades for classwork, assignments, tests, etc. will be entered as a 0% unless they are made up in a timely manner. Please make every effort to have your child **attend school daily and arrive on time**. If you are having issues with regular attendance, please do not hesitate to reach out.

Email is the main form of communication. Families are encouraged to check messages on a regular basis. Be on the lookout for the **Week-at-Glance** and **monthly calendars**. Progress reports and report cards are **emailed through Alma**, which is our online student information system. Go to our website or use the link for more information and to activate your account: <https://tinyurl.com/2c3cwh3n>. Please be sure to **update your phone number and email address** with the Elementary Secretary when there is a change at 412-233-9200, press * and EXT 1050.

Clairton Elementary continues to provide Chromebooks to all students. The technology is used daily in most classrooms and may also be available for use at home. Check the district calendar for monthly asynchronous days. Students in 1st-5th grade will have **STEM Coding** added to their Specials rotation. Students in 3rd-5th grade will have a **weekly robotics lesson** during their science class thanks to the Will Allen Foundation. Our partnership with Allegheny Health Network continues to provide monthly mindfulness lessons and **the CHILL Room**. Also, be on the lookout for information on new afterschool programs!

As always, please reach out when you have a question, idea or need help. The Clairton Elementary Staff is committed to developing a strong partnership with families and community stakeholders as we strive to work **Better Together!**



Take care and stay safe,
Debra A. Maurizio, Elementary Principal; (412) 760-7974 - Cell Phone

Clairton City School District

Entrance Policy



Preventative Measures

- Security Guards
- Metal Detectors
- Visitor Identification System
- Scheduled Drills & Evacuations
- Child-safety Alarms on Doors
- Cameras (Inside & Outside)



Metal Detector

- All students, family members, visitors, vendors, etc. are required to pass through metal detectors before gaining entrance to either building.
- Individuals are asked to place electronic devices, keys, etc. in bins before walking through the metal detectors.
- If the system beeps, the individual is asked to check pockets, etc. and attempt to enter again.
- If the metal detectors beep a second time, individuals will be wanded by Security.
- After wanding, entrance to the building will be prohibited if beeping continues as student safety is our priority.

Visitor Identification

- All staff, family members, visitors, vendors, etc. will be required to check in via the district's Visitor Information System located at each building entrance.
- Individuals will need to show a Driver's License or Valid State ID to the Security Guard.
- If an individual does not have identification, *entrance may be denied.*
- Tardy students will also sign in via the system starting at 8:10.

<u>Board of Directors for 2024</u>		
 Rikell Ford, Ph.D., LSW, MA President	 Kailon Lyons, M.B.A. Vice President	 Artrena McKenzie Treasurer
 Felix Fusco, B.S.Ed.	 Richard Livingston, B.S.Ed.	 Jeff Potts
 Barbara Roberts, B.A.	 Roger Tachoir, M.A.Ed.	 Jawanna Warren, A.S.
Gayle Colonna, Board Secretary		

School Board Meetings

Work session meetings are usually scheduled the second (2nd) Monday of each month at 6:30 p.m. and are held virtually. Legislative meetings are typically scheduled for the third (3rd) Monday of each month at 6:30 p.m. The Legislative meeting is held in the Secondary Library in the Middle/High School and the public is invited and encouraged to attend in person or view the sessions online. Please check the website for any updates or changes: www.ccsdbears.org/board.org

Central Administration

Dr. Tamara Allen-Thomas	Superintendent
Thomas McCloskey	Assistant Superintendent
Lawrence Nicolette, CPA	Business Administrator



EVERY Student Matters...**EVERY** Minute Counts!

Title IX



The Clairton City School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, religion, sex, handicap, or limited English proficiency in its activities, programs, or employment practices as required by the PA Human Relations Act, Title IX, and Section 504. For information regarding civil rights or grievance procedures, contact Dr. Tamara Allen-Thomas, Title IX Coordinator, and Section 504 Coordinator at the Administration Building, 501 Mitchell Avenue, Clairton, Pa 15025 (412) 233-7090 ext. 2200. The Pennsylvania Human Relations Commission website is www.phrc.state.pa.us.

Mission Statement

The Clairton City School District will prepare all students to be career and college ready by fostering positive relationships, providing rigorous academic experiences, and technology-rich opportunities in a collaborative environment.

Vision

Students will graduate from the Clairton City School District having developed the knowledge, skills and dispositions required for 21st Century Success as defined by our Portrait of a Clairton Graduate.



| CREATIVITY | CRITICAL THINKING | COLLABORATION |
| GLOBAL CITIZENSHIP | RESILIENCE | COMMUNICATION |

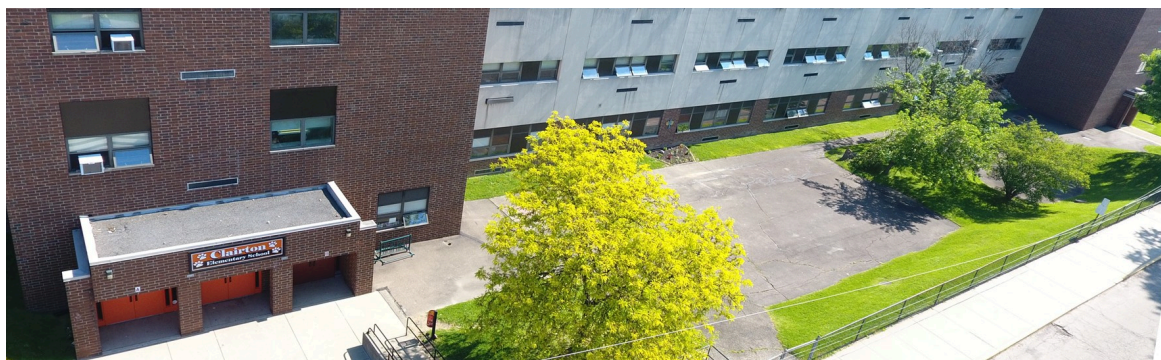
Collective Commitments

The Clairton City School District community is committed to Every Student, Every Day...

- Challenging all learners to think critically and creatively
- Making learning more engaging, relevant and meaningful
- Developing collaborative leadership
- Promoting continuous improvement through data-driven decision making
- Creating an educational environment with high expectations for learning and collaboration
- Providing safe, clean, and healthy environments
- Promoting equity and inclusiveness
- Sustaining positive relationships and interactions among all relevant stakeholders: students, staff, families and community members

ABOUT THE SCHOOL

Clairton Elementary School educates students in Kindergarten through 5th Grade. The Elementary Office is located on the ground floor of the Clairton Education Center. The entrance is located by the corner of Waddell Avenue and Sixth Street. Visitors will be required to check in with security at the Elementary Entrance before entering the building. The district uses the Ident-a-Kid Visitor Identification System before entering the building. **A current photo ID is needed to enter the building or to pick up your child.**



Clairton City School District Portrait of a Graduate

Graduates will develop the knowledge, skills, and dispositions required for 21st Century success.

<p>CREATIVITY</p> 	<ul style="list-style-type: none"> • Use a wide range of idea creation technologies (such as brainstorming, divergent & convergent thinking) • Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas • View failure as an opportunity to learn, understand that creativity and innovation is a long-term cyclical process of small successes and frequent mistakes • Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur
<p>CRITICAL THINKING</p> 	<ul style="list-style-type: none"> • Collect, assess and analyze relevant information to solve problems • Reason effectively • Use system thinking • Make sound judgements and decisions • Identify, define and solve authentic problems and essential questions • Reflect critically on learning experiences , processes and solutions
<p>COLLABORATION</p> 	<ul style="list-style-type: none"> • See the value of team and teamwork • Demonstrate ability to work effectively and respectfully with diverse teams • Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal • Assume shared responsibility for collaborative work, and value and individual contributions made by each team member • Work with others to accomplish a common goal
<p>GLOBAL CITIZENSHIP</p> 	<ul style="list-style-type: none"> • Act with integrity • Listen with an open mind to understand others' situations • Demonstrate empathy by seeking to understand and share feelings of another • Seek out others' perspectives and experiences • Seek to serve and contribute to the local and global community by improving its quality • Demonstrate empathy, compassion, and respect
<p>RESILIENCE</p> 	<ul style="list-style-type: none"> • Seek and accept new and difficult challenges • Ability to take charge of a situation or problem • Persist through difficulties • Have a growth mindset, not have a fear of failure • Show initiative by setting and achieving goals • Utilize time and manage workload efficiently
<p>COMMUNICATION</p> 	<ul style="list-style-type: none"> • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions • Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade). • Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact • Communicate effectively in diverse environments

BUILDING ADMINISTRATION AND STAFF MEMBERS

Debra Maurizio
Sonia Ewell
Dr. John Wilkinson
Maria Suss
Brett Surguine
Andrea Carik

Kelley Majersky
Aaron Maricic
Alexis Trubiani

Jennifer Wardropper

Elementary Principal
Elementary Dean of Students
High School Principal
Middle School Principal
Middle/High Dean of Students
Social Worker & Home/School Visitor
Homeless & Foster Care Liaison
School Psychologist
Technology Coordinator
Athletic Director
Communications Coordinator
Student Services Liaison
Special Education Supervisor



Danette Thompson

Kelly Fickley
Erica Gambino-Hennon
Christine Chiponis
Suzi Colaizzi
Rava Wright

Elementary Secretary
Family Engagement Coordinator
Elementary Counselor
Special Education Secretary
School Nurse, STAT Staffing
Registered Nurse, STAT Staffing
Certified Nurse Assistant

Jeff Van Bibber
Marcel Simmons
Paul Ormsby
Adam Livingston
Carrie Selvoski

Monique Semian

Food Service Director
Security Supervisor
Building & Grounds Supervisor
Technology Specialist
Assessment Coordinator
Technology Coach
Attendance Secretary



STAFF DIRECTORY

TITLE	NAME	PHONE	FAX	E-MAIL
Superintendent	Dr. Tamara Allen-Thomas	412-233-7090 Ext. 2201	412-233-4755	allen-thomast@ccsdbears.org
Administrative Assistant to Supt.	Gayle Colonna	412-233-7090 Ext. 2200	412-233-4755	colonnag@ccsdbears.org
Assistant Superintendent	Thomas McCloskey	412-233-7090 Ext. 2300	412-233-5101	mccloskeyt@ccsdbears.org
Business Administrator	Lawrence Nicolette	412-233-7090 Ext. 2101	412-233-4834	nicolettel@ccsdbears.org
Payroll	Lisa Bisogni	412-233-7090 Ext. 2102	412-233-4834	bisognil@ccsdbears.org
Accounts Payable	Lori Benack	412-233-7090 Ext. 2103	412-233-4834	benackl@ccsdbears.org
Elementary Principal Elementary Testing Coordinator	Debra Maurizio	412-233-9200 Ext. 1051	412-233-4982	mauriziod@ccsdbears.org
Elementary Dean	Sonia Ewell	412-233-9200 Ext. 1052	412-233-4982	ewells@ccsdbears.org
Elementary Secretary Family Engagement Coordinator	Danette Thompson	412-233-9200 Ext. 1050	412-233-4982	thompsond@ccsdbears.org
Elementary Counselor	Kelly Fickley	412-233-9200 Ext. 1058	412-233-4982	fickleyk@ccsdbears.org
Middle School Principal	Maria Suss	412-233-9200 Ext. 1151	412-233-3243	sussm@ccsdbears.org
High School Principal	Dr. John Wilkinson	412-233-9200 Ext. 1251	412-233-3243	wilkinsonj@ccsdbears.org
Middle/High School Dean	Brett Surguine	412-233-9200 Ext. TBD	412-233-3243	surguineb@ccsdbears.org
Student Services Liaison Communications Coordinator	Alexis Trubiani	412-233-7090 Ext. 2100	412-233-4834	trubiania@ccsdbears.org
Social Worker Home/School Visitor; Foster Liaison	Andrea Carik	412-233-9200 Ext. 1108	412-233-4982	carika@ccsdbears.org
Attendance Secretary	Monique Semian	412-233-9200 Ext. 1065	412-233-4982	semianm@ccsdbears.org
Special Education Supervisor	Jennifer Wardropper	412-233-9200 Ext. 1162	412-233-3709	wardropperj@ccsdbears.org
School Psychologist	Kelly Majersky	412-233-9200 Ext. 1161	412-233-3709	majerskyk@ccsdbears.org
Special Education Secretary	Erica Gambino-Hennon	412-233-9200 Ext. 1160	412-233-3709	gambinoe@ccsdbears.org
School Nurse	Christine Chiponis	412-233-9200 Ext. 1124	412-233-4590	chiponisc@ccsdbears.org
Registered Nurse	Suzi Colaizzi	412-233-9200 Ext. 1124	412-233-4590	colaizzis@ccsdbears.org
Certified Nurse Assistant	Rava Wright	412-233-9200 Ext. 1162	412-222-4590	wrighttr@ccsdbears.org
Food Service Director	Jeffrey Van Bibber	412-233-9200 Ext. 1190	412-233-2981	vanbibberj@ccsdbears.org
Technology Coordinator	Aaron Maricic	412-233-9200 Ext. 1180	412-233-3243	maricica@ccsdbears.org
Technology Specialist	Adam Livingston	412-233-9200 Ext. 1181	412-233-3243	livingstona@ccsdbears.org
Assessment Coordinator Technology Coach	Carrie Selvoski	412-233-9200 Ext. 1079	412-233-3243	selvoskic@ccsdbears.org
Speech Therapist	Dana Valeria	412-233-9200 Ext. 1000	412-233-4982	valeriod@ccsdbears.org
Speech Therapist	TBD	412-233-9200 Ext. 1000	412-233-4982	tbd@ccsdbears.org
Occupational Therapist	Morgan Recupero	412-233-9200, Ext. 1160	412-233-4982	recuperom@ccsdbears.org

TEACHER DIRECTORY

NAME	GRADE/CONTENT	EXT	E-MAIL
Pamela Black	Kindergarten	1014	blackp@ccsdbears.org
Kristan Ferguson	Kindergarten	1010	fergusonk@ccsdbears.org
Shana Mignogna	Kindergarten	1012	mignognas@ccsdbears.org
Laurie Garry	1st Grade	1007	garryl@ccsdbears.org
Jennifer Schlata	1st Grade	1008	schlataj@ccsdbears.org
Kristi Schweitzer	1st Grade	1006	schweitzerk@ccsdbears.org
Emily Denman	2nd Grade	1002	denmane@ccsdbears.org
Renee Foley	2nd Grade	1004	foleyr@ccsdbears.org
Nina Ohm	2nd Grade	1001	ohmn@ccsdbears.org
Taylor Dreher	3rd Grade: ELA & Reading	1011	dreher@ccsdbears.org
Kristen Hecker	3rd Grade: ELA & Science	1082	heckerk@ccsdbears.org
Heather Hurley	3rd Grade: ELA & Math	1009	hurleyh@ccsdbears.org
Bailey Blackburn	4th Grade: ELA & Reading	1018	blackburnb@ccsdbears.org
Tracy Lindsey	4th Grade: ELA, Sci, SS	1017	lindseyt@ccsdbears.org
Kevin Manko	4th Grade: ELA & Math	1016	mankok@ccsdbears.org
Staci Baur	5th Grade: ELA & Math	1021	baur@ccsdbears.org
Cheryl Bowser	5th Grade: ELA & Science	1020	bowserc@ccsdbears.org
Erin Ferguson	5th Grade: ELA & Reading	1019	fergusone@ccsdbears.org
Joie' James	Special Education	1003	jamesj@ccsdbears.org
Macy Jordan	Special Education	1061	jordanm@ccsdbears.org
Laura Pavlik	Special Education	1080	pavlikl@ccsdbears.org
Leann Ruffing	Special Education	1061	ruffingl@ccsdbears.org
Jaclyn Slobodnyak	Special Education	1076	slobodnyakj@ccsdbears.org
Makaela Thompson	Special Education	1075	thompsonm@ccsdbears.org
Kevin Danchik	Music	1015	danchikk@ccsdbears.org
Patricia Detwiler	English Learners & Cyber	1035	detwilerp@ccsdbears.org
Elizabeth Smart	STEAM	1005	smarte@ccsdbears.org
Robert Pellegrino	Physical Education	1070	pellegrinor@ccsdbears.org
Carlisa Dixon	Building Substitute	1050	dixonc@ccsdbears.org
Lisa Bellon	Interventionist	1060	tbd@ccsdbears.org



