UPPER MERION AREA SCHOOL DISTRICT

Getting Ready For School



The mission of the Upper Merion Area School District is to inspire excellence... in every student, every day.

WELCOME TO UPPER MERION AREA SCHOOLS
REGISTRATION PROCEDURES
PARENTS/GUARDIANS MUST PROVIDE THESE DOCUMENTS FOR REGISTRATION:
1. Proof of Child's Age - One of the following is acceptable:
2. Proof of Immunization
3. Proof of Residency in Upper Merion Area School District - at least 2 of the following will be required:
4. Proof of Identification of the Parent/Guardian - One of the following is acceptable:
5. Divorced, Separated, or Single Parents ONLY
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Intellectual Skills: Helping children to obtain the knowledge and skills needed for kindergarten success.
Play Activities to Enrich Academic Performance in Kindergarten
HEALTH AND DENTAL PROGRAM
HEARING AND VISION CHECKLIST
IMMUNIZATION CHART

WELCOME TO UPPER MERION AREA SCHOOLS

Your Child's Exciting Journey Begins!
School is a very important part of life! It's where children learn new things, make friends, and grow. Some of you may already have children in school, while for others, this is a new experience. We're here to support you every step of the way!

Working Together for Success
We believe parents are key partners in their child's education. We value your interest, questions, and support. Please feel free to talk to the principal, teachers, and other staff members at your child's school. By working together, we can help your child become a successful young adult.

Setting Your Child Up for Success
Your child's attitude towards school starts with you! Talk to them about the fun things they'll learn and the new friends they'll make. Your excitement about school will show your child how important it is.

Our Promise to You
Our goal is to make your child feel happy, safe, and ready to learn. We want to help each child reach their full potential. We offer a variety of programs to meet the needs of our students and community. Our mission statement is: "The mission of the Upper Merion Area School District is to inspire excellence…in every student, every day."

Welcome Meetings
You and your child will be invited to an orientation session at your child's elementary school. You'll meet the teacher, counselor, nurse, and principal who will talk about the kindergarten and first-grade program. Your child will also get to explore the classroom and meet their classmates with the teacher. If you have any questions, feel free to talk to the principal or teacher after the presentation.

We're excited to welcome you and your child to our school district! We look forward to being partners in your child's education.

Bridgeport Elementary School
Dr. Anthony Grazel, Principal
900 Bush Street
Bridgeport, PA 19405
610-205-3600

Caley Elementary School
Brooke Vaught, Principal
725 Caley Road
King of Prussia, PA 19406
610-205-3650

Candlebrook Elementary School
Frank McCartney, Principal
310 Prince Frederick Street
King of Prussia, PA 19406
610-205-3700

Gulph Elementary School
Christopher Dickerson, Principal
650 South Henderson Road
King of Prussia, PA 19406
610-592-2020

Roberts Elementary School
TBD
889 Croton Road
Wayne, PA 19087
610-205-3750

Upper Merion Area School District is an equal opportunity educational institution and will not discriminate on the basis of race, color, religious affiliation, national origin, sex, age, marital status or non-relevant handicaps and disabilities in its activities, programs or employment practices as required by Title VI, Title IX and Section 504. The district's commitment to non-discrimination extends to students, employees, prospective employees and the community. For information regarding civil rights or grievance procedures or for information regarding services, activities and facilities that are accessible to and usable by handicapped persons, contact Manager of Human Resources, Upper Merion Area School District, 435 Crossfield Road, King of Prussia, Pennsylvania, 19406, (610) 205-6428.

REGISTRATION PROCEDURES

Full Registration information and forms at http://www.umasd.org/registration.

To enter school in the Upper Merion Area School District, a child must be five years old **before** September 1st. There are no exceptions. The requirements listed below must be fulfilled completely before a child is officially registered for school.

PARENTS/GUARDIANS MUST PROVIDE THESE DOCUMENTS FOR REGISTRATION:

1. **Proof of Child's Age - One of the following is acceptable:**
   a. state-certified birth certificate *
   b. certified baptismal certificate
   c. duly-attested transcript of birth certificate - the hospital certificate is NOT acceptable.
2. **Proof of Immunization**
   a. Written and signed documentation from a hospital, clinic or physician must verify that the child has received or is in the process of receiving immunizations for:
   b. Diphtheria, Tetanus, and Pertussis - 4 or more properly spaced doses of DPT, DtaP, Td or DT, or any combination of the three with one dose administered on or after the fourth birthday
   c. Polio - four or more properly spaced doses of polio vaccine (IPV or OPV) with one dose administered on or after the fourth birthday
   d. Measles (Rubeola), German Measles (Rubella), and Mumps – two doses, preferably given as MMR, on or after the first birthday
   e. Hepatitis B - three properly spaced doses of Hepatitis B vaccine
   f. Varicella (Chickenpox) – two doses of vaccine or proof of chickenpox disease

Student health history and risk factors for tuberculosis exposure will be reviewed at registration. Parents will be notified if a student requires tuberculin skin testing for entry to school.

3. **Proof of Residency in Upper Merion Area School District - at least 2 of the following will be required:**

__property deed
__mortgage payment book
__settlement papers
__paystub with address
__property tax receipt
__lease
__utility bill
__credit card bill or bank statement

Please note that all proof must be in the parent's/guardian's name. The sewer rental bill is NOT acceptable.

4. **Proof of Identification of the Parent/Guardian - One of the following is acceptable:**
   a. valid PA driver's license, with photo
   b. valid temporary PA driver's license, along with another photo ID
   c. out-of-state driver's license with photo
   d. other type of photo identification
5. **Divorced, Separated, or Single Parents ONLY**

A written custody agreement must be filed with the School District. If no legal document exists, a notarized letter from the other parent will be accepted.

***** To obtain a birth certificate for children born in Pennsylvania please refer to: https://www.health.pa.gov/topics/certificates/Pages/Ordering.aspx

KINDERGARTEN ORIENTATION AND SCREENING

In mid-August, our elementary schools schedule time for our “Kindergarten, Here I Come!” program for parents and new students. We use the My Conference Time system to schedule these events.