Clairton City School District

2024/2025 Calendar

August-24 T:9 P:9 S:5				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September-24 T:20 P:20 S:20				
M	T	W	TH	F
★ 2	3	4	5	6
9	10	OH 8-12	OH K-5	13
16	17	18	19	20
23	24	25	26	27
30				

October-24 T:23 P:23 S:23				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November-24 T:19 P:18 S:19				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	PC	PC	15
18	19	20	21	22
25	26	27	★ 28	★ 29

December-24 T:14 P:14 S:14				
M	T	W	TH	F
★ 2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
★ 23	★ 24	★ 25	★ 26	★ 27
★ 30	★ 31			

January-25 T:21 P:21 S:21				
M	T	W	TH	F
		★ 1	2	3
6	7	8	9	10
13	14	15	16	17
★ 20	21	22	23	24
27	28	29	30	31

February-25 T:19 P:18 S:18				
M	T	W	TH	F
3	4	5	6	7
10	11	12	PC	14
★ 17	18	19	20	21
★ 24	25	26	27	28

March-25 T:21 P:20 S:20				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April-25 T:19 P:19 S:19				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	★ 17	★ 18
★ 21	22	23	24	25
28	29	30		

May-25 T:21 P:21 S:21				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
★ 26	27	28	29	30

June-25 T:4 P:3 S:3				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	★ 19	20
23	24	K	26	27
30				

July-25				
M	T	W	TH	F
	1	2	3	★ 4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
★ 28	★ 29	★ 30	★ 31	★ 1

I	Information Day
	New Staff Orientation
X	Teacher Day - No School
	First Day of School
★	Holiday
OH	Grade Level Open House
	Progress Reports Mailed

	Grading Period Ends
	Report Cards Issued
PC	Parent Conferences
😊	PSSA Testing
😊	Keystone Exams
	Possible Make-Up Day

	Early Dismissal @1:15 P.M.
	Half-Day Release @11:30 A.M.
	Asynchronous Day
	Last Day of School
🎓	Graduation
K	Kennywood School Picnic

REVISED 08/17/2024 Board Approval

Progress Reports Mailed

September 26, 2024
 December 4, 2024
 February 24, 2025
 May 2, 2025

Grade Period Ends

October 29, 2024
 January 16, 2025
 March 27, 2025
 TBA/Principal

Report Cards Issued

November 5, 2024
 January 24, 2025
 April 3, 2025
 June 4, 2025

Clairton Education Center Open House

6-12 ~ September 11, 2024

K-5 ~ September 12, 2024

Open House Times 5:00 PM – 7:00 PM

Elementary and Middle/High School Parent Conferences – Half-Day Release @ 11:30 A.M. Students & Paras (Act 80)

6-12 ~ November 13, 2024

K-5 ~ November 14, 2024

Conference Times 1:30 PM – 6:00 PM

Elementary and Middle/High School Parent Conferences – No school for Students & Paras (Act 80)

February 13, 2025

Conference Times 11:00 AM – 3:00 PM and 4:30 PM – 7:00 PM

Early Dismissals @ 1:15 P.M. (Act 80)

April 23, 24, 25, 29 & 30, 2025

Half-Day Release @ 11:30 A.M.

November 27, 2024 A.M. In-Service ~ Teachers **and** Paraprofessionals (Asynchronous Learning for students)
 December 20, 2024 A.M. In-Service ~ Teachers **and** Paraprofessionals (Asynchronous Learning for students)
 June 4, 2025 Graduation ~ Teachers **and** Paraprofessionals (Act 80)

Professional Development/Clerical Days for Teachers and Paraprofessionals (not mentioned above)

August 12, 13, 14, 15, 16 New Staff Professional Development/Orientation
 August 20 In-Service ~ ½ PD AM & ½ Clerical PM ~ Teachers **and** Paraprofessionals
 August 21 In-Service ~ Teachers **and** Paraprofessionals
 August 22 In-Service ~ Teachers **and** Paraprofessionals
 August 23 In-Service ~ ½ PD & ½ Clerical ~ Teachers **and** Paraprofessionals (Follow Agenda)
 October 14 Collaborative In-Service ~ Teachers **and** Paraprofessionals (Act 80)
 January 2 In-Service ~ Teachers **and** Paraprofessionals (Act 80)
 February 14 In-Service ~ Teachers **and** Paraprofessionals
 March 10 In-Service ~ Teachers **ONLY** (½ Professional Development & ½ Clerical)
 June 5 All Day Clerical ~ Teachers **ONLY**

Month	Teacher Days	Paraprofessional Days	Student Days
August	9	9	5
September	20	20	20
October	23	23	23
November	19	18	19
December	14	14	14
January	21	21	21
February	19	18	18
March	21	20	20
April	19	19	19
May	21	21	21
June	4	3	3
Total Days	191	187	183

2024-2025 TESTING SCHEDULE	
Keystone Exams:	
Winter Wave:	December 4 & 5 (Literature) December 9 & 10 (Biology) December 11 & 12 (Algebra)
Spring Wave:	May 12 & 13 (Literature) May 14 & 15 (Biology) May 19 & 20 (Algebra)
PSSA Testing for Grades 3 through 8:	
	April 22, 23, 25 (English Language Arts) April 29 & 30 (Mathematics)
Grades 4 & 8:	May 1 & 2 (Science)
Keystones Summer Wave:	
	July 28 (Literature) July 29 (Biology) July 30 (Algebra)

REVISED 06/17/2024 Board Approval







Clairton City School District
CLAIRTON ELEMENTARY SCHOOL
2024-2025 ASSESSMENT SCHEDULE

Dates	Assessment	Grade(s)
September 9-13 January 13-17 May 12-16	IReady	K-5
September 23-27 January 6-10 May 5-9	Acadience Reading Acadience Math	K-5 3-5
October 7-11 December 9-13 February 18-21	PSSA BME Assessment - ELA PSSA BME Assessment - Mathematics PSSA BME Assessment - Science	3-5 3-5 4
March	WIDA	K-5
March 10 - May 2	PASA Reading PASA Mathematics PASA Science	3-5 3-5 4
April 23, 24, 25 April 29, 30 May 1, 2	PSSA English Language Arts PSSA Mathematics PSSA Science	3-5 3-5 4



2024-2025 Bell Schedule

			7:35 AM	Students Enter Report to Breakfast or Gym
			8:00 AM	PD 1 Begins
	8:00 - 8:43 AM	Period 1	8:05 AM	Tardy to School
	8:45 - 9:28 AM	Period 2	Specials	1st Grade
			9:00 AM	Parent/Guardian Must Bring Child
	9:30 - 10:13 AM	Period 3	Specials	2nd Grade
	10:15 - 10:58 AM	Period 4	10:00 AM	Lunch - 5th Grade
			10:30 AM	Lunch - 4th Grade
	11:00 - 11:43 AM	Period 5	Specials	3rd Grade
			11:00 AM	Lunch - Kindergarten
			11:30 AM	Excuse with Parent/Guardian
	11:45 - 12:28 PM	Period 6	11:30 AM	Lunch - 1st Grade
			Specials	4th Grade
			12:00	Lunch - 2nd Grade
	12:30 - 1:13 PM	Period 7	Specials	5th Grade
	1:15 - 1:58 PM	Period 8	12:30 PM	Lunch - 3rd Grade
	2:00 - 2:34 PM	Period 9	Specials	Kindergarten
			2:45 PM	Student Dismissal

COMMUNICATION/RESOLUTION PROCESS - ELEMENTARY

When a parent/guardian has reason to inquire about specific matters concerning their child, the following procedure is to be used:

1. Call the school and request a meeting with your child's teacher.
2. If your concerns have not been addressed to your satisfaction when meeting with the teacher, let the teacher know that you will contact the principal.
3. The principal will meet with the teacher. If the student is in special education, the Supervisor of Special Education will also attend the meeting.
4. The parent/guardian will then be contacted to meet with all parties in order to reach an agreed-upon solution to the problem.
5. If the concerns of the parent/guardian have not been addressed to the satisfaction of the parent/guardian, a meeting will be held with the Superintendent, parent/guardian, principal, teacher and supervisor of special education (if indicated). The parent/guardian may choose to bring another person to the meeting.



Clairton Elementary School - Grades K-5

Debra Maurizio, Principal
501 Waddell Avenue
Clairton, PA 15025
412-233-9200 Ext. 1051

Special Education - If your child has an IEP or 504 Plan

Jennifer Wardropper, Special Education Supervisor
501 Waddell Avenue
Clairton, PA 15025
412-233-7090, Ext. 1162

Superintendent - if your issue was not addressed by Principal or Special Ed Supervisor

Dr. Tamara Allen-Thomas, Superintendent
501 Mitchell Avenue
Clairton, PA 15025
412-233-7090, Ext. 2201

SECTION I – GENERAL INFORMATION

ALMA

Clairton City School District started using a new Student Information System in 2020 called Alma. The system allows families to access up-to-date attendance information, email teachers directly, and also view progress reports and report cards. All progress reports and report cards are sent electronically to the current parent/guardian email address on file.



The link to access the Elementary School Login for Alma is: <https://clairton-es.getalma.com/>. If you **have not activated your account** in Alma, **please do so now**. The username is the parent's or guardian's firstname.last name (dot between the first and last names). Click the "Forgot Password?" link on the login page if you do not know your Alma password. By September of 2021, all families were expected to have an active account in Alma.

AUTHORITY

Administrators have the same authority as parents/guardians regarding student conduct and behavior during the time students are in attendance at school. This includes going to and from their homes (PA School Code Section 1317).

BETTER TOGETHER ORGANIZATION



Families are strongly encouraged to become active members of the Better Together Organization. The purpose of the group is to encourage families to assist with various school activities, events, and services. In addition, the organization can help to foster a community atmosphere and provide fundraising assistance when needs are identified within the school. Meetings are held both in-person and virtually throughout the year. Please consider being a member as we work **BETTER TOGETHER!** Click on the link to join: <https://tinyurl.com/8p9rh9ka>

CANVAS

Clairton City School District began using Canvas as the Learning Management System (LMS) in 2020. The system provides equitable access and allows for the continuity of instruction. Canvas is a robust digital foundation for all aspects of learning with a centralized location for curriculum and instruction.

Students can log into Canvas to see classes and assignments by going to the Clairton Schools website at www.ccsdbears.org. Once on the homepage, simply click on LINKS at the top of the page. Next, click on the ClassLink icon at the top of the top of the page. This will allow the student to sign into all of their accounts. Sign into ClassLink by entering the username and password. Do not sign into Google.

USERNAME = firstname.lastname **enter a dot between the first and last name**

PASSWORD = student birthday / EX: If birthday is August 8, 2020, enter: 08062020



Once you are logged into ClassLink, find the Canvas icon and click on it. The first time you sign into Canvas, you will have to accept your courses so all of your classes appear on the Dashboard. You need to hit the green accept button in order to be able to see assignments in your classes. Click on a course card to enter a course to see what assignments you have to complete.

Each course will have a Home Page to see the class information. Images may be clickable buttons that take you to other places within your Canvas school account. Some teachers will use the days of the week buttons to take you directly to your assignments.

Once you click on your first assignment, make sure to read all the directions to find out what your teacher wants you to do. When you have completed all steps in the directions, you will use the Next button below the assignment to continue working. Some assignments may be quizzes with different types of questions, just like in class. Click the Take the Quiz button when you see it on an assignment to see the questions. Don't forget to submit the quiz when finished.

Teachers will be using class time during the first weeks of school to help teach students how to use Canvas. If you are experiencing issues, please contact the Technology Department at 412-945-3700.

CELL PHONES & ELECTRONIC DEVICES

Students of Clairton City School District are not permitted to bring electronic devices of any type (including cell phones) into the building. Staff members will collect them as the students enter and items will be returned at the end of each day. **Clairton Elementary School does not accept responsibility for any lost or stolen items. Families are strongly encouraged to have students keep all electronic devices at home.**



CHANGE OF ADDRESS, PHONE NUMBER OR EMAIL

A change of address, telephone number(s) or email addresses must be reported to the respective building office and health office **immediately** in order to maintain effective communication. Accurate, up-to-date information is essential in case of illness or emergency.

CHILD ABUSE

Under the Child Protective Service Act of 1975, all school district personnel are mandated by law to report suspected child abuse to Children, Youth and Family Services. Teachers or staff members may also inform their immediate supervisor, but are still required to make a report. **It is**



not the responsibility of the teachers or other school personnel to interview the children who may be victims or to contact the family before reporting to the state agency. Report of any suicidal intent or child abuse does not require consent from the parent to share information with the appropriate authorities.

Reports of suspected abuse will be made to ChildLine and Children and Youth Services immediately by telephone or electronically; a written report will be submitted within 48 hours. Concerned citizens may also make a report of suspected child

abuse with reasonable cause by calling the toll-free Child Abuse Hotline at 1-800-932-0313. All reports made are strictly confidential and anonymous. Concerned citizens can also use the Child Abuse Hotline directly without notifying the school.

Clairton City School District *Policy No. 806 CHILD/STUDENT ABUSE* can be accessed at: <http://go.boarddocs.com/pa/clai/Board.nsf/goto?open8id=B3LK6L503E23>

CHILL PROJECT

The Chill Project by Allegheny Health Network (AHN) - Mindfulness Program for Schools was brought to Clairton Elementary School in January of 2022. The Chill Project uses mindfulness-based exercises to equip students, teachers, and even families with a common language and universal skills to identify, discuss, and react positively to stress. Negative reactions to stress create a barrier to learning and growth. The Chill Project features dedicated professionals in a calming space known as the Chill Room. Students and staff receive regular instruction to help our school community better handle pressure and anxiety. Families are encouraged to visit the Chill Room during Open House to learn more about mindfulness.



COMMUNITY ELIGIBILITY PROVISION / CAFETERIA INFORMATION

Clairton City School District has participated in the Community Eligibility Provision (CEP) since the 2014-2015 school year. This provision is available to schools/districts who are participating in the National School Lunch and School Breakfast Programs. As a result, all students enrolled in the district are eligible to receive a nutritional breakfast and lunch every day at the school at no cost to your household. In addition, all students who participate in after-school activities are also eligible to receive a free afternoon meal.. If you ever have questions regarding the program, please contact Alexis Trubiani at 412-233-9200, extension 2100 or via email at trubiania@ccsdbears.org.



The cafeteria menu for breakfast and lunch is updated monthly on the main page of the district website, www.ccsdbears.org. Students with allergies always have access to a nut-free option or a milk replacement, if medically necessary. Please feel free to contact Mr. Jeff Van Bibber, Food Service Director, with any questions regarding menu items at 412-233-9200, ext. 1190.

CRISIS GO

The district has partnered with Crisis Go for an online safety platform to alert and communicate with staff and families during an emergency. The system delivers an easy and effective solution to ensure everyone is notified and aware everyone is safe in our school. More information will be provided to families as to how to download the app and sign up for alerts.



CURRICULUM

Clairton Elementary School follows the Pennsylvania Common Core Standards and has aligned instruction to meet the State's rigorous expectations. Additional information regarding specific curriculum is available at Open House, Student Conference Days, Better Together Family Advisory Council Meetings, and ATSI/Federal Programs Meetings. Specific questions can also be directed to your child's teacher(s) and/or Debra Maurizio, Elementary Principal at 412-233-9200, extension 1051.

CYBER ACADEMY

Students attend school via a comprehensive cyber model that is 100% online. This option allows students to work from home at their own pace using pre-recorded lessons with limited assistance and support of Clairton teachers. Clairton City School District has a partnership with Waterfront Learning, a national provider through the



Allegheny Intermediate Unit, that enables our students to use the Accelerate Education curriculum.

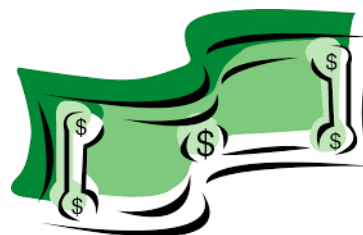


This is typically a year-long option that allows students to remain at home, yet participate in all of Clairton's sports and extracurricular activities.

Although attendance is taken daily, in accordance with in-person guidelines, coursework is completed in a web-based platform allowing student access at any time, seven days a week, creating a weekly flexible working schedule. Students and families will be provided training and support on the Accelerate Education learning platform. Movement is permitted at the beginning or end of each marking period. Changes at other times are only permitted after consultation with an Administrator due to extenuating circumstances. Please reach out to Ms. Patti Detwiler via email at detwilerp@ccsdbears.org for more information.

DEBTS, FINES, AND OBLIGATIONS

Students are responsible for the proper care and the return of all school district property, materials (textbooks, library books, etc.), equipment (chromebooks, chargers, calculators, etc.), and fund-raising monies.



Students who damage school property and equipment or fail to return school property will be required to pay for the damage incurred and may be disciplined depending on the circumstances. If a textbook or district-provided electronic device is damaged or lost, reimbursement will be made in order for the district to purchase a replacement item. Quarterly bills will be issued. Failure to pay outstanding monies owed may result in the restriction of school-related activities.

DRESS CODE

A student's appearance, mode of dress or cleanliness should not disrupt the educational process or constitute a threat to health or safety. Specific dress code guidelines are as follows:

- **Shorts/Skirts:** Shorts/skirts length must be **no shorter than fingertip length** when the student's arms are placed at the sides.
- **Jeans/Pants:** Jeans and pants **may not have tears or holes above the knee** and **should not expose** the body or underwear. Sag-style pants are not permitted.
- **Miscellaneous Apparel:** sunglasses, hats, bandanas and athletic headbands will not be permitted. Spiked jewelry, chains or cords are not permitted to be worn or carried, including those attached to metal objects, wallets, belt loops, and clothing.



- **Footwear:** Dress shoes, tennis shoes, sandals, or boots. **Flip-flops, slippers, or slides** are **not permitted** as all shoes must have a back or strap around the heel of the foot.
- **Shirts:** **Bare shoulders** are **not permitted**, including bare midriff tops, spaghetti straps, and backless tops. Tank tops (no spaghetti straps) are permitted. **Hoods** on sweatshirts **cannot be worn** on top of the head. Violations to this rule will be enforced and can result in disciplinary consequences.
- **Graphics, Photos, etc.:** Articles of clothing **may not display any inappropriate** words, pictures, or content.

Students who report to school wearing articles of clothing that are prohibited will be asked to change or call home for different clothing. Repeat offenders will be dealt with under the discipline policy. All decisions concerning dress code violations will be at the discretion of the administration.

EMERGENCY SCHOOL CLOSINGS & DELAYS

Sometimes conditions arise which force the closing or delay of school. If this occurs in the morning before school begins, the automated phone dialer will be activated to call the home of every student and staff to alert everyone as early as possible once the decision is made. An email blast will also go out to all families who have provided one to the district. Announcements will be made by television stations:

- Channel 11 (WPXI)
- Channel 4 (WTAE)
- Channel 2 (KDKA).



Additionally, announcements may be made by radio station 1020 (KDKA). Closings are also listed on the Clairton website and social media, as well as the following web sites:

- <https://www.wtae.com/weather/closings>
- <https://www.wpxi.com/weather/school-closings/>
- <https://www.cbsnews.com/pittsburgh/school-closings/>

Occasionally, severe weather conditions or other problems may be serious enough to necessitate the closing of school during the day to justify sending the students home early. If this happens, announcements will be made via television, radio, social media or the websites listed above and through the district's automated phone dialer.

EMERGENCY EVACUATION

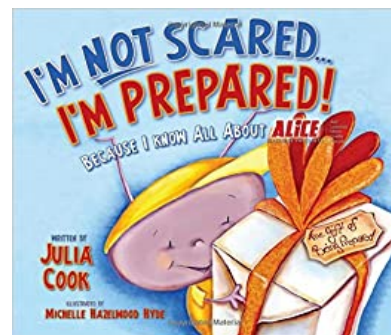
Planned evacuation drills are held at least once each year. In the event of an evacuation of the Clairton Education Center is needed, multiple options are available depending on the necessity and/or logistics of the situation. As soon as feasibly possible, family members will be alerted of the evacuation via CrisisGo or the district's automated phone dialer. Alerts will also be posted on the Clairton Elementary Facebook page. Please consider liking the page in order to receive up-to-date information.



Once an "All-Clear" has been issued, students will return to the Clairton Education Center. In the event that it is necessary to release children to their parents/guardians, the following procedure shall be used:

- All vehicular traffic will be blocked in the area surrounding the evacuation locations. This is to assure the safety of our students and staff who will be moving in a small, confined area. Family members must park in the surrounding blocks and walk to the respective evacuation location(s).
- **No student will be released via a telephone call unless there are extenuating circumstances. In these rare circumstances, written permission by an administrator will be required which will document details of the phone call.**
- To maintain the safety of all when releasing students, family members must pre-approve any individual who is authorized to remove the student from the evacuation location(s). This form is completed during enrollment and at the beginning of each subsequent year as part of Student Information Day.
- Individuals are not permitted to take the children of friends, neighbors or relatives unless the name appears on the pre-approved form. **Children will only be released to adults listed on the child's Student Evacuation/Pick-up Form.**
- Individuals who are authorized to pick-up your child may be asked to show a Photo ID, especially if the staff member present doesn't know or recognize the individual.
- When asking for the release of a student, proceed to the location in which the child is housed. An area will be set up to release each child. If children are of different grade levels and housed in different buildings, you must go to each separate building to secure the release of each child.
- Students not released will remain with school staff until the parent/guardian can be contacted.

The district also conducts ALICE drills throughout the school year. Teachers will typically share the book, *"I'm Not Scared...I'm Prepared! Because I Know All About ALICE"* by Julia Cook in September. Students will also complete activities and lessons that correspond to the book.



ENROLLMENT OF NEW STUDENTS

Beginning with the 2024-2025 school year, families will enroll students via Alma, which is our student information portal. Please go to www.ccsdbears.org/enroll to get started.

Parents/guardians must provide the following information to enroll a student:

- o Proofs of Residency
 - Lease, rental agreement, mortgage, deed, etc.
 - One bill in the parent's/guardian's name at the current residence
- o Birth Certificate
- o All transcripts and records from the former school
- o Student's immunization record and proof of lead testing (Kindergarten students)
- o Compliance with Act 26 – A sworn statement or affirmation that the student was not suspended or expelled from any school for an offense involving weapons, alcohol or drugs, or the willful infliction of injury to another person or for any act of violence committed on school property.



- **Kindergarten** – The child must be **five (5)** years old on or before September 1 of the school year they enter kindergarten.

Kindergarten Early Admission – Students who will turn five (5) after September 1 and before October 31 are eligible for early admission testing by the district psychologist with **written request** of the parent/guardian. The district psychologist will administer an IQ test, social skills behavior test and a kindergarten readiness skills test. Testing must be completed **by the start of the school year**.



The Board may admit a child who demonstrates readiness for entry **by the first day of school**, upon **written request** of the parent/guardian, **recommendation** of the psychologist and **approval** of the Superintendent.

The Board is not required to admit any child whose age is less than the district's established age of five (5) for kindergarten.

- **First Grade** – The child must be **six (6)** years old on or before September 1 of the school year s/he enters first grade.

First Grade Early Admission – Students who will turn six (6) after September 1 and before October 31 are eligible for early admission testing by the district psychologist with **written request** of the parent/guardian. The psychologist will administer an IQ test, social skills behavior test and achievement tests. Testing must be completed **by the start of the school year**. The Board may admit as a beginner a child who is five (5) years old and demonstrates readiness for entry **by the first day of the school term**, upon the **written request** of the parent/guardian, **recommendation** of the school psychologist, and **approval** of the Superintendent. The Board is not required to admit as a beginner any child whose age is less than the district's established admission age for beginners.

FIRE DRILLS

Fire drills are held at least once a month. Fire exits are indicated in each room and there is an assigned route for leaving the building. The rules for such drills are very stringent and must be observed by all students. It is important that class groups stay together to enable teachers to check rosters. Students who fail to comply with emergency procedures will be consequence through the discipline policy.



FLAG SALUTE & PLEDGE OF ALLEGIANCE



It is the responsibility of every citizen to show proper respect for their country and its flag. Students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag on the basis of personal belief or religious convictions. Students who choose to refrain from such participation shall respect the rights and interests of classmates who do wish to participate.

Students who wish to refrain from such participation shall remain standing, respectfully silent through the flag salute and the Pledge of Allegiance.

FLEXIBLE INSTRUCTION DAYS

With the passage of Act 64 in 2019, public schools were permitted to develop a Flexible Instruction Day (FID) Program to meet the minimum instructional day requirements of the Pennsylvania Public School Code. These days can be used by public schools as an alternate approach to delivering instruction if a circumstance arises that prevents instruction in a customary manner.



Flexible Instruction Days may be used for any of the following reasons: an epidemic, a hazardous weather condition, a law enforcement emergency, damage to a school building and/or temporary circumstance making any portion of the school building unfit or unsafe to use.

Full attendance credit is given when a student logs into 1st period class by 8:05 AM. Students are marked tardy through 11:30 AM. Please email your 1st period teacher if there is an issue logging into Canvas. Instruction is provided online during a Flexible Instruction Day and is available to students asynchronously. Since there are no “live” lessons and students can work at their own pace, families can decide when it fits their schedule for students to work.

HAZING

Hazing is defined as any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a person or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition of continued membership in any organization. This includes but is not limited to :

- Any brutality of a physical nature, such as whipping, beating, branding
- Forced calisthenics
- Exposure to the elements
- Forced consumption of any food, liquor, drug or other substance.
- Any activity that would subject an individual to extreme mental stress such as:
 - Prolonged sleep deprivation
 - Forced prolonged exclusion from social contact
 - Forced conduct which could result in extreme embarrassment

- Any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, whether by an individual or a group, shall be presumed to be a forced activity, even if a student willingly participates. Depending on the circumstance, the student may also be referred to the Threat Assessment Team. The Board does not condone any form of initiation or harassment, known as hazing, as part of any school-sponsored student activity. No student, parent/guardian, coach, sponsor, volunteer or district employee shall plan, direct, encourage, assist, ignore or engage in any hazing activity.

HOMELESSNESS

Under McKinney Vento all school districts are responsible for identifying students experiencing homelessness and connecting them with the resources needed to ensure academic success.

Who is considered homeless? Children or youth living in a shelter, transitional housing, hotel/motel, vehicle, campground, on the street or doubled up with friends or family due to a lack of alternate resources are considered homeless. An unaccompanied homeless youth is a child or youth that is not in the care of their parent or legal guardian and meets the definition of homeless under McKinney Vento.



Where can students experiencing homelessness attend school?

The law indicates that homeless students have the right to remain in their school of origin (the school they attended at the time of the homeless episode or last school attended) through the end of the school year in which they find permanent housing, provided it is in the child/youth's best interest. If through consultation between the school and the family and/or unaccompanied youth it is determined that remaining in the school of origin is not in the student's best interest, then the student has the right to immediately enroll in the school that non-homeless students living in the attendance area

in which the child/youth is actually living are eligible to attend, even if they do not have all of the required documentation. Additionally, unaccompanied homeless youth have the right to immediately enroll in school, even if they do not have a legal guardian present.

What supports can school districts provide to homeless students? Homeless students are eligible for supports and services to remove barriers to educational success. This may include transportation to the school of origin, free meals, referrals to physical/mental health providers, clothing to meet school requirements, access to school supplies and resources, assistance with credit recovery, tutoring supports, expedited evaluations and assistance to participate in school activities including parent engagement opportunities, sports, club, etc.

How can the process be disputed? If at any time there is a disagreement about homeless status or best interest for school placement, the district will notify the family in writing of their determination that the family/unaccompanied youth is ineligible for McKinney Vento services. At this time, the district will provide the family/unaccompanied youth with the ability to dispute their determination. Throughout the dispute process, the child/youth, including unaccompanied youth, will continue to be educated in the school of origin or immediately enrolled in the school they are seeking enrollment in until the dispute process is finalized. Transportation will continue throughout the dispute process. All disputes will be sent to the ECYEH Regional Coordinator who will issue a determination. If any party is unhappy with the determination, they can elevate the dispute to the state coordinator.

What if I think that I am eligible for services under McKinney Vento?

Please contact:

- Andrea Carik, District Liaison, LSW, Home & School Visitor
carika@ccsdbears.org and/or 412-233-9200 ext*1108
- Nicole Anderson, Regional Officer - Children & Youth Experiencing Homelessness
nicoleanderson@aiu3.net and/or 412-394-5894
- Storm Camara, ECYEH State Coordinator
scamara@pa.gov and/or 717-772-2066
- You may also refer to the School Board Policy for additional information: [Students Experiencing Homelessness, Foster Care and Other Educational Instability](#) or use the link or QR Code for more infrastructure: <https://tinyurl.com/2rw876rs>.



LOCKERS

Some students may be assigned a locker for use during the school year. Lockers are to be kept clean. Periodic locker checks may be made by the homeroom teacher or an administrator. Students are responsible for all items contained in their assigned locker.

Money and/or other valuables should not be brought to school. If it is necessary to bring valuables to school, they should not be left in lockers. **The school is not responsible for articles that are lost, misplaced, or stolen.** Lockers are the property of the school district. Students should not assume that they enjoy complete privacy. The administration has the right to inspect a locker or other student possessions at any time when an administrator has a reason to believe that a locker or possession may contain something harmful or illegal. This search may be for the purpose of determining whether the locker is being improperly used for the storage of contraband, a substance or object the possession of which is illegal, or any material that poses a hazard to the safety and good order of the school.

SAFE 2 SAY SOMETHING

Safe 2 Say Something is a school safety tool that is designed to save lives. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to “say something” before it may be too late.



The program makes it easy and confidential to report safety concerns to help prevent violence and tragedies. Here is how it works:

- Submit an anonymous tip through the Safe2SaySomething system.
- The Crisis Center will review, assess and process all of the tips.
- The Crisis Center sends all submissions to school administrators and/or law enforcement for intervention.
- If needed, the Crisis Center may contact the tipster anonymously.
- Call 1-844-SAF2SAY (1-800-844-723-2729) or go to www.safe2saypa.org.

SECURITY PERSONNEL

Security guards are stationed on the school grounds and are authorized to monitor student behavior, control student movement, assist and direct school visitors, and patrol parking areas and the school building. Students and visitors are to follow all directions of the security guards.

SEVERE WEATHER ALERTS

In addition to fire drills, students will also participate in multiple drills during the school year pertaining to severe weather. The Great Shakeout is typically held in October. This drill prepares students for earthquake preparedness and the procedure of "Drop, Cover, and Hold On" will be practiced. The students will also practice a Tornado Drill, which instructs students to get on their knees, make sure their heads face interior walls, and place their hands over their heads.