Choose your school link below to schedule a time. If kindergarten appointments are not listed, check back in a few days.

- Bridgeport Elementary - https://www.myconferencetime.com/bridgeport
- Caley Elementary - https://www.myconferencetime.com/caley
- Candlebrook Elementary - https://www.myconferencetime.com/candlebrook/
- Gulph Elementary - https://myconferencetime.com/gulph
- Roberts Elementary - https://www.myconferencetime.com/roberts

The building links above will enable parents to use any Internet connected device (smart phone, tablets, laptop, desktop) to sign up for a conference time.

100% confidentiality – no data is given or sold to third parties; only staff members who are logged in can see student names/information.

Short tutorial videos for parents on how to use the system can be found here.

WHAT YOUR CHILD WILL LEARN IN KINDERGARTEN

Upper Merion Area School District's kindergarten program provides experiences for academic, physical, social and emotional development; art and music appreciation; readiness for reading; language arts and mathematics; and basic work and study skills. Your child will learn through play and work activities as an individual and in cooperative groups.

PROGRAM OBJECTIVES

The kindergarten program will help your child:

- get ready to read, write and compute
- feel secure and happy making the adjustment from home to school
- relate to other children and adults
- follow directions
- learn health and safety rules
- share and care for materials, equipment and property
- think independently, use initiative and know when to ask for help
- develop desirable attitudes such as promptness, courtesy, truthfulness, responsibility for self and others, appreciation of self and others
- develop physical coordination
- express himself or herself with freedom and creativity

KINDERGARTEN CURRICULUM

The kindergarten curriculum includes language arts, mathematics, science, social studies, health, art, music, physical education and library skills. Experiences in these subject areas will help your child in the following areas:

English Language Arts

- develop phonemic awareness (the ability to hear, count, blend, segment, and manipulate sounds in spoken language)
- identify and name the letters of the alphabet
- distinguish between and produce consonant and vowel sounds
- identify sounds of consonant letters that begin and end words
- recognize and produce rhyming words and sentences with alliteration
- extend speaking vocabulary
- read basic sight words
- relate and respond to literature by relating sequences, identifying main ideas making inferences, recognizing cause and effect, and drawing conclusions
- hold pencil properly
- write upper and lower case letters
- write first and last name in upper and lower case letters
- begin to participate in the writing process by composing group experience stories
- understand directionality of written language
- demonstrate the ability to use books
- develop good listening skills

BASIC SIGHT WORDS (First 25)

the	in	he	as	at
of	is	was	with	be
and	you	for	his	this
a	that	on	they	have
to	it	are	I	from

Mathematics

- count on by 1s to 100; count on by 2s, 5s, and 10s and count back by 1s; count 20 or more objects; estimate the number of objects in a collection
- use manipulatives to exchange 1s for 10s and 10s for 100s; recognize that digits can be used and combined to read and write numbers; read numbers up to 30
- use manipulatives to model half of a region or a collection; describe the model
- use manipulatives, drawings, and numerical expressions involving addition and subtraction of 1-digit numbers to give equivalent names for whole numbers up to 20
- compare and order whole numbers up to 20
- use manipulatives, number lines, and mental arithmetic to solve problems involving the addition and subtraction of single-digit whole numbers; Identify join and take-away situations
- collect and organize data to create class-constructed tally charts, tables, and bar graphs
- use graphs to answer simple questions
- describe events using certain, possible, impossible, and other basic probability terms
- use nonstandard tools and techniques to estimate and compare weight and length; identify standard measuring tools
- identifying pennies, nickels, dimes, quarter and dollar bills
- describe temperature using appropriate vocabulary, such as hot, warm, and cold; identify a thermometer as a tool for measuring temperature.
- describe and use measures of time periods relative to a day and week; identify tools that measure time
- identify and describe plane and solid figures; identify shapes having line symmetry
- extend, describe and create visual, rhythmic and movement patterns; use rules which will lead to functions, to sort and to make patterns
- read and write expressions and number sentences using the symbols +, -, and =

Science

- use the senses in a variety of ways to obtain information about the environment
- distinguish between living and non-living things
- tell ways we use things from our environment
- explain how weather changes with the seasons
- identify the basic needs of plants and animals
- observe differences in the day and the night sky
- explore different types of motions
- identify, describe, compare, and sort different types of matter
- investigate what causes shadows and how they change
- describe how plants and animals depend on one another

Social Studies

- talk about his/her place in the family
- discuss ways to make choices and accept consequences for actions
- discuss basic human needs
- identify workers and the work they do
- explain why we celebrate various holidays
- explain how and why people make rules
- discuss safety rules

Health

- name the major parts of the body
- discuss healthy teeth and gums
- identify sources of food
- identify safety hazards
- demonstrate playground safety rules
- follow directions for emergency drills
- define germs
- describe the relationship between senses and feelings

Art

- identify colors
- use various media for creative expression
- use scissors appropriately

Music

- participate in singing and dancing
- recognize a melody
- recognize rhythm patterns

Physical Education

- exhibit coordinated body movements
- demonstrate eye-hand coordination
- develop good sportsmanship
- demonstrate the need for personal space
- explain what it means to be safe
- understand the importance of physical fitness in overall health
- learn the importance of teamwork and cooperation

Library Skills

- listen to stories
- discuss care of books
- select books based on interests

English Language Arts

Letter Formation - Handwriting Program

Kindergarten Scope and Sequence

READING PROCESS

Concepts about Print/Print Awareness

- understand directionality (top to bottom: tracking print from left to right; return sweep, page by page)
- locate printed word by page
- develop print awareness (concept of letter, word, sentence)
- understand that written words are represented in written language by a specific sequence of letters
- distinguish between letters, words, and sentences
- match print to speech (one-to-one correspondence)
- name uppercase and lowercase letters
- understand book handling (holding a book right-side-up, turning its pages)
- identify parts of a book (front cover, back cover, title page, table of contents): recognize that parts of a book contain information