TOBACCO/VAPING

Clairton City School District contracts with Duquesne University for programming to help educate students on the dangers of smoking and vaping. Representatives may also visit the school to talk with students about the long-term benefits of practicing a healthy lifestyle.

THREAT ASSESSMENT TEAM

Pennsylvanians are concerned about the safety and security of the students, staff, and community members who enter school buildings on a daily basis. The question is, "How do we keep our schools safe?"



In June of 2019, legislation was enacted to assist schools in creating safer environments. One of the acts, Article XIII-E, Threat Assessment was added to the Pennsylvania School Code.

The law states that each school entity shall establish at least one threat assessment team. In accordance with the legislation, the School Safety and Security Committee (SSSC), Pennsylvania Commission on Crime and Delinquency (PCCD), and key stakeholders from across Pennsylvania developed model procedures and guidance materials to help local schools establish and operate threat assessment teams. This is a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, or others. Threat assessment is a prevention strategy.

- School communities work together to identify student threats as soon as possible.
- Schools have systems in place to process information.
- Students receive assistance through early identification.

VISITORS

To ensure the safety of all children, all visitors, including parents/guardians, must go through the metal detectors at the Security Desk at either building entrance. All visitors will be required to present a valid Driver's License or state-issued Photo ID upon entry. An instant background check will be run on the ID before entry will be permitted.



Once the background check has cleared, a visitor's pass will be printed. Visitors must wear the pass at all times while in the building. Administration has the right to refuse admittance to any person. **All visitors will be escorted to and from their locations.** An appointment must typically be made in advance if a parent/guardian requests a meeting with a teacher, counselor, or a principal

VOLUNTEER & MENTOR INFORMATION

Clairton City School District welcomes and encourages the involvement of families and community members as volunteers in our schools. As of 8/25/15, Pennsylvania State Law (Act 15) has required that every volunteer who will be in direct contact with students have the necessary clearances on file with our school district. Direct Contact with Children, as defined by State Law, is the "care, supervision, guidance or control of children or routine interaction with children." Clairton City School District has two types of volunteers.

Guest Volunteer: an adult who voluntarily provides a service to the district and who: (1) works directly **under the supervision and direction of an employee** of Clairton City School District; and (2) **does not have direct volunteer contact with students.** Examples include, but are not limited to, assisting with classroom celebrations or academic activities; helping with a school book fair, assembly or concert; reading to students or participating in a Career Day, etc. Individuals need to join the Better Together Organization: <https://tinyurl.com/mryd7vy9> and be approved by the principal before volunteering.



Position Volunteer: an adult who voluntarily holds an unpaid position with a school or a program, activity or service, as a **person responsible for the child's welfare** and/or **has direct volunteer contact with children.** Examples include, but are not limited to, field trip chaperones, tutors, cafeteria monitors, library aides, and individuals who may volunteer to help/run an interest group or club. Individuals who are interested in assisting as a **Position Volunteer** must complete the following steps and then be approved by the board before volunteering:

- 1) Submit a Volunteer Application
- 2) Obtain the necessary clearances (Act 34, Act 114, and Act 151)
- 3) Complete Act 24 (the Arrest/Conviction Report and Certification Form)



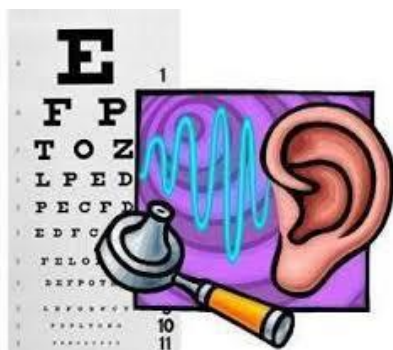
Use the QR code for detailed instructions on completing the requirements or visit our website at <https://tinyurl.com/s3s2mcvn>. Once the requirements have been completed, please contact Alexis Trubiani at (412) 233-9200, X2100 to make an appointment to receive your volunteer badge. Volunteer badges must be worn whenever volunteering in the district.

SECTION II – HEALTH SERVICES INFORMATION

ANNUAL HEALTH SCREENINGS

The Clairton City School District's Health Services Program supports each student's academic success by promoting health in the school setting. One way that we provide care for your child is by performing health screenings as mandated by the state of Pennsylvania. During the school year, the following screenings will be required or completed at school:

- **Vision** - Distance and near vision acuity for all students in K-12th grade. Color perception screening is done on all Kindergarten students.
- **Hearing** - Screening for all students in Kindergarten, grades 1-3, 7, 11 and special education students.



- **Scoliosis** - Spinal curvature screening for all students in grades 6-7.
- **Physical Exam** - A physical examination is required for all students entering at Kindergarten or 1st grade, as well as all students in grades 6 and 11.
- **Dental Exam** - A dental exam is required for all students entering at Kindergarten or 1st grade, as well as students in grades 3 and 7.

A letter will be sent home if there are any findings on any of the screenings done at school that would cause concern or need medical follow-up. If you have any questions or concerns, please call the Health Nurse at 412-233-9200, extension 1124.

ASTHMA EDUCATION

Duquesne University's Center for Integrative Health provides free asthma education throughout the year. Students in K-2nd grade can participate in Health Nuts Media's Huff and Puff Program, while our students in 3rd-5th grade can be a part of the American Lung Association's Open Airways Program. Permission slips are needed for each program.

Grades K-2 - Huff and Puff Program : <https://tinyurl.com/3pftw969>

Grades 3-5 - Open Airways Program: <https://tinyurl.com/4v99wvxm>

CORNERSTONE CARE COMMUNITY HEALTH CENTER

Cornerstone Care Community Health Center offers a full range of services to family members of all ages at their 559 Miller Avenue location. Services are provided Monday-Thursday from 8:30AM-5:00PM and Friday 8:30 AM-1:00 PM. Tuesdays are reserved for allergy and asthma patients. Walk-ins are accepted, but appointments are preferred. They accept all insurances, but without insurance they do have a sliding scale fee. To make an appointment or for additional questions, contact (412) 226-5454.



EMERGENCY HEALTH SERVICES

The nurse maintains school office hours to handle first aid and emergency care for all students. Parents/guardians are encouraged to report any new health problem to the school nurse as soon as possible. Certain information may be shared with other staff members when the nurse deems it necessary for the health and safety of the student. This especially applies to life-threatening allergies and medical conditions, as well as any dietary restrictions or considerations. Otherwise, information shared with the school nurse will be considered confidential and maintained in the nurse's office.



HOMEBOUND INSTRUCTION

Homebound Instruction can be provided for a student who will be absent for an extended period of time [two weeks or longer.] It is limited to five hours of instruction per week. It can also be planned in advance in situations in which a physician will verify the need following surgery, an accident, an extended illness, etc.

Homebound instruction is NOT a standard placement option for special education students. Coordination for Homebound Instruction begins with having the Physician's Statement for HomeBound Instruction completed and returned to the Health Office.

IMMUNIZATIONS

Under the Pennsylvania state health regulations, for attendance in all grades, children need the following immunizations:



- 4 doses of tetanus, diphtheria, acellular pertussis (1 dose on or after 4th birthday)
- 4 doses of polio (4th dose on/after 4th birthday & at least 6 months after previous dose)
- 2 doses of varicella (chickenpox) or evidence of immunity
- 2 doses of measles, mumps, rubella
- 3 doses of hepatitis B

Unless a child has a medical or religious/philosophical exemption, documentation of at least one dose of the above vaccinations must be provided to be permitted to start school. Additional required doses must also be received or students will not be permitted to continue attending school. If/when that occurs, the absences will be unexcused.

LEAD TESTING

The Universal Lead Testing Regulation went into effect on January 1, 2018. As a result, every child will need to present a record of being tested for lead before entering Kindergarten.



The regulation requires children to be tested at 9-12 months of age and again at approximately 24 months of age. Since this is a new requirement, the regulation also includes a catch-up provision for any child that has not previously been tested. If a child has not had a prior test, they will need to be tested before the start of Kindergarten or reach the age of six (whichever comes first). This means that some children may be catching up

on the lead testing requirement. Families should provide proof of their child's lead test along with immunization records before the beginning of the school year. The proof does not need to

include the test results, just that the test was given. Some families may object to having their child tested. The exemption policy in the new Allegheny County regulation is identical to state law on vaccinations. Exemption requests must be put in writing.

LICE TREATMENT

In accordance with school policy, the school nurse will examine the head of any child suspected of having a live lice infestation. If lice or nits are present, the parent or guardian will be notified that treatment is needed. Children returning to school after treatment must be accompanied by a parent or guardian and brought to the Health Office. The School Nurse will need to verify the type of treatment and also examine the child for absence of live lice prior to entering the classroom. Please see the district website for more detailed information on our policy and resources available.

MEDICAL FORMS

Copies of all the necessary medical forms are available in the Elementary Office, Health Office, or on the district website at <https://www.ccsdbears.org/departments/health-office>.

- Administration of Daily/Single Medication at School
- Dental Health Record
- Field Trip Medical Permission Form
- Physical Examination
- Physician's Statement for Homebound Instruction



MEDICATION POLICY

In accordance with school policy, medication(s) should be given at home, before and/or after school. This pertains to medication taken on a regular basis, as well as those needed due to a short-term illness. When it is not possible for medication(s) to be given at home, prior to bringing the medication to school, each student must provide the Health Office with a Medication Administration Consent Form signed by the parent/guardian and include a Medication Order from a licensed physician, dentist, CRNP or PA.



NOTE: Prescription or over-the-counter medication should be brought to school **by the parent/guardian** in the original prescription container from a pharmacy or the manufacturer's original packaging. The parent/guardian is to bring the medication directly to the

Health Office.

RONALD MCDONALD MOBILE CARE VAN

Children and adults up to 26-years-of-age are able to receive many free health services at the Ronald McDonald Mobile Care Van. Services are typically provided on the 1st Monday of the month from 9:30 a.m. to 1:30 p.m. in the parking lot of the Family Dollar. Families may email the Ronald McDonald Mobile Car Van at Caremobil@chp.edu with questions. Please confirm the monthly schedule here:

<https://tinyurl.com/2sz9peyd>. **Walk-ins are seen on a first come, first serve basis.** Some of the services offered are well-child and sick visits, immunizations, asthma treatment, physicals, blood collection and even multiple types of screenings and health education.



SMILE PROGRAM

Clairton City School District has partnered with the Smile Dentists Program in Pennsylvania to provide a free, in-school mobile dental program. The program is assigned to address today's dental crisis and keep children healthy. The innovative model offers state of the art dental care to students in the comfortable and familiar surroundings of their school. It is also easy and convenient for families and is provided at no cost to students eligible for Medicaid or CHIP.



Many children sadly find themselves without affordable access to dental care. The program uses a network of locally licensed dentists, hygienists, and assistants to provide high quality care to our students, which sets up a mini dental clinic directly in the school. Students can receive: full dental exam, cleaning, fluoride treatment, sealants, x-rays, fillings and simple extractions.

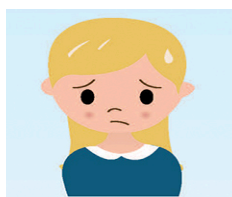
TOO SICK FOR SCHOOL

Please keep an ill student home or make arrangements with a caregiver. Students who are ill at school may place other students at risk and will need to be picked up promptly. Family or emergency contact numbers must be kept current. If your child has a contagious illness, please notify the school nurse since an exposure may be life-threatening for others with fragile immune systems or certain medical conditions. Attendance Works provides the following suggestions:



Send me to school if:

- I have a runny nose or just a little cough, but no other symptoms.
- I haven't had a fever in 24 hours.
- I haven't had any fever reducing medicine for 24 hours.
- I haven't thrown up or had diarrhea for 24 hours.



Keep me at home if:

- temperature above 100 degrees after taking medication.
- I am throwing up or have diarrhea.
- My eyes are pink and crusty.



Call the doctor if:

- I have had a temperature over 100 degrees for more than two days.
- I have been throwing up or have diarrhea for more than two days.
- I have had the sniffles for more than two days and not getting better.
- I still have asthma symptoms after using my asthma medicine (and call 911 if I am having trouble breathing after using an inhaler).

VISION TO LEARN

More than 2 million children in the United States do not have the glasses they need to see the board, read a book, or participate in classroom activities. Vision to Learn is a non-profit organization that offers free eye exams to students. Students who fail their school screening will receive a comprehensive eye exam and a free pair of glasses every two years. They also offer free replacements for up to a year if they are lost or broken.



SECTION III - ATTENDANCE

SCHOOL DAY

Students are **admitted to the building at 7:35 a.m.** Breakfast is served at 7:35 a.m. and homeroom begins at 7:50 a.m. Students are considered tardy to homeroom at 8:00 a.m. and tardy to school at 8:05 a.m. Students are expected to arrive on time and remain for the entire day unless an early release is needed. Dismissal begins at 2:43 p.m.



School success starts
with attendance

State law requires that all children attend school regularly. Attendance at school is the responsibility of students and their parents/guardians. **Regular attendance is essential for student achievement.** Recognizing that there is a relationship between attendance and achievement, it is the family's responsibility to ensure their child is not chronically absent. **A child can never make up a day missed even though he/she may go over the assignments that were presented.**

ARRIVAL TO SCHOOL

The school day begins at 8:00 a.m. **Students who arrive at school by 8:00 a.m. are eligible for our daily B.E.A.R.S. Leader drawing.** Names are called during morning announcements. Students will come to the office to pick from the B.E.A.R.S. Bins. Additional drawings will be held throughout the month and/or year for student attendance. There are **403 minutes** in each school day. Please remember that every class counts and every minute matters!



Students who enter the building after 8:05 a.m. are considered tardy to school. Security will check students in via the Ident-a-Kid Information System and issue a pass. Students should immediately report to their assigned room upon entry to the building.

Arriving late interrupts the flow to the school day and more importantly means missed instruction. Students only receive grades for work missed due to an excused tardy. **Students will earn a grade of 0% on any assignment, tests, etc. not made up in a timely manner.** Please know tardies quickly add up and can **greatly affect final grades.**

Arrive before 9:00 a.m.

Students may arrive without an escort.

Arrive between 9:00 to 11:30 a.m.

Parent/guardian needed to sign in their child.

Arrive after 11:30 a.m.

Parent/guardian needed **and**

Formal excuse approved by an administrator

EARLY DISMISSAL

Parent(s)/Guardian(s) should send **a written note for an early dismissal.** The note must be written by the parent/guardian and include the date, time and reason for the early release. If a written note for prior approval is not submitted, parents/guardians may come to the school to pick up their child by 1:00 PM. **A valid photo ID must be presented to security when picking up a child.**



DISMISSAL

Student dismissal begins at 2:45 p.m. Students are to be picked up at dismissal or walk immediately home from school. In order to ensure student safety, consistent dismissal arrangements need to be in place. Families are to communicate this information with their child's homeroom teacher. Use the QR Code if updates are needed. Pickup locations are as follows:



- Grades K-1 Waddell Avenue - Doors by Bekavac's parking lot.
- Grades 2-3 Waddell Avenue - Main entrance
- Grades 4-5 Large Avenue - Doors by the bus loop

When an emergency arises causing a delay in your child's pickup, please contact the school. Referrals to CYF may be made for students who are consistently left at school after dismissal.

**Absences add up.
9 or less is best!**

Attend ★ Achieve

EXCUSED ABSENCES

Pennsylvania Compulsory Attendance Laws list Excused Absences as:

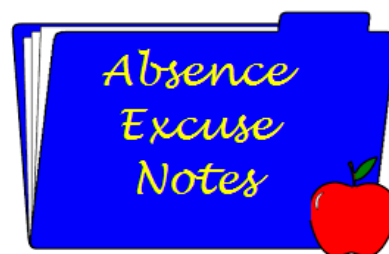
Illness or Health-related Appointment	Recovery from an Extended Illness/Accident
School-sanctioned Absences (OSS)	Recognized Religious Holidays/Services
Family Vacation	Death in the Immediate Family
Court Appearances	Quarantine of the Home
Impassable Roads	Unforeseen Circumstance

- Schedule medical appointments after school hours when possible.
- Plan family vacations when students are on break.
- Acceptance of all excuses is ultimately at the discretion of an Administrator.
- Absences from school due to a disciplinary consequence are considered excused.
- Students are permitted to make up any/all missed work, **but only within the amount of days missed. If absent one day, the missing work needs to be submitted the next day.**

RETURNING AFTER AN ABSENCE

All absences are treated as unexcused until the school district receives a notice from the parent/guardian explaining the reason(s) for the absence.

- Excuses (formal and informal) must be submitted within five (5) days of the absence.
- If an excuse is not received within 5 days, the absence will be recorded as unexcused.
- Retroactive excuses submitted after the five (5) day period will only be honored with approval by the CCSD Attendance Team in the event of extenuating circumstances.
- Consequences for unexcused absences will be issued based on the total number and may include referral to the District Magistrate and CYF.



Families can submit up to **10 informal excuses each year**. Please keep in mind this is only about one (1) informal excuse per month. An informal absence is a handwritten note, email, Google Form, etc. Any excuses **over ten (10) must be submitted as a formal excuse in order for the absence to be excused**. A formal excuse is a note from a medical office, documentation of a court appearance, etc.

Excuses can be submitted via a handwritten note, attendance excuse (given to students when absent), email to thompsond@ccsdbears.org or use the link (<https://tinyurl.com/3sndupy2>) or QR Code for the online Google form. Although families may notify the school of school days missed due to a family vacation, please remember that only ten (10) informal excuses per year can be submitted.



Any days taken for vacation are counted within the yearly limit of ten (10) informal excuses for the year.

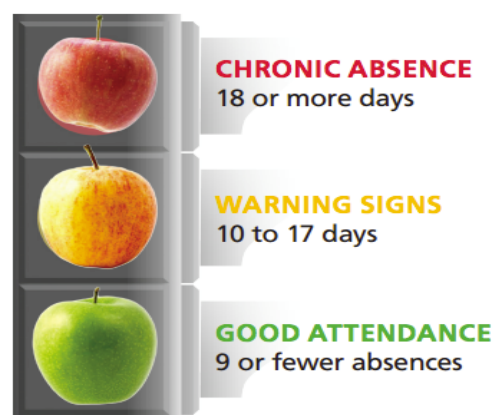


Assignments missed due to an absence or tardiness will be provided to the student. Family members should communicate with teachers and their child about missed work. Students will **earn a grade of 0% on any assignment, test, etc. not turned in within a timely manner.** This can greatly affect a child's grade. **If absent one day, the missing work needs to be submitted the next day.** If a child is absent for two days, then all work must be completed within two days of returning to school.

CHRONIC ABSENTEEISM

Students who are absent from school more than 10% of the school year, for any reason, are considered chronically absent. **A child's attendance record may be the biggest factor influencing his or her academic success.** Regular attendance allows students to stay on track.

- Students who typically miss **two days or more per month** become chronically absent.
- Students who miss 18 days of school or more per year **may jeopardize their grade-level promotion.**



UNEXCUSED/ILLEGAL ABSENCES

The phone dialer contacts parent(s)/guardian(s) each time a student is marked with an unexcused absence for Period 1, which ends at 8:45 AM. Teachers will contact families if/when attendance issues come up, as they are typically the first to recognize students with possible attendance issues.

Number of ABSENCES	CONSEQUENCES issued based on number of UNEXCUSED ABSENCES
3	Homeroom teacher will contact the family via phone, email and postcard. Referral to CCSD Attendance Team.
5	Attendance Secretary will mail home attendance report, SAP brochure and SAIP info. Attendance Secretary will schedule the Student Attendance Improvement Plan meeting.
6	CCSD Attendance Team holds SAIP with the family. Referral to Student Assistance Program (SAP).
8	Citation filed with District Magistrate. Referral to the Social Worker/Home School Visitor for home visit.

10	Attendance Secretary will contact the family via phone, email and postcard. Referral to Children Youth & Families (C.Y.F.).
15+	CCSD Attendance Team holds a 2nd meeting to discuss next steps. 2nd citation to District Magistrate. 2nd referral to Children, Youth & Families (C.Y.F.). Contact by the Attendance Secretary and visits by the Social Work/Home School Visitor. NOTE: Each of the above continues for every additional 8 unexcused absences.

GOOD SCHOOL ATTENDANCE MEANS...



STUDENT ATTENDANCE IMPROVEMENT PLAN (SAIP)

The School Attendance Improvement Plan (SAIP) is developed through a school/family meeting. The SAIP is required after the school has notified the parent/guardian of their child's 6th unexcused absence. The goal of the meeting will be to develop a plan to increase regular attendance. Attendance policies and consequences will be reviewed and barriers to attending school will be discussed.

Possible barriers to regular attendance

- Academic difficulties
- Medical or behavioral health issues
- Family or environmental concerns

Possible actions to increase regular attendance

- Checking in and out with students on a regular basis
- Planning for family and student responsibilities
- Referral to the Student Assistance Program (SAP)
- Follow up visits by the Social Worker & Home/School Visitor
- Referral for additional services, such as Handle with Care or Caring Connections



At the end of the conference, the school, the family and student will agree to the comprehensive SAIP. The plan could include accessing academic and social/health support from the school and community organizations, an outline of family/parent and student responsibilities, and levels of performance monitoring that include rewards and consequences. The **SAIP may be held without a family member if several attempts have been made to schedule a meeting.** When this occurs, a copy of the SAIP will be sent to the parent/guardian.

SECTION IV – GRADING & PROMOTION

GRADING

Reporting student progress is very important to the staff and administration of Clairton Elementary School. Student report cards are emailed quarterly and show a letter grade and a percentage grade that reflect student achievement for each subject. **Progress Reports are emailed** between the quarterly report cards to alert families if a student is not performing at a satisfactory level. Clairton City School District uses Alma for our online Student Information System. Students and families can sign in to access many features (365/24/7) including:

- Attendance
- Grades
- Report Cards
- Message Teachers
- Student Assignments
- Fees / Online Payments
- Update Contact Information



Upon enrolling your child in school and providing the district with your email address, you will receive a one-time **welcome email containing a link to set up your account**. The email would come from **notifications@getalma.com** (please check your Spam or Junk folder if you don't see it). The email will be titled "Clairton Elementary School Account Setup".

Elementary School Login: <https://clairton-es.getalma.com/>

Your username is your **firstname.lastname** (dot between names).

If you can't find your welcome email or forget your password, click the "Forgot password?" link on the login page. If you are still having trouble, please contact the Technology Help Desk at 412-945-3700 or via email at helpdesk@ccsdbears.org.

GRADING SCALE

Letter Grade	Percentage	G.P.A.	G.P.A. based on %
A	100% - 90%	4.0	3.50 – 4.00
B	89% - 80%	3.0	2.60 – 3.00
C	79% - 70%	2.0	1.50 – 2.59
D	69% - 60%	1.0	0.76 – 1.49
F	59% - 50%	0.0	0.00 – 0.75

There are four (4) 45-day grading periods for the school year. Grading period grades will be based on the student's earned percentage grade. The percentage number earned will be reported and averaged.

Assignments missed due to an absence will be provided to the student. Family members should communicate with teachers and their child about missing work. **Students will earn a grade of 0% on any assignment, test, etc. not made up in a timely manner.**



WEIGHTING OF GRADES

Final grades for progress reports and report cards are made up of a variety of scores from assessments, quizzes, classwork and participation. Grades are weighted for each category consistently and also follow a set number of minimum assignments.

Category	Weight	Minimum # Per Quarter	Possible Examples
Assessments	40%	3	Tests, Essays, Projects, Presentations
Quizzes	20%	6	10 Questions or Less
Classwork	30%	15	Independent Practice, Group Work
Participation	10%	20	Homework, Starters, Exit Tickets

GRADING POLICY

CCSD POLICY NO. 213 ASSESSMENT OF STUDENT PROGRESS can be accessed at:

<http://go.boarddocs.com/pa/clai/Board.nsf/goto?open&id=9P37UR1B4359>

PROGRESS REPORTS AND REPORT CARDS

A progress report is used between report periods to give family members the status of their child's progress before the end of the quarter. These are **emailed** to parents/guardians via Alma. Teachers record the **actual percentage grade earned** by the student at the time of the report, which **could be below 50%**.



Report cards are the formal reports of academic achievement for our students. **The lowest grade a student receives on a report card is 50%.** Report cards are also **emailed to parents/guardians through Alma** at the end of each nine weeks, which is four (4) times a year. The final report card can be picked up on the last day of school, if desired.

Families should reach out directly to their child's teacher if/when there is a concern regarding academic progress for a specific quarter or the year. The staff directory can be found at <https://tinyurl.com/2p8u7f4k>.

HONOR ROLL

Honor roll status is determined by a student's Q.P.A. (Quality Point Average) as follows for students in 3rd - 5th grade:

Honor Roll	3.00 – 3.49	High Honor Roll	3.50 – 4.00
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Only students with grades of C or better can be considered for the honor roll. Therefore, students receiving a D or E, as well as N (Not Satisfactory) or U (Unsatisfactory), in any subject are not eligible for honor roll status.

STUDENT CONFERENCE DAYS

The first Conference Day is held at the end of the 1st marking period. The second Conference Day is held at the end of the 2nd marking period. These days provide an opportunity for faculty and staff members to interact with families about grades, assessment results, attendance, behavior, etc.



PROMOTION AND RETENTION

Family members receive eight (8) formal notices each year regarding the academic status of their child. These are in the form of progress reports and report cards. Students may jeopardize promotion by receiving multiple failing grades in core academic subjects. Students earning lower than a 60% in 2 of 3 core academic subjects: English Language Arts, Mathematics and Reading will not be automatically promoted to the next grade. Excessive chronic absenteeism may also jeopardize automatic promotion. Students not meeting the minimum requirements for automatic promotion can be retained unless a meeting has been held to indicate otherwise.

SECTION V - STUDENT PROGRAMS & ELIGIBILITY

GENERAL ELIGIBILITY REQUIREMENTS

Students should meet general guidelines in terms of Academics, Attendance and Attitude in order to be eligible for participation in special activities, events, recognition, etc. Examples of these could be Student of the Month, Interest Groups, Student Leadership, etc.



ACADEMICS	ATTENDANCE	ATTITUDE
Students should be passing all core academic subjects. <ul style="list-style-type: none">• ELA• Reading• Mathematics	Students should be attending 90% of school days. <ul style="list-style-type: none">• Typically absent only 1 day per month• Absent 18 or less days for the full school year	Students should be free of serious or excessive disciplinary infractions. <ul style="list-style-type: none">• OSS• ISS

QUARTERLY REVIEW

Sponsors will determine a student's initial eligibility by reviewing Academics, Attendance and Attitude. In addition, there will be a quarterly review to permit continued participation. A probationary period will be given to allow students to show improvement for continued participation. Continued participation is ultimately at the discretion of Administration. Students are expected to:

- Return any and all equipment, instruments, etc. issued.
- Pay for any items not returned or those showing excessive wear or abuse.
- Make up any missed work due to participation in an activity or event.

Final approval for student participation in all activities rests with administration.



DANCES

Dances may be scheduled during the year for students either during the school day or after school. Participation in some events may be earned as an incentive for P.B.I.S. while tickets will be available to purchase for other events. Students who are not in good standing in terms of Academics, Attendance, and/or Attitude may not be allowed to attend. Some examples for not meeting the A.A.A. criteria, but are not limited to: being suspended during that marking period, multiple excessive unexcused absences, and/or major academic issues. Dance sponsors will share the specific criteria with students, family members, staff and administration before the event. Final approval for participation rests with administration.



INTEREST GROUPS



A variety of groups are held outside of the regular school day from 3:00-3:30 PM on designated days. Some have open enrollment while others continue with the same members from the start of the year. Information will be sent home at the beginning of each year with the groups currently being offered. Students participating in afterschool activities will be provided a dinner meal at 2:45 p.m. Students who fail to follow established guidelines and/or adhere to the pick-up schedule will jeopardize participation.

STUDENT LEADERSHIP

Student Leadership typically meets after school on the 1st and 3rd Friday of each month. This group allows students in 3rd-5th grade to take on leadership roles, as well as work collaboratively with students in other grade levels. Students wishing to run for homeroom/grade-level representatives should be prepared to:



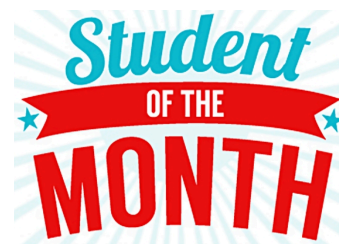
- Attending an introductory meeting
- Returning a signed leadership contract
- Developing a campaign poster
- Presenting the poster to classmates

Candidates will be elected based on results of a voting rubric that takes into consideration the following criteria:

- Overall Academics, Attendance and Attitude
- Staff recommendation
- Student poll results

STUDENT OF THE MONTH

Two students are selected from each grade level to be honored as Students of the Month. Nominations are based on overall excellence and/or marked improvement in Academics, Attendance and/or Attitude. Students are recognized on the morning announcements, the highlight reels in the lobby and cafeteria, and on social media. Families and students are invited to attend the Legislative Session of the monthly school board meeting to be recognized.



SECTION VI – SCHOOLWIDE POSITIVE BEHAVIOR

WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' academics, attendance and attitude. PBIS creates positive, predictable, equitable and safe learning environments for all students by emphasizing: equity, systems, data, practices, and outcomes.

The tiered PBIS framework provides a:

- Shared vision for a positive school culture
- Behavior matrix with clear student expectations
- Ongoing lessons, monitoring, reinforcement and reteaching
- Use of data for decision-making

BE

ENGAGED

ACCOUNTABLE

RESPECTFUL

SAFE

The purpose of PBIS at Clairton Elementary School is to foster and promote a safe and positive school culture. Staff strive to maximize learning for every student by teaching and recognizing regular attendance and positive behavior.



**EVERY Student Matters...
EVERY Minute Counts!**

Our PBIS Team is a collaborative group of administrators, teachers, and staff members that will grow to include families, students and community members. The team was trained by

the Allegheny Intermediate Unit and developed the motto of "EVERY Student Matters...EVERY Minute Counts!" The expectations developed by the team ask students to be B.E.A.R.S. Leaders. The acronym B.E.A.R.S. stands for: **B**e **E**ngaged, **A**ccountable, **R**espectful and **S**afe.

B.E.A.R.S. LEADERS

Clairton Elementary School students should strive to be a B.E.A.R.S. Leader at all times during the school day. Please remind your child daily of their two important jobs when coming to school.

1. B.E.A.R.S. Leaders **come to school to learn.**
2. B.E.A.R.S. Leaders **come to school to be safe.**



Families are encouraged to talk with their child about how to be a B.E.A.R.S. Leader: **"I am a B.E.A.R.S. Leader when my hands, feet, and words are helping and never hurting."** Homerooms are recognized with a popcorn party when their class has earned 20 compliments for being B.E.A.R.S. Leaders.