Phonological Awareness

- recognize and generate rhyming words
- identify, blend, segment onset and rime

Phonemic Awareness

- count phonemes
- isolate initial, medial, and final sounds
- segment spoken words into phonemes
- distinguish between long- and short-vowel sounds
- manipulate phonemes (addition, deletion, substitution)

Phonics and Decoding/Words Recognition

- understand the alphabetic principle
- sound/letter correspondence
- blend sounds into words, including VC, CVC, CCVCe, CVVC words
- blend common word families
- initial and medial short vowel
- decode one-syllable words in isolation and in context
- distinguish between similarly spelled words
- regular and irregular plurals
- long vowels (silent e, vowel teams)
- identify and distinguish letter-sounds (initial, medial, final)

Fluency

- apply letter/sound knowledge to decode phonetically regular words accurately
- recognize high-frequency and familiar words

READING LITERATURE

Comprehension Strategies and Skills

- ask and answer questions
- inferences and conclusion, citing evidence from the text
- recount/retell
- story structure (beginning, middle, end)
- cause and effect
- compare and contrast (including character, setting, plot, topics)
- literature vs. informational text
- illustrations, using
- predictions, making/confirming

Literary Elements

- character
- plot development/events
- setting

Write About Reading/Literacy Response Discussions

- cite text evidence

READING INFORMATIONAL TEXT

Comprehension Strategies and Skills

- read informational text from a broad range of topics and cultures
- preview and predict
- ask and answer question
- inferences and conclusions, citing evidence from the text
- recount/retell
- text structure
- make connections between and across texts
- cause and effect
- compare and contrast
- illustrations and photographs, using
- main idea and key details
- predictions, making and confirming
- sequence, chronological order of events, time order, steps in a process

Text Features

- captions and labels, headings. subheadings. endnotes, key words, bold print, graphs, photographs, illustrations, maps, charts, diagrams, graphs, and time lines.

Media Literacy

- use graphics, illustrations to analyze and interpret information

WRITING

Writing Application

- writing about text
- personal and fictional narrative (also biographical and autobiographical)
- variety of expressive forms including poetry
- informative/explanatory texts
- description
- opinion pieces or arguments
- research report

LANGUAGE

Vocabulary Acquisition and Use

- classify, sort, and categorize words
- identify shades of meaning in related words

Spelling

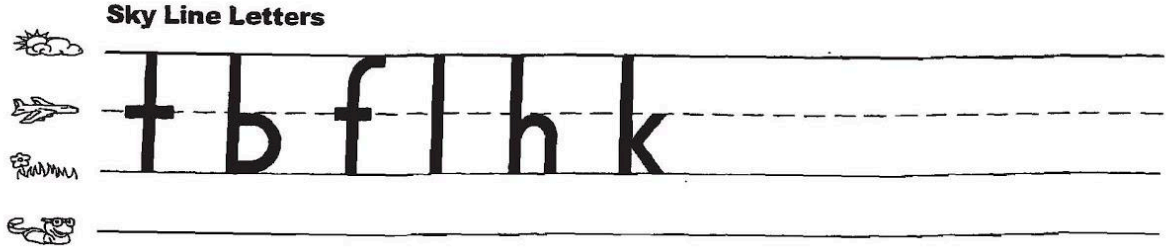
- write irregular, high-frequency words
- ABC order
- write letters
- words with short vowels
- words with long vowels



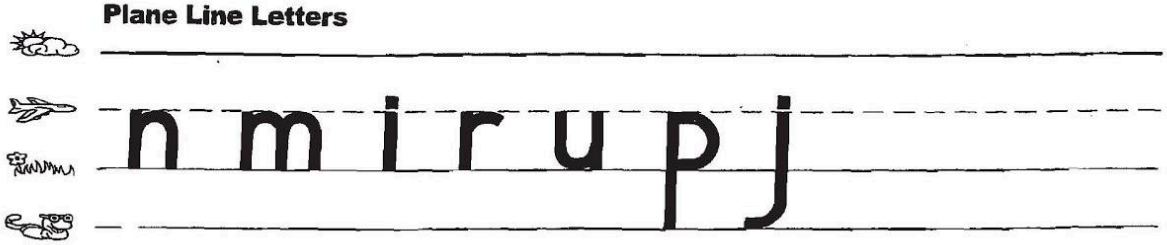
Fundations® **Wilson Letter Formation (Alphabetical Order)**

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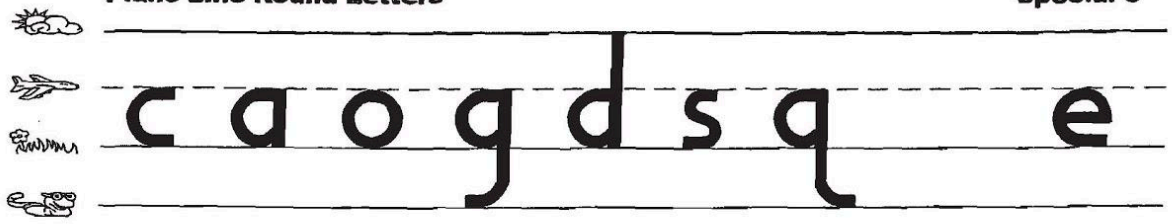
Sky Line Letters