B.E.A.R.S. BUCK



Thank you for **B**eing:



- **E**ngaged
- **A**ccountable
- **R**espectful
- **S**afe

B.E.A.R.S. BUCKS

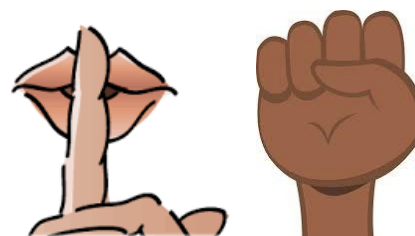
Clairton Elementary staff will use tickets to recognize and encourage students when displaying the expectations of being: Engaged, Accountable, Respectful and Safe. Students will put their name on the ticket and then deposit B.E.A.R.S. Bucks into homeroom bins. Student Leadership will collect the B.E.A.R.S. Bucks each week, which will go into our schoolwide container.






Individual students will be recognized randomly each week. Shout outs will be broadcast on morning announcements, the highlight reels in the lobby and cafeteria, as well as bulletin boards. Grade-level and schoolwide recognitions will be celebrated on a regular basis when earning a set number of B.E.A.R.S. Bucks.

B.E.A.R.S. QUIET

Classrooms have many transitions during the day. B.E.A.R.S. Quiet is a non-verbal cue that increases time on task. The cue is used to quiet the class, get the student's attention, or get everyone ready for learning. Adults signal the student's attention by placing one finger over their lips and raising the other hand in a closed fist. Students should:

- Stop what they are doing.
- Quiet symbol on lips.
- Eyes on the adult.
- Raise hand for "0" Voices.



Voice Levels 		
	DESCRIPTION	VISUAL
0	No Sound	
1	Whisper Voice	
2	Table Talk	
3	Speaker Voice	

B.E.A.R.S. VOICE LEVELS

A voice level chart is used to help students learn how to control the volume of their voices. The chart shows students the level of talking that should be used during certain activities or locations in the school.

The PBIS Team developed lessons to help students practice each level and charts are hung in classrooms, hallways and common areas.

- 0 - No Sound
- 1 - Whisper Voice
- 3 - Table Talk
- 4 - Speaker Voice

SWPBS INTERVENTIONS - The following is a list of possible School-wide Positive Behavioral Interventions and Supports.

• TIER I - Behavior supports coordinated by Staff Members:

Development of Shared Classroom Expectations
 Consistent Schoolwide Behavior Expectations
 Teach, Model, and Practice Behavior Expectations
 Review Schoolwide Expectations before Transitions
 Classroom Posters for Quick & Frequent Review
 Large Hallways Posters for On-the-spot Reinforcement
 Universal Attention Signal - B.E.A.R.S. Quiet
 Verbal Praise and Reinforcement for Compliance
 Reteach Behavior Expectations when Needed
 Bulletin Boards for Character Education, Anti-Bullying, Growth Mindset, and Social Emotional Learning
 Schoolwide use of B.E.A.R.S. Bucks for Meeting or Exceeding Expectations
 Classroom Chill Corners



Hallway Compliments for Students being B.E.A.R.S. Leaders
Positive Phone Calls and Postcards Home to Family Members
Monthly Mindfulness Lessons through the AHN Chill Program
Classroom Lessons for Social Emotional Learning

- **TIER II - Behavior supports coordinated collaboratively by Staff Members, Support Staff & Administration:**

Check In/Check Out with a Staff Member
Individualized Student Behavior Goals & Rewards
Individual Behavior Contracts
Notebooks for Home/School Communication
Lunch Group to Teach and Practice Social Skills
Social Skills Groups for Specific Issues
Scheduled Breaks
Referral to SNAP (Stop Now and Plan)
Time Out in the Chill Room and/or the Reset Room



- **TIER III - Behavior supports coordinated with more intensive collaboration and possibly the assistance of Outside Agencies:**

Individual Crisis Plan
Referral to Student Assistance Program
Referral to Handle with Care
Referral to various agencies for counseling and/or mental health services
Initial Line of Inquiry
Referral for Special Education Evaluation

SECTION VII – STUDENT CONDUCT

OVERVIEW

The administration and all staff members have the day-to-day responsibility of monitoring student activities and conduct. Administrators apply disciplinary sanctions that are deemed reasonable and required by policy. Since it is impossible to develop an all-inclusive list of offenses and disciplinary options, those offenses not specifically addressed, nevertheless, would be subject to disciplinary action. The district maintains the right to pursue any necessary disciplinary action to maintain the safety of its staff and students. In addition, depending on the nature of the offense, the student may be referred to the Threat Assessment Team.

BULLYING

The Clairton City School District is committed to providing a safe, positive learning environment for district students. Bullying is prohibited in District schools. Each year the principals, teachers, and support staff will review the anti-bullying rules with the students of the Clairton City School District. **This is to be done the first week of school, again during the first week in January, in addition to periodically throughout the year.** In addition, anti-bullying lessons will be presented to all K-5 students, starting in September.

Bullying is an aggressive behavior that is defined as an intentional and persistent series of acts that can be electronic, written, verbal or physical. These series of acts are one-sided, there is an imbalance of power, is intended to cause harm or distress on the target, and the target is unable to make it stop. The goal of our K-5 anti-bullying lessons is to help students increase their social-emotional skills, improve school climate, and reduce bullying. Students will learn how to:

- Recognize bullying (what is it/identification)
- Report bullying (how to tell an adult)
- Respond assertively to bullying (the difference between assertive and aggressive, using a confident voice and body language and showing self-respect)
- Be a positive bystander (ways to support peers and build relationship skills)

STUDENTS ARE ENCOURAGED TO **ALWAYS** BE A BUDDY NOT A BULLY

- Be kind to others.
- Help, not hurt.
- Include classmates.
- Stand up to bullies.

ARE YOU a **BULLY**? DID YOU...



SAY or DO something HURTFUL by ACCIDENT?
That is **RUDE**, but not **BULLYING**!



SAY or DO something HURTFUL on PURPOSE?
That is **MEAN**, but not **BULLYING**!

STOP BULLYING
STAND UP. SPEAK OUT.

SAY or DO something HURTFUL on PURPOSE, OVER and OVER again, EVEN when TOLD to STOP?
That is **BULLYING**!



Bullying is defined as an intentional electronic, written, verbal or physical act, or a series of acts:

- (1) Directed at another student or students;
- (2) Which occurs in a school setting;
- (3) That is severe, persistent or pervasive; and
- (4) That has the effect of doing any of the following:
 - (i) Substantially interfering with a student's education;
 - (ii) Creating a threatening environment; or
 - (iii) Substantially disrupting the orderly operation of the school; and "school setting" shall mean in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

Depending on the circumstances, the student may be referred to the Threat Assessment Team. **Clairton City School District POLICY NO. 249 BULLYING CYBERBULLYING can be accessed at:**
<http://go.boarddocs.com/pa/clai/Board.nsf/goto?open&id=B7MNMJ5E0660>

DISCIPLINARY GUIDELINES

The following list of procedures is used for discipline and behavior modification. All incidents of inappropriate student behavior, depending on the severity, will be dealt with first by the classroom teacher or supervising staff member. Students will be referred to administration when the incident is extremely disruptive and/or a detriment to student safety and the well-being of others. Depending on the severity of the incident or the number of infractions accumulated by a student, administrators reserve the right to administer discipline at their discretion.

DISCIPLINARY INCIDENTS - Possible disciplinary issues:

- **TIER I - Issues of a less serious nature, but are still disruptive to the learning environment:**

Calling/Talking Out	Refusal to Complete Work
Making Noises	Sleeping
Teasing Others	Misuse of Technology
Name Calling	Misuse of Hall Pass
Horseplay	Out of Seat
Cheating	Pushing/Shoving
Eating/Drinking in Class	Leaving Room Without Permission

- **TIER II - Issues of a more serious nature that are extremely disruptive to the learning environment:**

Electronic Device Violation	Inappropriate Language
Throwing Objects	Disrespect - Repeated
Stealing	Disruption - Repeated
Damage to School/Private Property	Insubordination - Repeated
Verbal Altercation	Physical Contact

- **TIER III - Issues of a serious nature that pose a threat to the health, safety, and/or property of students and/or staff members:**

Excessive or Incessant Use of Profanity	Theft of School/Private Property
Verbal Aggression	Vandalism of School/Private Property
Physical Aggression	Threat - Substantial Verbal
Destruction of School/Private Property	Threat - Substantial Written
Fighting	Harassment
Leaving School Building/Grounds	Hazing
Bullying	Assault - Verbal
Tobacco - Use or Possession	Assault - Physical
Incendiary Device - Use or Possession	Possession of a Weapon or Look-alike

DISCIPLINARY ACTIONS - Possible disciplinary consequences:

- **TIER I - Incidents where student was redirected and able to remain in the classroom or area:**

Direct Eye Contact	Loss of Privilege
Physical Proximity	Change of Seat
Redirection	Change of Location
Verbal Cue	Lunch Detention
Visual Cue	Removal from Situation
Verbal Warning	Parent/guardian Notification - Written
Apology - Verbal	Parent/guardian Notification - Telephone
Apology - Written	Teacher Detention
Logica/Natural Consequence	Student Conference - Formal
Reteach Expectation	Restorative Conference - Informal
Student Conference - Informal/Private	Meeting with Parent/Guardian
Time Out - Calming Corner	Individual Behavior Contract

- **TIER II - Incidents where student was removed from the classroom or area:**

Administrative Warning

Apology - Formal

Confiscation of Item

Reflection - Verbal

Reflection - Written

Administrative Conference

Administrative Lunch Detention

Administrative Detention

Conflict Resolution

Administrative Time Out

Independent Learning Center (ISS)

Conference with Parent/Guardian

Positive Behavior Support Plan

Probation from Extracurricular Activities

Exclusion from Extracurricular Activities

Referral to the Student Assistance Program

Referral for Mental Health Services

Restitution

Restorative Conference - Formal

Community Service

- **TIER III - Incident where student jeopardized the safety and well-being of students and/or staff members; may include a combination of any of the above with possibility of the following:**

Type A Suspension - up to 3 days

Type B Suspension - 4 days or more

Referral to the Clairton District Justice

Referral to the Clairton Police

Referral to the Threat Assessment Team

Referral to the Superintendent

Referral to the School Board

Expulsion

ACTIVITIES PARTICIPATION

Students participating in interest groups, clubs, and related functions such as field trips, dances, club activities, band, etc. may not attend/participate in any function, regardless if the activity is mandatory or not, if the student has been issued an Out-of-School Suspension for the day of the event. .



DETENTION



Detention for students may be held after school. Detention runs until 3:30 pm. Families will be notified in advance of the detention via direct communication. A written medical note or documented family emergency is the only excuse for rescheduling an assigned detention.

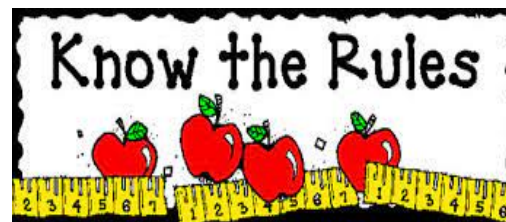
- Students should be engaged and working until 3:30 p.m.
- If a student is absent on the day of the detention, it will be held the next day.

BEAR'S Den (Cool Down), REFLECT & RESET STATION (RRStation) -

Students are typically assigned time in the for one period to a full day in the RRStation. Depending on the situation, students may occasionally be assigned multiple days. Students must remain quiet and working while in the RRStation Room. If a student cannot adhere to the rules while in the RRStation, additional disciplinary consequences may apply.

SUSPENSION

Suspension is exclusion of a student from school for one (1) to ten (10) consecutive school days. A principal or administrator in charge gives suspensions. Depending on the circumstance, the student may also be referred to the Threat Assessment Team. **Students will be permitted to**



make up any assignments or tests missed during the suspension because the Suspension is the consequence, and not the missed assignments. Students who are suspended must arrange to complete homework, assignments, tests under the same timeline as an excused absence.

READMISSION TO SCHOOL AFTER SUSPENSION

A parent/guardian conference may be necessary before a student is readmitted to school after a Type A (three days or less) Out-of-School suspension. The need for a conference will depend on the nature of the offense and whether it is a repeat occurrence. A conference must be held before a student is readmitted to school after a Type B (four or more days) Out-of-School suspension.

If it is determined that an expulsion hearing is appropriate and it is not held during the suspension period, the student will be readmitted to school. **Re-admittance will not take place if an administrator determines that the student's presence in his normal classes would constitute a threat to the health, safety, morals or welfare of others.** In this case, the student may be excluded from school for more than ten (10) school days, if the formal hearing is not unreasonably delayed. Any student so excluded will be provided with an alternative education after the 10th day as available.

EXCLUSIONS FROM SCHOOL

Pursuant to School Code and Department of Education regulations, the Board of School Directors has the power, and the obligation, to exclude students from attendance at school under certain conditions and circumstances. Concurrent with that power is the obligation of the Board to ensure that such exclusions are considered and, if appropriate, ordered under well-defined and consistent regulations and procedures.

STUDENTS WITH DISABILITIES

Exclusions affecting students with disabilities will be in compliance with federal and state laws, statutes, and regulations. In the event a district student with a disability is determined to be in possession of illegal drugs, a weapon in violation of the weapon's policy, or causing serious bodily harm, the school can immediately remove the child from the school setting. All steps will be taken to comply with the Individuals with Disabilities Improvement Education Act, and other applicable Federal and State law and regulations.

EXPULSION

Expulsion is any exclusion from school for a serious offense or series of offenses for a period exceeding ten (10) school days and may be permanent. The School Board or a Committee of board members will hold a formal hearing and make the final decision regarding expulsion. Education is a statutorily conferred right and students must be afforded all appropriate elements of due process if they are to be excluded from school. A formal hearing is required in all expulsion actions. Any student who is expelled from school is not permitted on school property and cannot attend or participate in any school-sponsored event during the expulsion.

EXPULSION HEARING

If the violation requires further removal from school beyond the ten (10) days, a formal hearing will be held. A registered letter will be sent to the parent/guardian notifying them of the charges and the time and date of a formal hearing. Such a hearing will take place within ten (10) days of the offense. Every attempt will be made to include the teachers who have direct bearing on the student, an administrator, necessary support staff, the parent/guardian, and the student.

The formal expulsion hearing will be held before a duly authorized committee of the Board and a qualified hearing examiner appointed by the Board. A majority vote of the entire School Board is required to expel a student. Hearings are to be conducted within ten (10) days of the Type B suspension, when possible. The following due process requirements are to be observed with regard to the formal hearing, which will be held in a timely manner.

1. Notification of the charges will be sent to the student's parent/guardian by certified mail.
2. Sufficient notice of the time and place of hearing will be given.
3. The hearing will be held in private unless the student/family requests a public hearing.
4. The student has the right to be represented by counsel.
5. The student has the right to testify and present witnesses on his/her own behalf.
6. A record will be made of the hearing and the student is entitled, at his/her own expense, to obtain a copy of the transcript.

If the family disagrees with the results of the hearing, recourse is available in the appropriate Court of the Commonwealth. If it is alleged that a federal constitutional issue is involved, the student may file a claim for relief in the United States District Court.

SECTION VIII - SPECIAL EDUCATION & STUDENT SERVICES

GENERAL INFORMATION

The Clairton City School District is responsible for locating, identifying and educating children who are in need of special education services. If anyone is aware of a child with a disability who needs special education services, please contact the Special Education Department at 412-233-9200 Ext. 1160. Clairton City School District provides a free, appropriate public education for students according to state and federal mandates. To be eligible, the child must be of school age, need specially designed instruction, and meet eligibility criteria for one or more of the following physical or mental disabilities as set forth in the Individuals with Disabilities Education Act.

Autism
Deaf-Blindness
Deafness
Emotional Disturbance
Hearing Impairment
Intellectual Disability
Multiple Disabilities
Occupational Therapy

Orthopedic Impairment
Other Health Impairment
Physical Therapy
Specific Learning Disability
Speech and/or Language Impairment
Traumatic Brain Injury
Visual Impairment including Blindness

Students who are eligible for special education are provided with a continuum of services designed to meet their individual needs. These services may include supportive intervention in the regular class or supplemental intervention in a special education class in the regular school.

Students with significant needs may require placement in a special education program outside of the regular school. The extent of the special education services and the location for delivery of these services are determined by the staff and parents at the team meeting. The extent and



Learning Knows No Bounds

location of services is based on the student's identified needs and abilities, chronological age, and the intensity of the special intervention. The school district also provides related services, such as specialized transportation, physical therapy, occupational therapy, nursing services, and counseling services which are required to enable the student to derive educational benefits. Special education services within the District include learning support, autistic support, emotional support, life skills support, speech and language support, vision support, hearing support and gifted support.



SPECIAL EDUCATION PROGRAMS AND SERVICES

Clairton City School District has a three-part screening process in place that identifies any student who may need special education.

• LEVEL 1: Review of Group-Based Data



The building principal(s) and classroom teachers review enrollment information, academic and health records and results from group-based tests, and the *Pennsylvania System of School Assessment*. For incoming kindergarten students, results from a developmental assessment are examined. Data gathered through a thorough review of these records may prompt a referral for further intervention planning to determine if a child is a student with a disability and is in need of special education services.

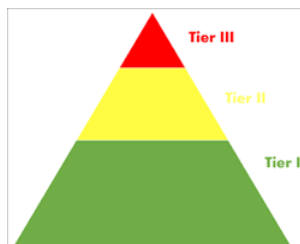
• LEVEL 2 (K-2): MULTI-TIERED SYSTEM OF SUPPORTS

A Multi-tiered System of Support (MTSS) is first and foremost **about helping students**. More specifically, an MTSS is a way that districts and schools organize and provide education to ensure that students receive the instruction they need to be successful. By operating as an MTSS, schools acknowledge that **students' needs vary and so the best way to help them achieve is to provide instruction that is matched to those needs**. Within an MTSS, educators carefully monitor student progress, work to ensure that all students receive effective instruction and provide more targeted or individualized support when needed.



WHAT IS TIERED INSTRUCTION? HOW CAN IT HELP MY CHILD?

Tiered instruction can be described simply as **layers of support available to every student**. For many students, the regular daily classroom instruction is sufficient for them to successfully meet grade level expectations. However, just like anyone learning a new skill or concept, some students may need more support to be successful. Because of this, schools plan for and are ready to provide additional support, based on what students need, when they need it.



The term **Tier 1** refers to what is provided to all students, and is what every student in a classroom, grade level, or course is taught during the school day. For example, the instruction that is **taught to all** 4th graders,

or the instruction that is taught to all students in Algebra 1, is considered “Tier 1”. Schools design and plan high-quality Tier 1, with the expectation that it will be what all students need in order to demonstrate mastery of grade-level expectations.

Even when provided effective Tier 1 instruction, **some students will need additional support to master grade level standards**. This additional support is known as “Tier 2” and “Tier 3” intervention. Ideally, when Tier 1 instruction meets the needs of most students, only some students will need Tier 2 intervention, and even fewer will need Tier 3 intervention in order to meet grade level expectations. If your child is currently receiving tiered interventions, it simply means that **additional help is needed for them to gain the knowledge or skills being taught**.

Tier 2 interventions are typically organized by a skill area and delivered to small groups of students with progress monitored over time. Tier 2 supports are always provided in addition to Tier 1, and for as long as necessary for students to get and remain on track toward mastery of grade-level expectations.



Tier 3 interventions are the most intensive level of tiered support and in most cases are provided when effective Tier 1 and Tier 2 are not enough for a student to master grade-level expectations. These supports are **designed for individual students** and are often based on results of additional assessments that identify specific skill strengths and weaknesses. While the intent of tiered support is to enable students to be successful, school teams may determine that a child needs the additional support of special education services (Individualized Education Plan) to meet grade-level expectations. Students eligible for an IEP receive their specially designed instruction through, and as a part of, this same tiered instructional system. **Special education services are not separate, nor are they “in addition to” tiered supports.**

• LEVEL 2 (K-12): STUDENT ASSISTANCE PROGRAM (SAP)



The Student Assistance Program (SAP) is a team process aimed to maximize individual student success in the regular classroom, to consider barriers to learning as a component and to serve as a screening process for students who may be in need of special education services. SAP is a positive, team-based process, which uses intervention techniques to help remove educational, behavioral or affective obstacles for all students in the regular classroom.

The SAP Team includes the classroom teacher(s), the school principal, the school nurse, the guidance counselor, the social worker, and the school psychologist. Depending on the needs of the student, the speech therapist, interventionist, academic support teacher and/or representatives from community agencies may also participate in the process. Families are encouraged to provide information through the classroom teacher. The SAP Team process involves three steps:

1. Identifying a student’s need for academic and behavior support.
2. Determining research-based strategies needed to assist the student.
3. Implementing intervention strategies through a continuum of services.

After an initial assessment of the student's academic (MTSS), and/or behavioral needs (SAP), the designated team recommends strategies to help the student achieve success in the regular classroom. The team determines what support is needed for the student to maintain a level of success in the classroom. These strategies are implemented, and progress data is monitored and then evaluated by the team. If a review of the data indicates the student is demonstrating positive change, the strategies are continued. If there is no progress, the students may be referred for a multidisciplinary evaluation (MDE).



Review of Hearing, Vision, Motor, Speech and Language

As prescribed by Section 1402, the district routinely conducts screenings of a child's hearing acuity in kindergarten, first, second, third, seventh, and eleventh grade. Vision acuity is screened annually in grades kindergarten through 12. Speech and language skills are screened upon referral to the speech therapist. Gross motor and fine motor skills, academic and social-emotional skills are assessed by the classroom teacher and support staff on an ongoing basis. Specified needs from all of these screening sources are noted within the child's official file, discussed with parents and, when appropriate, referred to the Collaborative Intervention Team to conduct various ongoing screenings and to develop interventions.

• LEVEL 3: MULTIDISCIPLINARY EVALUATION (MDE)

The Multidisciplinary Evaluation (MDE) is a process to gather information to determine if a child has a disability and needs special education and, if so, the types of services needed. Prior to an MDE, the District must obtain permission via the Permission to Evaluate Consent Form. Before an evaluation can occur, the parent or legal guardian must sign the form.



A certified school psychologist coordinates multidisciplinary evaluations. Team members including the family, classroom teacher, principal, social worker, school psychologist, and persons familiar with the student's educational experience and cultural background, and other pertinent individuals that work with the student provide information as a part of the evaluation. The evaluation must include sufficient scope and depth to provide information about the student's academic functioning, adaptive and social behavior, weaknesses, strengths, and response to intervention. All this information is compiled into an *Evaluation Report* (ER), which recommends whether a child has one or more disabilities, whether or not the child requires special education and the type of program, and services that the child needs. The ER may recommend that a child is not exceptional and therefore does not need special education services. If the ER recommends that a child is not exceptional, the report will list changes that may be made in the regular classroom to maximize the child's success. All members of the team, including the parents, are entitled to review the ER.



Families who suspect that their child is eligible and in need of special education, may request screening or a multidisciplinary team evaluation of their child through a written or verbal request to a professional staff member. Communication with families and students shall be in English or the native language of the parent.

Reevaluations for students who are eligible for special education services are completed every three years or as necessary when requested by one or more members of the IEP team and in compliance with requirements of IDEA. Reevaluations for students with intellectual disability are completed every two years.

Children who are eligible with a disability and in need of specially designed instruction are entitled to receive special education services. These services are described in the *Individualized Education Program* (IEP) which is written by the IEP team.

Required members of the IEP team include:

1. The child's parents/guardians
2. At least one of the child's regular education teachers
3. At least one special education teacher
4. A representative of the public agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the public agency.
5. Someone who can interpret the evaluation results, who may already be a team member.
6. At your request or that of the school, other people who know the child well or who have worked with your child
7. The child (at age 14 when planning will be done for life after graduation or any time before that age when you want your child to be present)
8. A representative from a vocational-technical school if a vocational-technical school is being considered for the child

The IEP team will review all the evaluation material to determine how the child is performing in school, and write annual measurable goals to meet the child's needs. IEPs for eligible students are developed on an annual basis, or sooner, if requested by one or more members of the IEP team. The extent of special education services and the location for the delivery of such services are determined by the parents and staff at the IEP team meeting and are based on the student's identified needs and abilities, chronological age and the level of intensity of the specified intervention.

Once the IEP has been developed, a *Notice of Recommended Educational Placement* (NOREP) is issued to the parent. The NOREP explains the placement or class recommended for the child and explains the rights of parents. The NOREP must be approved in writing by the parent or guardian for the child's initial special education placement. The Clairton City School District offers a continuum of educational services designed to meet the needs of eligible students. In addition, related services such as specialized transportation, occupational therapy, physical therapy, vision support, deaf and hearing support, nursing services, counseling services, and speech & language support are available to those students who qualify. Detailed information regarding special education procedures may be obtained by calling the Special Education Department.

SERVICES FOR PROTECTED HANDICAPPED STUDENTS

In compliance with state and federal law, the Clairton City 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

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 provisions of services to protected handicapped students, contact the Special Education Supervisor at 412-233-9200 ext. 1160.

An orange silhouette of a human head in profile, facing left. Inside the head are three interlocking gears of varying sizes. Above the head is a large, dense cluster of colorful circular icons. These icons represent various fields of knowledge: science (atom, microscope, test tube, DNA helix), art (palette, paintbrush), music (musical notes, piano keyboard), mathematics (percent sign, plus minus multiply divide symbols, numbers, geometric shapes like cubes and spheres), and general education (book, lightbulb, person running). The background is black.

As a first step in District screening, the ESAP Team reviews group-based data to determine students who may display gifted characteristics. The second step is a more intense review of various student performance data, such as

SERVICES FOR STUDENTS WHO ARE ENGLISH LEARNERS

The logo for English Language Learners features a circular arrangement of ten hands in various colors (red, orange, yellow, green, blue, purple, pink, etc.) reaching towards the center. Below the hands, the word "English" is in black, "Language" is in large multi-colored letters, and "LEARNERS" is in black capital letters.

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SERVICES FOR STUDENTS IN NONPUBLIC SCHOOLS

Public school education may be accessible to resident students attending nonpublic schools on a dual enrollment basis in a special education program operated in a public school. A multidisciplinary evaluation, which determines the child's eligibility for services must be conducted; and if eligible, an individualized education program plan (IEP) is developed. Parents of nonpublic school students who suspect that their child is disabled and in need of special education may request a multidisciplinary evaluation of their child through a written request to the building principal.

SERVICES FOR PRESCHOOL AGE CHILDREN

Preschool age children with disabilities, who reside in suburban Allegheny County, receive services through two different systems linked by a transition process. Birth through age two programming is provided through the Pennsylvania Department of Welfare and is coordinated by the *Alliance for Infants and Toddlers, Inc.* Students who are three years old to entry age are serviced through the Pennsylvania Department of Education. This preschool program is presently coordinated by the Allegheny Intermediate Unit's *Early Childhood and Family Support Services program, DART*. For more information, please contact the Alliance for Infants and Toddlers, Inc. at (412)885-6000 or the Allegheny Intermediate Unit/DART Program at (412)394-5736.

SECTION IX - TITLE I COMPACT ELEMENTARY SCHOOL, FAMILIES & STUDENTS

The Clairton Elementary School and the families of the students participating in activities, services, and programs funded by Title I-A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement and build a partnership that will help children achieve the State's rigorous standards (ESSA, Section 1116(d)). This compact was reviewed on 5/21/24 and was updated with input by families. It goes into effect for the 2024-2025 school year.



REQUIRED SCHOOL-FAMILY COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES - The Clairton Elementary School will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State academic standards.
- Offer high quality professional development for teachers and staff
- Align curriculum to the State's standards
- Implement a school-wide positive behavior support program
- Hold student conferences and informational opportunities during which this compact will be discussed as it relates to the individual child's achievement:

Information Day	August 14	10:00 AM - 1:00 p.m.	K-12 th
Open House	September 12	5:00 p.m. – 7:00 p.m.	K-5 th
Conference Days	November 14	1:30 p.m. – 6:00 p.m.	K-5 th
	February 13	11:00 a.m. – 3:00 p.m.	K-12 th
	February 13	4:30 p.m. – 7:00 p.m.	K-12 th

- Provide families with frequent reports on their children's progress:

Progress Reports	September 26	February 24
	December 4	May 2
Report Cards	November 5	April 3
	January 24	June 4
Online Gradebook	24/7 Access via the online gradebook	

<https://tinyurl.com/2c3cwh3n>

Call 412-945-3700 for troubleshooting



- Provide families reasonable access to staff:

Scheduled Events	Student Conference Days	Open House
Scheduled Meetings	7:30 – 7:50 a.m. / 3:00 – 3:30 p.m	Teacher Prep
Via Phone & Email	Click on the Directory: https://tinyurl.com/4f5xanxu	

- Provide families opportunities to volunteer and participate in their child's class, and to observe classroom activities in some of the following ways.

Field Trip Chaperones	Annual Events	Classroom Events
Guest Readers	Academic Tutor	Interest Group Sponsor

- Join the Elementary Better Together Organization: <https://tinyurl.com/2h9pfh4p>
- Volunteer Requirements/Clearance Information: <https://tinyurl.com/yp4vaark>



ADDITIONAL SCHOOL RESPONSIBILITIES

Involve families in the planning, review, and improvement of the school's family engagement policy and joint development of any school-wide plan.

Hold an annual meeting to inform families of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of families to be involved in Title I, Part A programs and also Title II and IV.

Provide opportunities for regular meetings where families can formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

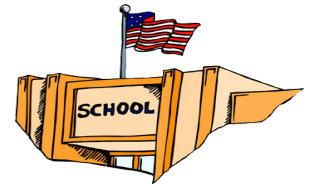
Provide information to parents in an understandable and uniform format, including alternative formats upon the request of families with disabilities, and, to the extent practicable, in a language families can understand.

Distribute individual student reports about the child's performance on the PSSA State Assessments in English Language Arts (grades 3-4-5), Mathematics (grades 3-4-5), and Science (grade 4).

Notify families within a timely manner if their child has been assigned to or taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

FAMILY RESPONSIBILITIES - Families will support our children's learning in the following ways:

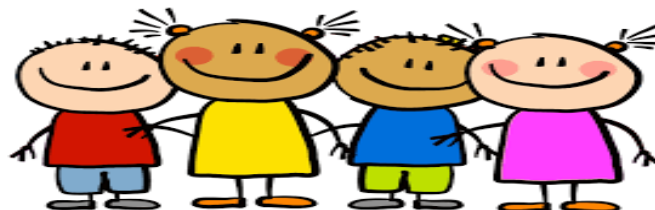
- Monitor attendance
Make sure my child arrives at school on time – Breakfast 7:35 a.m.; Homeroom 7:50 a.m.
Provide documentation for absences within 5 days for an absence to be excused.
Contact the Elementary Office for absences that exceed 10 days each year.
- Review grades on a regular basis
Ask your child about daily classwork, assignments and tests.
Contact your child's teacher with questions.
Check grades using the online gradebook and view academic progress.
- Volunteer whenever possible
Attend school events regularly.
Serve on planning teams (A-TSI School Improvement, Better Together Organization, etc.)
- Participate, as appropriate, in decisions relating to my children's education
Remain in contact with your child's teachers.
Attend Student Conferences and other school meetings.
Stay informed about my child's education and communicate with the school.
Promptly read all notices sent home with my child or those received by mail.
- Communicate with the school regularly
Respond to notices as appropriate.
Visit the district website frequently.
Follow the district on social media, if possible.
Provided updated phone numbers, home address and/or email address.