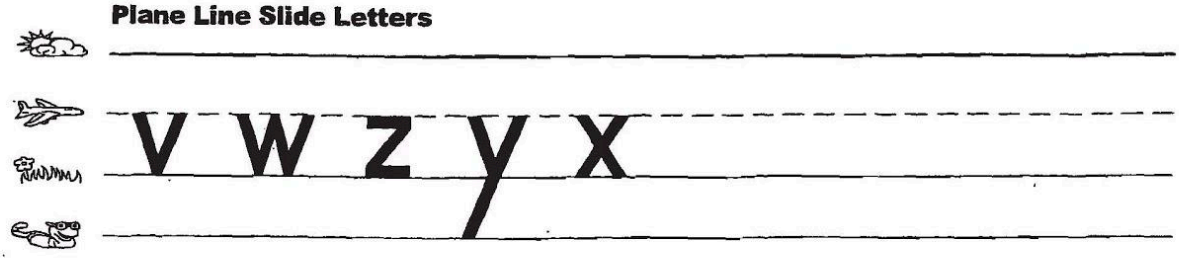
Plane Line Letters



Plane Line Round Letters **Special e**



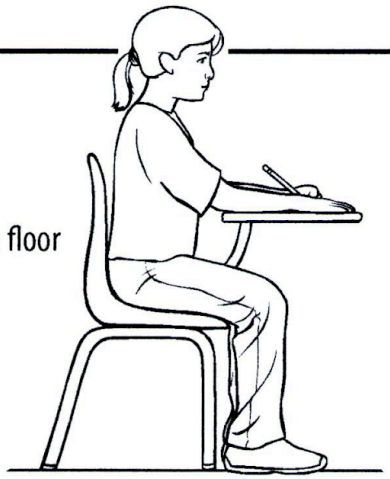
Plane Line Slide Letters



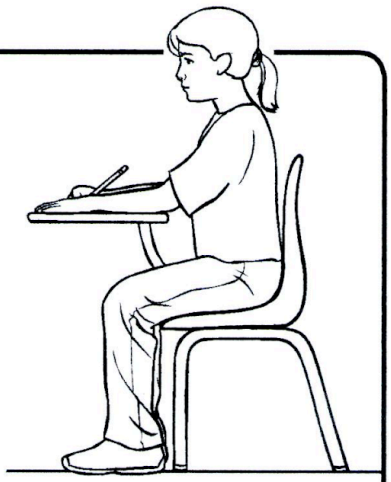
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1 Sit *right*

Seat pulled in, feet on floor



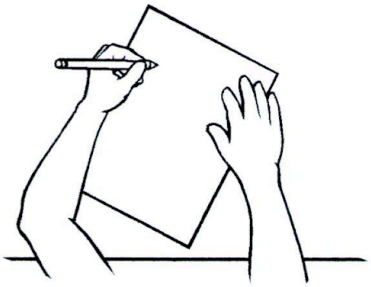
LEFT-HANDED



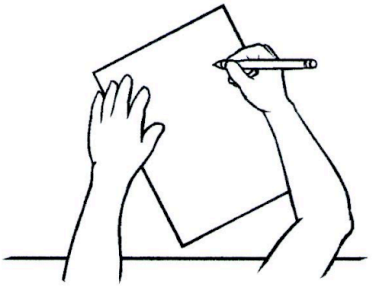
RIGHT-HANDED

2 Place paper and hands *right*

Paper slanted, wrist straight, elbow on desk, other hand holding paper



LEFT-HANDED



RIGHT-HANDED

3 Grip pencil *right*

Pencil held between index finger and thumb, resting on the other fingers



LEFT-HANDED



RIGHT-HANDED

Let's *write*!

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KINDERGARTEN INFORMATION

THE SCHOOL DAY

Kindergarten students attend school on a full day schedule, which is the same schedule as students who are attending grades 1 through 4. Students are to report to school no later than 8:50 AM and will be dismissed at 3:30 PM. The school district provides transportation to and from school for eligible kindergarten students. Please plan to arrive no more than ten minutes before class begins or ends. Supervision for students begins at 8:40 AM.

The schedule for a 90-Minute early dismissal is 8:50 AM until 2:00 PM. Supervision begins at 8:40 AM. The schedule for a 2-hour delayed opening (in the event of inclement weather or other emergency) is 10:50 AM until 3:30 PM. Supervision begins at 10:40 AM.

ATTENDANCE

Regular attendance and punctuality are essential for a child to progress in kindergarten. If your child will not be in school on a particular day, the parent or guardian should call the elementary school clerk between 8:00 and 9:00 a.m. to report the absence. If the clerk does not receive a call, you will be contacted to determine the reason for the absence. When a student returns after an absence, he/she must bring a signed excuse note explaining the reason for the absence to the school office within three (3) days. Parents/Guardians may also email a signed note as an attachment or email a note with an electronic signature. If a note is not presented within this period, the absence will be automatically recorded as unlawful. According to state law, all absences are unexcused except those caused by illness of the student, quarantine, death in the immediate family, or exceptionally urgent reasons that directly affect your child. If your child must be absent for any reason other than illness, please contact the principal.

BUS RIDERS

Bus service for our school district is provided by First Student. For children who are eligible for bus services, parents/guardians must go to this website (https://www.firstviewapp.com/) and download the FirstView bus app in order to access their child's/children's bus number and bus stop information. Parents/Guardians must have their child's/children's Upper Merion Student ID number in order to access the app. The Upper Merion student ID number will be sent to parents/guardians from each respective elementary school's office prior to the start of each school year. Bus pick-up times are approximate and children are advised to be at their stops at least ten minutes early.

Parents or guardians must send a written note to the school principal if any changes are required in a child's routine bus assignment. This is essential for the child's protection. The principal will give you more information about transportation procedures.

Riding a bus twice a day is a very grown-up experience for a kindergarten child. This is an appropriate time to reinforce self-discipline and the good citizenship we try to develop in all our students. We need your support and we ask you to discuss and monitor these rules with your child:

- wear a name tag, including bus # and bus stop
- be ten minutes early for your bus
- wait in an orderly line
- enter the bus without touching others
- move back in the bus and sit down
- remain in seat until arrival at bus stop

- leave the bus in orderly fashion
- walk home on sidewalk (where provided)
- respect other people's property

Some kindergarten parents provide a very valuable service to the school and community by sharing responsibilities for supervision at bus stops. We appreciate your assistance!

ELEMENTARY PROGRAM INFORMATION

Upper Merion Area School District provides instruction in language arts (English, including listening and speaking, reading, spelling, writing), mathematics, science, social studies, health, art, music, physical education, and library/ media skills. Classroom teachers design activities for major academic subjects, while specialists teach art, music, library, and physical education. Reading Specialists are available in each elementary school to assist students who need special services to help develop basic skills.
Each elementary school boasts individual iPads for every student, which remain in school. The district's goal is to use technology in areas where students can master learning objectives more efficiently than by using other modes of instruction. Students will have access to a variety of programs that support the kindergarten curriculum.