STUDENT - Students will share the responsibility to improve our academic achievement and attain the State's rigorous standards in the following ways:

B E
E NGAGED
A CCOUNTABLE
R ESPECTFUL
S AFE

- Attend school daily and be on time each and every day.
- Actively participate in the classroom.
- Follow the Code of Student Conduct by being a B.E.A.R.S. Leader.
- Bring home all school notices to a family member.
- Attend Clairton Achieves if extra help is needed or work needs made up.
- Complete assignments and homework asking for help when needed.
- Read outside of school each day.
- Be respectful to all teachers and staff members.
 - Be a buddy, not a bully to classmates
 - Be kind to others with hands that help not hurt
 - Include others and stand up to bullies



SECTION X - TITLE I FAMILY ENGAGEMENT POLICY



The Clairton Elementary School and the families of the students participating in activities, programs funded by Title I-A of the Elementary and Secondary Education Act (ESSA), agree that this compact outlines how the families, the entire school staff, and the students will share the responsibility for improved student academic achievement and build a partnership that will help children achieve the State's rigorous standards. This policy was reviewed at the annual meeting on 5/21/24 and updated with input by families. It goes into effect for the 2024-2025 school year.

Clairton Elementary School is committed to family engagement as an ongoing partnership. School staff will assist families in meeting their obligation as their child's first teacher, promote dialogue between home and school, and support families as leaders and decision makers at all levels of the education of their children.

We invite families to annual Title I meetings where the educational program and the rights of families are explained. A variety of meetings, events and/or workshops are held throughout the year. Planning sessions are held to develop other programs with input from family and community members.

Information Day, New Student Orientation, Open House, Fall/Spring meetings, Student Conferences, Better Together Organization Meetings, as well as special events will provide families with timely information regarding the Title I, II and IV programs, as well as the use of ESSER funds. Information will include, but is not limited to curriculum, academic standards, and assessments utilized by the district to measure student progress. When students require special adaptations to their program at school, Title I support can be coordinated with the family and teachers to meet the needs of the individual student.

The school will keep families informed of their rights and responsibilities as an educational partner including opportunities to formulate suggestions regarding the Title I program. Whole school and individual student achievement will be shared with families in a clear, concise and easy to understand manner during meetings, conferences and reports sent home.

Families will provide input in the planning, review and improvement of the Title I, II & IV programs, Schoolwide Plan, A-TSI School Improvement Plan, as well as ESSER Funds through meetings held during the school year. Families will be involved in the planning, review of improvement of the school's Family Engagement Policy yearly. If families require transportation assistance in order to attend Federal Programs functions, the school may provide transportation as deemed necessary through the Title I program. Some meetings will have collaborative activities for students and families, while others will be designed only for families.

SECTION XI - TECHNOLOGY AND INTERNET USE

OVERVIEW

The Internet will be used in the instructional program to support the Clairton City School District's curriculum, the educational community, and projects between schools, communications and research for district students, teachers and administrators.



AUTHORITY

The electronic information available to students and staff members does not imply endorsement of the content by the school district, nor does the district guarantee the accuracy of information received on the Internet. The district will not be responsible for any information that may be lost, damaged or unavailable when using the network or for any information that is retrieved via the Internet.

The school district will not be responsible for any unauthorized charges or fees resulting from access to the Internet. The district reserves the right to log Internet use and to monitor file server space utilization by district users while respecting the privacy rights of both district users and other outside users. The use of the Internet is a privilege, not a right. Inappropriate, unauthorized and illegal use will result in the cancellation of those privileges and appropriate disciplinary action.

CHROMEBOOK ONE-TO-ONE PROGRAM

Clairton City School District realizes the importance for all students to have access to technology as a variety of learning resources and materials can be accessed online. Starting in the 2020-2021 school year, Clairton Elementary started offering a one-to-one Chromebook lending program for students in Kindergarten through 5th grade. Students will be provided a device to use in school and for educational use at home.

CHROMEBOOK INSURANCE



The district is partnering with One2One Risk Solutions to provide accident protection for our one-to-one Chromebook program. Registering with One2One and purchasing a damage waiver will protect families from the cost to repair or replace the district-issued device. It will also limit your responsibility to a per-occurrence deductible, should a loss occur. **The cost to sign**

up: only \$20 per school year.

- Deductible for Accidental Claim #1: \$0
- Deductible for Accidental Claim #2: \$25
- Deductible for Accidental Claim #3: \$50
- Deductible for Lost/Stolen Power Charger: \$10
- Deductible for Lost/Stolen Chromebook: \$100

FOR \$20!

This program is being offered on an optional basis. If you chose to opt-out of the damage waiver program, **you may be responsible to pay the full cost of any repair or replacement** to the Chromebook or charger. Coverage extends from the date of purchase through the end of the school year or when the student is no longer enrolled in Clairton City School District. To sign up for the program and for additional information, please follow the below steps:

- Visit www.one2onerisk.com and click on "Enroll My Device"
- Use the dropdown menus to select "Pennsylvania", "Clairton City School District", and the appropriate school for your child
- Enter your five-digit student ID number (this can be found on your ID card, schedule, etc. if you don't know it) and verify your name appears
- Fill in the requested information on the next page
- Agree to the terms and conditions
- Select your payment method and proceed with the \$20 payment

For assistance, you can contact One2One support at 1-855-663-2663 or ggb.one2one@ajg.com. Coverage exclusions:

- Any dishonest, fraudulent, malicious or criminal acts
- Any use not in accordance with District Acceptable Use Policies
- Additional loss caused by the failure to use all reasonable means to protect the device after it has been damaged
- Any loss to software, data, documents, music, videos, recordings or other personal information that have been placed on the device
- Disappearance of the device not reported to local law enforcement

RESPONSIBILITY

The district will make every effort to ensure that students and staff members use the technology resource (devices and internet) responsibly. Students and staff members have the responsibility to respect and protect the rights of every other user in the district and on the Internet. The building administrator(s) will have the authority to determine what inappropriate use is, and the decision is final.

SECURITY

System security is protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, the following guidelines will be followed:

1. Employees and students will not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another person's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.



CYBER-BULLYING



Cyber-bullying means an intentional electronically written act or series of acts directed at another student or students, which occurs in a school setting that is severe, persistent or pervasive, is directed at another student or students, and has the effect of doing any of the following:

1. Substantial interference with a student's education.
2. Creation of a threatening environment.
3. Substantial disruption of the orderly operation of the school.

The act of cyber-bullying is a form of harassment and is considered a serious violation of school rules. As such, the student may be referred to the Threat Assessment Team.

GUIDELINES

Network accounts will be used only by the authorized owner of the account for its authorized purpose. All communications and information accessible via the network should be assumed to be private property and will not be disclosed. Network users will respect the privacy of other users on the system.

Students and staff members are expected to act in a responsible, ethical and legal manner in accordance with this policy, accepted rules of network etiquette, and Federal and State law.

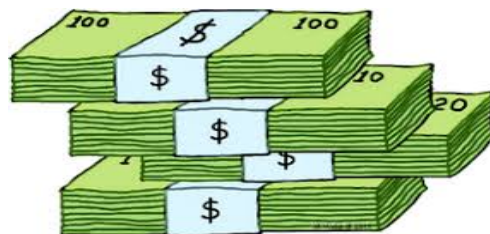


Prohibited:

- Use of the network to facilitate illegal activity.
- Use of the network for commercial or for-profit purposes.
- Use of the network for non-work or non-school related work and communications.
- Use of the network for product advertisement or political lobbying.
- Use of the network for hate mail, discriminatory remarks, and offensive or inflammatory communications.
- Unauthorized or illegal installation, distribution, reproduction or use of copyrighted materials.
- Use of the network to access obscene or pornographic material.
- Use of the printer to acquire or accept obscene, pornographic, unauthorized or illegal material generated by another user.
- Use of inappropriate language or profanity on the network.
- Use of the network to transmit material likely to be offensive or objectionable to recipients.
- Use of the network to intentionally obtain or modify files, passwords or data belonging to other users.
- Impersonation of another user, anonymity, and pseudonyms.
- Use of network facilities for fraudulent copying, communications or modification of materials in violation of copyright laws.
- Loading or use of unauthorized games, programs or other electronic media.
- Use of the network to disrupt the work of other users.
- Destruction, modification, or abuse of network hardware or software.
- Quoting personal communications in a public forum without the original author's prior consent.
- Malicious use of the network to develop programs that harass other users or infiltrate a computer system and/or damage the software components of a computer or system.

CONSEQUENCES FOR INAPPROPRIATE USE

- The network user will be responsible for damages to the equipment, systems or software resulting from deliberate or willful acts.
- Failure to follow the procedures and prohibitions listed above may result in the loss of the right of access to the Internet. Other appropriate disciplinary procedures may take place, as needed.
- Illegal use of the network; intentional deletion or damage to files or data belonging to others; copyright violations or theft of services will be reported to the appropriate legal authorities for possible prosecution.



- General rules for behavior and communications apply when using the Internet, in addition to the stipulations of this policy. Loss of access and other disciplinary actions will be consequences for inappropriate use.
- All users of the Internet computer network; employees, students and parents/guardians of students, will be required to sign an acknowledgement that they have received and read the foregoing Internet use regulations and agreed to follow such regulations and restrictions.
- Vandalism will result in cancellation of access privileges (see Vandalism in the Discipline Section).

COPYRIGHT

The illegal use of copyrighted software by students and staff members is prohibited. Any data uploaded to or downloaded from the network will be subject to "fair use" guidelines.

SECTION XII - APPROPRIATE VIRTUAL LEARNING GUIDELINES

ACCEPTABLE USE POLICY

The Acceptable Use of Internet, Computers, and Network Resources for students is outlined in the Clairton City School District's Policy Manual Code 815. The purpose of the policy:

- The Board supports use of the computers, Internet, and other network resources in the district's instructional and operational programs in order to facilitate learning, teaching, and daily operations through interpersonal communications and access to information, research, and collaboration.
- The district provides students, staff, and other authorized individuals with access to the district's computers, electronic communication systems and networks, which includes Internet access, whether wired or wireless, or by any other means.
- For instructional purposes, the use of network facilities shall be consistent with the curriculum adopted by the district as well as the varied instructional needs, learning styles, abilities, and developmental levels of students.
- **Failure to comply with this policy or inappropriate use of the Internet, district network, or computers shall result in usage restrictions, loss of access privileges, disciplinary action, and/or legal proceedings.**

GUIDELINES & EXPECTATIONS

Clairton City School District is unable to control who may be in the room at times when students are participating in online learning when not in school. Such persons may include family members, individuals living with families, and others in the students' households. Therefore, please review and implement the following guidelines and expectations to **ensure the confidentiality rights of students and staff are protected during virtual session(s):**

1. **At no time** is a student, parent/guardian, or member present during a virtual session or meeting **permitted to take pictures, screenshots, or recordings of the content, activities, or**



communications that are conveyed via live services. This is a violation of the Acceptable Use of Internet, Computers, and Network Resources Policy.

2. Parents/guardians shall make every effort to ensure that **no one other than their child,** who is scheduled to participate in the virtual, can see or hear the session(s).
3. If parents/guardians or other adult facilitators are necessary to enable student participation in virtual instruction, the individual(s) assisting the student(s) **shall not disclose any personally identifiable information about the student(s) in the session(s).**
4. Virtual group instruction will continue as scheduled even if technologies used by any student(s) malfunctions.
5. There shall be no expectation of group, virtual experiences to be repeated for any student(s) who were either absent or could not fully participate at the time the instruction was delivered.

DISCIPLINARY CONSEQUENCES FOR TECHNOLOGY VIOLATIONS

The following protocol will be employed for non-compliant students:

- **LEVEL I OFFENSE** (Reports to Administration)
 1. Administration will contact parent/guardian with a student warning.
 2. Student and parent/guardian will sign acknowledgement of offense and understanding that further offenses may result in involvement of law enforcement agreement.
- **LEVEL II OFFENSE** (Evidence of Minor Violations/Repeat Offenders/Repeated Reports)
 1. Administration will contact the parent/guardian of the student violating the policy. .
 2. A meeting with the student, parent/guardian, administration, school counselor, and teachers will be held to determine disciplinary action.
 3. Temporary restriction of Internet, computer, and network use.
 4. (If first and only violation) Student and parent/guardian will sign acknowledgement of offense and understanding that further offenses may result in involvement of law enforcement agreement.
- **LEVEL III OFFENSE** (Evidence of Major Violations/Repeat Offenders/Repeated Reports)
 1. Administration will contact the parent/guardian of the student violating the policy..
 2. Administration will inform the parent(s)/guardian(s) that authorities/law enforcement will or already have been contacted.
 3. Administration will contact authorities/law enforcement with details and evidence of student violation.
 4. A meeting with the student, parent/guardian, administration, school counselor, and teachers will be held to determine if suspension or expulsion is necessary.
 5. Depending on the nature of the offense, the student may be referred to the Threat Assessment Team **and/or the Student Assistance Program.**



SECTION XIII - FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT



The *Family Educational Rights and Privacy Act* (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

*For additional information, you may call **1-800-USA-LEARN** (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833..* You may also contact us at the following address:

Family Policy Compliance Office - U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

SECTION XIV - DRUG & ALCOHOL POLICY

The Clairton City School District will provide a safe and healthy environment for students with due consideration for their legal rights and responsibilities. As a part of the Clairton City School District Drug and Alcohol Prevention Program, this policy represents a component of our district-wide effort to prevent and intervene in the use and abuse of all drugs and mood altering substances and/or alcohol by the entire student population as part of our teaching/learning process. Please refer to the District Policy for more information: [Drug and Substance Abuse](#).



SECTION XV - WEAPONS POLICY

The Clairton City School District prohibits the possession of a weapon by students, employees, or visitors on school property or other areas as further specified and defined in this policy. A weapon can include, but is not limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury.

It is a misdemeanor of the first degree for any person to possess a weapon in the buildings or upon the grounds of any public elementary or secondary school. In addition, the Federal Gun-Free Schools Act and Pennsylvania Act 26 of 1995 requires local educational agencies to adhere to certain discipline and reporting requirements in the event a student is in possession of a weapon and/or firearm. In addition, the district has established a Threat Assessment Team. Any student found to be in possession of a weapon will be referred to the Threat Assessment Team. As such, students are prohibited from possessing weapons and replicas of weapons:

- in any Clairton City School District building;
- on any Clairton City School District property;
- on any conveyance (including private) providing transportation to or from a school sponsored activity;
- at any school function, activity or event whether or not held on Clairton City School District property; or
- While on their way to or from school.

Except as provided herein, a student in possession of a weapon will be subject to an expulsion of no less than one (1) calendar year as provided by Act 26 of 1995. The Superintendent may recommend to the Board of School Directors disciplinary action less than expulsion as required herein on a case-by-case basis. In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

Please refer to the District Policy for more information: [Weapons](#).

SECTION XVI - TRANSPORTATION

Pennsylvania law does not require a school district to provide transportation to its students. Clairton City School District is a walking school district. Transportation is only provided when required by a student's individualized education program (IEP) or Section 504 Service Agreement.



The Special Education Department is in charge of the development of safe pupil transportation. We ensure this occurs by following District policies as well as the Pennsylvania Department of Education's guidelines for pupil transportation. Bus stops are community gathering areas located in the safest areas possible. It is the responsibility of the parents/guardians to get their

student(s) to and from the bus stop, both in the morning and afternoon. Please be advised that all buses are equipped with audio and video monitoring. Please refer to the District Policy for additional information: [Transportation](#)