Link to the *Elementary School Handbook*.



SPECIAL EDUCATION PROGRAM

Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students

(Revised July, 2018)

Notice to Parents

According to state and federal special education regulations, annual public notice to parents of children who reside within a school district is required regarding child find responsibilities. School districts (SDs), intermediate units (IUs) and charter schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, the parent may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15. Also, school districts are required to conduct child find activities for children who may be eligible for gifted services via 22 Pa Code Chapter 16. For additional information regarding gifted services, the parent may refer to 22 PA Code Chapter 16. If a student is both gifted and eligible for Special Education, the procedures in IDEA and Chapter 14 shall take precedence.

This notice shall inform parents throughout the school district, intermediate unit, and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter school shall publish written information in the handbook and on the web site. Children ages three through twenty one can be eligible for special education programs and services. If parents believe that the child may be eligible for special education, the parent should contact the appropriate staff member identified at the end of this public notice.

Children age three through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need Special Education and related services. Developmental delay is defined as a child who is less than the age of beginners and at least 3 years of age and is considered to have a developmental delay when one of the following exists: (i) The child's score, on a developmental assessment device, on an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas. (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. For additional information you may contact Montgomery County Intermediate Unit, Early Intervention Services, 2 West Lafayette Street, Norristown, PA 19401. The telephone number for the Early Intervention Program is (484) 685-1856.

Evaluation Process

Each school district, intermediate unit, and charter school has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school, which your child attends. Telephone numbers and addresses can be found at the end of this notice. Parents of preschool age children, age three through five, may request an evaluation in writing by addressing a letter to the intermediate unit staff at Montgomery County Intermediate Unit, Early Intervention Services, 2 West Lafayette Street, Norristown, PA 19401. The telephone number for the Early Intervention Program is (484) 685-1856.

Consent

School entities cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice which can be found at the PaTTAN website, www.Pattan.net. Once written parental consent is obtained, the district will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

Program Development

Once the evaluation process is completed, a team of qualified professionals and parents determine whether the child is eligible. If the child is eligible, the individualized education program team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff, intermediate unit staff, or charter school staff will issue a notice of recommended educational placement/prior written notice. Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Confidentiality of Information

The SDs, IUs and CSs maintain records concerning all children enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

For additional information related to student records, the parent can refer to the Family Education Rights and Privacy Act (FERPA).

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents. For more information or to request evaluation or screening of a public or private school child contact the responsible school entity listed below. For preschool age children, information, screenings and evaluations requested, may be obtained by contacting the Intermediate Unit. The addresses of these schools are as follows:

INTERMEDIATE UNIT

Montgomery County Intermediate Unit
Early Intervention Services
2 West Lafayette Street
Norristown, PA 19401
(484) 685-1856

GENERAL INFORMATION

BELL SCHEDULES

Regular School Day

Elementary Schools (K - 4th) 8:50AM -3:30PM

Please see Elementary Parent Handbook for additional bell schedules and other information.

COMMUNICATIONS

Each elementary school principal communicates regularly with parents through newsletters and special letters, and/or the district's electronic communication system (e.g. school-wide emails). Parents can access the Elementary Handbook through each building's website and/or the school district website for additional district information, procedures and policies. If you have specific questions about your child's progress and day-to-day life at school, you should make an appointment with your child's teacher to discuss your concerns. If concerns persist, the district recommends using the following procedure:

1. make an appointment to discuss the situation with the counselor or principal
2. contact the Superintendent's office
3. contact your School Board representative

In most instances, problems dissolve or diminish if discussed and resolved promptly. It is recommended that you first try to resolve issues with the assistance of the teacher. Should you still have questions or concerns, consider reaching out to the counselor and/or principal.

DRESS GUIDELINES

Proper attire of students for school shall be regulated to foster neatness, modesty, safety and good grooming. On an annual basis, each building principal will be responsible for explaining the regulations to students and for enforcing the standards of dress. In view of the Policy #221 Student Dress and Grooming, the following restrictions in student dress shall be established:

1. Clothing with reference to tobacco, alcohol, drugs, sex, violence, ethnic prejudice or offensive language
2. Clothing or accessories which could cause injury to self or others
3. Hats, bandanas and other head coverings unless worn for ethnic or religious reasons
4. Mesh shirts, halter tops and clothing with exposed midriffs
5. Unsuitably short, tight, transparent, immodest or cut-off clothing
6. No one is permitted to walk with bare feet. Suitable footwear must be worn.

It is suggested that your child wear outdoor clothing that is easy to put on and remove. Dress your child in clothing that is simple, washable, sturdy, not-too-tight, safe and easy to manage. When possible, labeling clothing and other possessions brought to school is recommended.

Enforcement Plan

1. Students wearing inappropriate clothing will be sent home to change into appropriate attire only if a parent/ guardian is home. Students must return to school immediately.
2. If the student cannot go home to change, clothing will be provided for the day (i.e. sweatshirts and sweatpants). Clothing will be provided through the office of the principal.
3. Other disciplinary actions can be enforced (e.g. In-School-Suspension/ISS).

PROGRESS REPORTS/CONFERENCES

Your child's progress in kindergarten is communicated through a written report card/conference format. Report cards for kindergarten students are issued three times a year. Parent/teacher conferences are held shortly after the first report period. You are welcome to meet with your child's teacher whenever questions or concerns arise.

WEATHER AND/OR EMERGENCY CLOSINGS

When adverse weather conditions or other emergency situations occur which require Upper Merion Area Schools to be closed, the following procedures take effect.

- The Superintendent makes every effort to determine to close schools before 6 a.m. on the day in question.
- Our automated emergency electronic communication system (e.g. district-wide email and/or phone calls) will be utilized.
- If schools are closed you will receive a voice and/or email communication through the district's electronic communication system and announcements will be made on the Viking Channel (the school district's cable access channel 28 or 32), the district web page (www.umasd.org), and on our district Twitter (@UpperMerionSD). Parents may also access the district's Information Line at (610) 205-6460. Announcements should start by 6:30 a.m. Please do not call the individual school.
- An emergency closing is for a one-day period. If schools must remain closed for another day, a second announcement will be made using the same outlets listed above. No announcement is made concerning the reopening of schools.
- Occasionally, the Superintendent determines that schools must be closed early. This decision is based on weather, traffic and area road conditions. These factors sometimes change hourly. If schools are closed early, parents will be notified via School Messenger to all emergency contact numbers and by email. The information will also be on The Viking Channel, the district web page (www.umasd.org), and on our district Twitter (@UpperMerionSD). Parents may also access the district's Information Line at (610) 205-6460.
- If schools are closed or dismissed early, all extracurricular activities and adult education evening classes are canceled for that day.

Your child should always know where he or she can go if school closes early and you cannot be home. Contingency plans should be made well in advance.



GETTING YOUR CHILD READY

The first week of school can be exciting and sometimes a little scary for your child. They'll be learning new things, making new friends, and getting used to a new routine. The classroom will have lots of other children (around 20-24!), so the teacher won't be able to focus on just one person all the time. This can feel overwhelming at first, but there's nothing to worry about!

How can you help your child get ready?

- Talk to your child about what to expect at school.
- Explain how much fun it is to learn and play with others.
- Tell your child about the principal, teachers, librarian, nurse, counselor, and other helpers at school.
- Don't let older children scare your child with stories about problems at school. School is a normal part of growing up.

If your child says, "I don't want to go to school," listen to their worries and fears. Talk about them together. If you are positive and clear, you and your child can have a smooth transition to school. Be positive, loving, and reassuring. Show your support for this new step in your child's life!

On the first day of school, make sure your child arrives on time, but not too early. Waiting a long time can make your child feel stressed. If you take your child to school, say goodbye cheerfully and leave. Staying too long might make your child cry and cling to you. It's hard to let go, but don't let your worries make your child feel nervous.

It's normal for children to be a little scared about school. But if you have a positive attitude and look forward to the first day, your child probably will too!



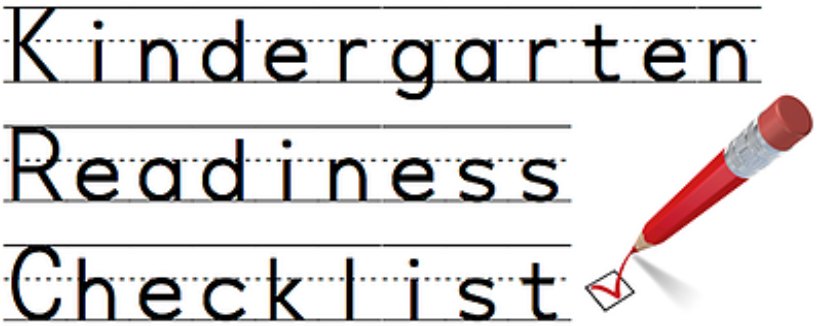
BEFORE THE FIRST DAY OF SCHOOL

YOUR CHILD SHOULD BE ABLE TO:

- recognize and write his or her first name
- state parent's or guardian's name
- state home address and telephone number
- attend to toilet needs independently
- follow simple directions
- tell about experiences he or she has had
- identify personal possessions
- take off/put on outdoor clothing with little or no help

YOU CAN HELP YOUR CHILD BY:

- supporting positive attitudes about going to school
- showing interest in your child's school experience; encourage sharing the day's events
- taking an active part in your child's education by joining your school's Parent-Teacher Council or serving as a school volunteer
- teaching your child the letters of the alphabet
- teaching your child how to write his/her name
- identifying your child's belongings by writing their name or initials on property and clothing



Upper Merion Area School District Kindergarten Readiness Skills

GLOSSARY OF TERMS

Definition of Kindergarten Readiness Skills	*How Skill is Assessed*
Oral Language The ability to speak clearly and use a wide variety of words to convey ideas	**Record of Oral Language** Measures a student's ability to hear and repeat simple sentences.
Letter Knowledge The ability to identify alphabet letters.	**Letter Identification** Assesses a student's ability to name some uppercase letters.
Print Concepts The ability to demonstrate book handling skills and print awareness concepts.	**Concepts About Print** Exposes a student to the use of language in books (i.e., directional movement; book conventions, such as front and back of the book, etc.).
Phonemic Awareness The ability to hear and work with individual sounds that go together to make words in spoken language.	**Phonemic Awareness** Student can manipulate the sounds of a spoken word (i.e., rhyming, beginning sounds).
Phonics The ability to use knowledge of letter/sound relationships.	**Hearing and Recording Sounds** Assesses a student's ability to hear some sounds of letters.
Word Knowledge The awareness that printed letters form words.	**Word Recognition** Assesses a student's ability to read their own name in print.

EARLY LEARNING SKILLS	RECOMMENDED GUIDELINES BEFORE ENTERING KINDERGARTEN
Oral Language	Student can repeat simple sentences. Student can answer simple sentences orally.
Concepts of Print	Student is exposed to the front and back of a book using picture clues, and where the story begins. *It is recommended that parents model reading words left to right and identifying the period at the end of a sentence.
Phonemic Awareness	Student can recognize if two words rhyme or do not rhyme.
Letter Identification	Student should be able to identify letters in their own name. Student can name 0-14 upper case letters. Student is exposed to all upper and lower case letters. Student is able to recite the alphabet.
Hearing and Recording Sounds	Student should be able to hear and say 5-10
(Phonics)	consonant sounds. Student should be exposed to all phonemic sounds.
Word Recognition	Student should be able to recognize their own name in print.
Math Skills	Student should be able to identify and name the 8 basic colors and 4 basic shapes. Expose children to 8 shapes (circle, square, rectangle, triangle, heart, star, oval and diamond). Student should be able to identify and name numbers 0-10. Student should be able to use positional words, opposites, differences and similarities. Expose student to 1 to 1 correspondence, ordering objects, number sense, days of week, interpreting graphs, patterns, sorting objects and constructing basic shapes.
Social and Emotional Readiness Skills	Student is able to play cooperatively with other children (play a game, share, interacting, etc.). Student is able to take care of own bathroom needs. Student is able to attend to all instruction and activities for 5-10 minutes (sit through story, stay in one place, hands and feet to themselves). Student will be able to express themselves verbally instead of using physical contact. Student takes pride in their accomplishments. Student finishes tasks in a timely fashion. Student is able to clean up after themselves. Student is able to follow daily routines. Student is able to wait appropriately.
Gross and Fine Motor Skills	Student should be able to grip pencils, crayons and scissors appropriately. Student is able to write their name using capital letters. Student is able to button, zip, snap and Velcro. Student should be able to color within the lines. Student should be able to cut simple objects and lines. Student should be able to draw pictures of themselves using all appropriate body parts. Student should be able to run, hop on one foot, jump and walk up and down steps using alternate feet. Student should be able to manipulate and complete developmentally appropriate puzzles.

*General guidelines for entering Kindergarten. Not every child will achieve all skills.

Recommended Activities at Home

- blocks (such as building blocks, legos, k'nex)
- dramatic play (kitchen, dress-up, puppets, dolls/dollhouse, cars and trucks)
- puzzles
- arts and crafts (play-dough, clay, glue, scissors, paint, markers, crayons, rubber stamps)
- math (beading, lacing, sorting, patterns, opposites, matching)
- science (cooking, making play-dough, painting, observing objects, sand/water/rice table)
- reading (area designed for quiet reading time)

Supplies for Home and School

- backpack (large enough to hold a 9" x 12" folder)
- crayons
- child's scissors
- pencils
- glue stick

During the course of the school year some items will need to be replenished and additional materials may be needed to accommodate special learning experiences. The homeroom teacher will share these supply needs with you throughout the school year.



Readiness Checklist and Tips for Kindergarten Parents

A child's brain grows and develops in different ways. Therefore, not all children will achieve the skills identified below at the same time or rate. Please keep this in mind when you are reviewing this checklist in relation to your child.

Social and Emotional Skills: *Helping children to adjust to the school environment. Focusing on peer relationships and group learning.*

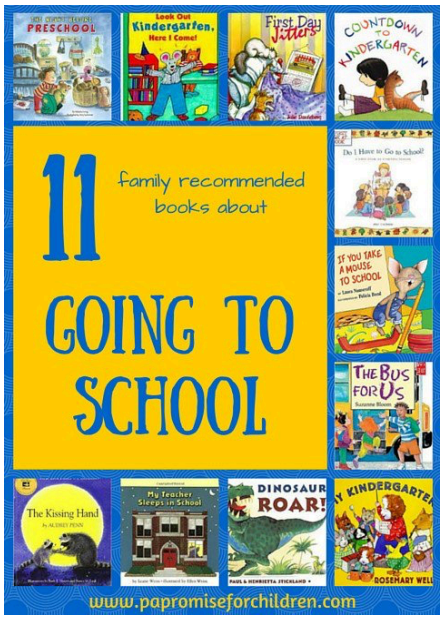
Child is able to play cooperatively with other children.
Child is able to take care of own bathroom needs.
Child is able to participate comfortably without parents.
Child is able to keep their hands and feet to themselves.
Child is able to sit and listen to a story.
Child is able to express themselves verbally.
Child is able to have conversations with peers.
Child takes pride in their accomplishments.
Child finishes tasks in a timely fashion.
Child is able to clean up after themselves (throw trash away after eating, clean up toys).
Child is able to follow daily routines.
Child is able to wait appropriately.

Intellectual Skills: *Helping children to obtain the knowledge and skills needed for kindergarten success.*

Child can repeat simple sentences.
Child can answer simple questions orally.
Child knows how to handle books appropriately (i.e., holding correctly, turning pages and identifying pictures).
Child can recognize if two words rhyme or do not rhyme.
Child should be able to identify letters in their own name.
Child can name 0-14 upper case letters.
Child is able to recite the alphabet.
Child should be able to hear and say 5-10 consonant sounds.
Child should be exposed to all phonemic sounds.
Child should be able to recognize their own name in print.
Child should be able to identify and name the 8 basic colors and 4 basic shapes.
Child should be able to identify and name numbers 0-10.
Child should be able to count to 10.
Child should be able to understand concepts such as: up, down, in, out, over, under, etc.
Child is able to follow a three-step direction (i.e., go to the closet, get your book, and put it in your bag).

Play Activities to Enrich Academic Performance in Kindergarten

- Read to your child daily.
- Sing songs and nursery rhymes with your child.
- Provide opportunities for your child to see and hear new things (go for walks, go to the zoo, go to the library, etc.).
- Provide hands-on opportunities (crayons, scissors, chalk, play-dough, paint, sidewalk chalk, etc.).
- Encourage play dates so that your child feels comfortable leaving you.
- Help your child identify letters (i.e., play “I spy the letter…” using refrigerator magnets).
- Watch educational TV programs with your child (Sesame Street, Bluey, Ms. Rachel, Dora the Explorer, PBS, Discovery Kids, Noggin).
- Visit educational websites for children and parents:
    - www.childfun.com
    - www.pbskids.org
    - www.abcya.com
    - www.storylineonline.net
    - www.starfall.com
    - www.firstinmath.com - (Please note your child will be provided a username and password during the first month of school.)



- Visit the Upper Merion Township Library. There are many programs offered during the year (including summer). Go to www.umtownship.org/library for more information and to access ‘Tumblebooks’ (stories online).
- Visit the Pennsylvania’s Promise for Children website for information and activities for children and parents.

Kindergarten Readiness Checklist

Does Your Child Know…?	Yes	No
His/her full name	▢	▢
How old he/she is	▢	▢
His/her address and telephone number	▢	▢
His/her mother's and father's first name	▢	▢
Does Your Child Have These Social Skills?		
Uses words instead of being physical when angry	▢	▢
Speaks clearly so an adult can understand him/her	▢	▢
Takes turns with other children	▢	▢
Follows simple directions	▢	▢
Expresses feelings and needs	▢	▢
Waits his/her turn and shares	▢	▢
Talks in sentences	▢	▢
Asks questions about things around him/her	▢	▢
Enjoys having books read to him/her	▢	▢
Can tell a story about a past event	▢	▢
Says "please" and "thank you"	▢	▢
Does Your Child Have These Self Help Skills?		
Removes and puts on outer clothes	▢	▢
Goes to the bathroom without help	▢	▢
Keeps trying even when a task is hard	▢	▢
Washes and dries own face and hands	▢	▢
Does Your Child Have These Gross Motor Skills?		
Runs, jumps and skips	▢	▢
Walks backward	▢	▢
Walks up and down stairs by alternating feet	▢	▢
Throws and catches a ball	▢	▢
Balances on each foot	▢	▢
Does Your Child Have These Academic Skills?		
Recognizes shapes (square, circle, triangle, rectangle)	▢	▢
Sorts items by color, shape and size	▢	▢
Identifies six parts of his/her body	▢	▢
Understands concept words such as up, down, in, out, behind, over	▢	▢
Counts from 1 to 10	▢	▢
Recognizes five colors	▢	▢
Tries to write his/her name	▢	▢
Recognizes his/her written name	▢	▢

HEALTH AND DENTAL PROGRAM

We want to help protect your child's health. While the normal needs of a five year old include three well-balanced meals, particular attention should be given to providing a wholesome breakfast to your child each morning. Breakfast is also provided at each elementary school should you want your child to eat breakfast at his/her respective school. Please contact **Food Services** or go to this link (**https://www.umasd.org/departments/food-services**) should you have any questions regarding our meal programs at our elementary schools. Your child should also receive adequate sleep and daily outdoor exercise, weather permitting. We will respond to these needs and support parents in any way we can. Please keep your school nurse informed about any illness, injury or surgery that requires adjustments to meet your child's needs. Let the school nurse or the principal know if you have other special concerns.

State law requires all children who attend school to be immunized against diphtheria, tetanus, polio, measles (rubeola) mumps, rubella (German measles), Hepatitis B, and chickenpox. If there are medical reasons why your child should not be immunized, a doctor's certificate stating the reason must be provided for our records. Immunization records were recorded at the school when your child was registered. If there has been a delay, please see that these records are sent to the school as soon as possible. Your child will **not** be admitted to school unless we have proof of complete immunization. See the full immunization chart here.

All students entering school are required to have a physical examination. A form for the physical examination was given to you by the school nurse at registration and additional forms are available in the Health Suite. The physical examination may be done within one year prior to the beginning of the school year. A Health History Form also needs to be completed by the parents. Dental health education is provided at all elementary grade levels. Please see the Health Services Handbook included in your registration packet or provided by the school nurse.

When your child returns from being absent from school, we require you to send a note stating the reason for the absence. We urge you to keep your child at home if you observe any of these symptoms: diarrhea, fever, rashes or skin eruptions, vomiting.

Student Data Forms

You will be asked to complete an up-to-date emergency form for your child. Please complete both sides of the form. The emergency form, kept on file in the Health Suite, designates the parent or substitute parent to notify if your child becomes seriously ill or sustains an injury at school. The substitute parent should be someone who can assume responsibility in the parent's absence. Assuming responsibility for someone else's child is a serious matter which should be arranged through mutual consent. This person also should be a local resident and be able to provide transportation for your child should the need arise. Working parents/guardians should be prepared to leave work to care for their child or make arrangements for an alternate person to care for their child at home. The school cannot be responsible for taking care of an ill or injured child during the entire school day.

New student data forms are issued at the beginning of each school year so that information can be updated as necessary. Please inform the school secretary when a change occurs. Accurate information is critical in emergency situations. Please complete all items on the student data form and remember to include the area code with all phone numbers provided.

HEARING AND VISION CHECKLIST

Your child may have hearing problems if he or she:

- does not respond to his/her name or your voice
- pulls or picks at his/her ears
- has difficulty locating the source of sound
- is easily distracted in a large group
- talks in an extremely loud or soft voice
- cannot understand you if your back is turned
- consistently turns the television or radio to louder volume
- has a short attention span
- needs verbal instructions repeated several times before understanding
- does not enjoy word-rhyme games, or listening to television or records

Your child may have visual problems if he or she:

- tends to rub eyes often
- tilts head to one side
- holds body rigid while looking at distant objects
- becomes tense while doing close work
- thrusts head forward while doing close work
- avoids close work
- frowns, blinks excessively, scowls or squints while doing close work
- holds close work closer than normal
- moves head excessively while doing close work
- complains of blurriness when looking up from close work
- complains of headaches, dizziness or nausea associated with using the eyes
- has watering or bloodshot eyes, with burning or itching
- closes or covers one eye
- trips or stumbles frequently
- has a poor eye-hand coordination, such as difficulty catching a ball

If you have noticed these difficulties, you may wish to consult your family physician for additional information or an examination before your child starts kindergarten.

IMMUNIZATION CHART

State law requires the student to be immunized against diphtheria, tetanus, polio, measles (rubeola), German measles (rubella), mumps, hepatitis B, and chickenpox (varicella) **BEFORE** entering school. Written proof of immunization must be presented when the student is registered. The registration is not considered complete until this requirement is fulfilled. Please notify the school nurse whenever the student receives a booster immunization.

Diphtheria, Tetanus, Pertussis
Four or more properly spaced doses, usually received in combined vaccines such as DPT, DTaP, Td, or DT with one dose administered on or after the fourth birthday

Polio
Three or more properly spaced doses of polio vaccine (IPV or OPV) one dose administered on or after the fourth birthday

Measles (Rubeola), German Measles (Rubella), and Mumps
One dose of each, preferably given as MMR, on or after the first birthday

Measles (Rubeola)
A second properly spaced dose, preferably given as MMR

Hepatitis B
Three properly spaced doses

Varicella (Chickenpox
Two doses of varivax or evidence of immunity

If your child is unable to receive any vaccine, you must produce a signed doctor's note to that effect.

Physical forms and vaccination charts to be filled out by your child's physician are in the registration packet; available online here:
https://resources.finalsite.net/images/v1741970792/umasdorg/k4qaibgltx7e0s0lgvoq/RegistrationInfoHealthMar2025.pdf

