

# NH

## *North Hills School District Elementary Program of Studies*



**2019-2020**

# Table of Contents

WELCOME FAMILIES OF ELEMENTARY STUDENTS~ .....	3
INTRODUCTION .....	4
DISTRICT MISSION .....	4
DISTRICT VISION .....	4
NORTH HILLS CORE VALUES .....	4
ELEMENTARY SCHOOL GOALS .....	5
CURRICULUM AND INSTRUCTION.....	5
TECHNOLOGY.....	5
INCLUSIVE PRACTICES.....	5
MULTI-TIERED SYSTEMS OF SUPPORT .....	5
SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT .....	5
ADMISSION REQUIREMENTS .....	6
PROGRAM OF STUDIES – ELEMENTARY CURRICULUM .....	7
ENGLISH LANGUAGE ARTS (ELA) — READING, WRITING, LISTENING, AND SPEAKING.....	7
MATHEMATICS.....	9
SCIENCE .....	10
SOCIAL STUDIES .....	11
COMPUTER LITERACY.....	12
LIBRARY SERVICES .....	12
PHYSICAL EDUCATION AND HEALTH .....	12
GENERAL MUSIC .....	13
INSTRUMENTAL MUSIC.....	13
ART .....	13
GIFTED EDUCATION .....	14
READING REINFORCEMENT/TITLE I READING REINFORCEMENT .....	14
RESPONSE TO INSTRUCTION AND INTERVENTION (RTII) .....	14
MATH SUPPORT .....	14
ENGLISH AS A SECOND LANGUAGE .....	15
SPECIAL EDUCATION SERVICES .....	15
SCHOOL SOCIAL WORKER SERVICES .....	15
SCHOOL PSYCHOLOGIST SERVICES.....	16
SCHOOL COUNSELING PROGRAM.....	16
SCHOOL HEALTH PROGRAM .....	16
HOMEBOUND INSTRUCTION.....	17
SUPPORT SERVICE PERSONNEL .....	17
MORNING SCHOOL CARE .....	18
AFTER SCHOOL CARE .....	18
AFTER SCHOOL ACTIVITIES.....	19
PARENT/SCHOOL PARTNERSHIPS.....	20

## **Welcome Families of Elementary Students~**

Welcome to the North Hills School District! The North Hills School District is comprised of four elementary schools, which serve students from kindergarten through sixth grade. The district completed its long-term facilities plan that resulted in four 21st century elementary schools with enrollments of 500-700 students. The average elementary class-size in the North Hills School District is approximately 21 students.

Rooted in a long history of excellence, our four elementary schools are committed to continuing the tradition through our student centered K-6 learning environments. In each building, administrators and staff work together to challenge and motivate our students and each other to think, learn and perform at high levels. Through quality instruction and high expectations, we are student-centered, encouraging innovation and risk-taking to develop and nurture students into lifelong learners. We are committed to the educational success of all our students.

With a district enrollment of over 4,500 students, educators in North Hills strive daily to create and cultivate a districtwide learning community. Through collaboration and teamwork, NHSD staff strive to provide our students with a high-quality education in a safe, nurturing learning environment. To do so, we accept the responsibilities that accompany our positions within the schools to propel our students towards success and meet the unique needs of our student body. Each member of the district's staff takes pride in their role and integral part of the school system and its performance.

This Program of Studies is a guide to help you become familiar with the district's mission, vision and values, the elementary philosophy that drives the curriculum and instruction, courses offerings and support services. While each building has its own unique features, all elementary schools follow the district's K-6 curriculum. We believe student success is attained through partnerships with all stakeholders.



**North Hills**  
SCHOOL DISTRICT  
**PRIDE...TRADITION...EXCELLENCE**

# *The Elementary Program*

## **Introduction**

Our elementary philosophy is based on a home/school partnership and shared responsibility. School shares the responsibility with the home to promote personal growth, societal responsibility and citizenship. The family assumes the initial responsibility for helping the child develop physically, intellectually, socially, emotionally, and ethically. The school provides additional opportunities to promote the individual's growth in these five critical areas. Through a strong, cooperative home/school working relationship, children will learn there is a high expectation for their achievement. Children enter school at various levels of development. The school recognizes these levels of maturation and addresses each situation as it occurs. Each child is unique with special characteristics. The potential of each student is celebrated by providing a comprehensive, rigorous and challenging program of studies designed to meet the needs of each child.

The goal of the elementary program is to equip each child to be an informed, caring, and effective citizen. This is accomplished at the primary level by teaching children to read, to express their thoughts through speaking and writing, to work with numbers and mathematical operations, to investigate, to inquire and to solve problems. In the intermediate grades, the curriculum is further extended and enriched — students are taught to apply what they are learning. At all levels children are offered experiences in art, music and physical education. In addition, research and technology skills are integrated into the curriculum. Computer Literacy is being introduced to students in grades five and six.

## **District Mission**

The mission of the North Hills School District is to excel at educating and preparing each student to become a responsible, contributing member of society by providing a caring and academically challenging environment.

## **District Vision**

Rooted in our proud tradition of excellence, the North Hills School District will be recognized as one of America's great public school districts.

## **North Hills Core Values**

1. Demonstrate genuine care, concern, and fondness for students.
2. Adopt a client-centered focus - students come first, followed closely by the needs of their parents.
3. Develop and nurture healthy, productive and cooperative relationships with colleagues.
4. Communicate regularly and clearly with clients, their families and the community.
5. Demand quality - high expectations will yield high achievement.
6. Create and cultivate a district-wide learning community.
7. Benchmark programs, services, and student results against the best.
8. Encourage innovation and risk-taking.
9. Establish community and regional partnerships.

# **Elementary School Goals**

## **Curriculum and Instruction**

To continue to exceed state performance expectations and state scoring averages in ELA, Math and Science, through focus on continued implementation of rigorous curriculum, student support and enrichment programs and services and education of the whole child. To enhance learning experiences and encourage creativity to meet standards, planned instruction/curriculum guides are prepared for all core content areas.

## **Technology**

Through innovations in our use of technology and one to one initiative for fifth and sixth grade students, students use technology to enrich project-based learning and instruction. Utilizing technology within the classroom and beyond, creates opportunities for our students to extend far beyond school walls and incorporate essential skills in the areas of communication, collaboration, critical thinking, creativity and responsibility to prepare them for future educational and life endeavors.

## **Inclusive Practices**

Our goal is always to provide students with high quality education in the least restrictive environment (LRE). Our commitment to the LRE for each and every student is to ensure individual education program teams begin with the general education setting for services before considering a more restricted environment. Inclusion is our goal for each learner with complex instructional needs. North Hills School District, and all its elementary schools, welcome and value all students in safe, inclusive, nurturing environments.

## **Multi-Tiered Systems of Support**

Our goal is to continue to utilize a comprehensive system of supports that aligns with state standards, is culturally responsive, high quality and tailored to support struggling learners. Each elementary school offers a variety of support services. We strive to offer meaningful academic support and continually assess/evaluate approaches to ensure growth for all learners.

## **School Wide Positive Behavior System**

Each elementary school implements a School Wide Positive Behavior System. School Wide Positive Behavior System allows staff to provide research-based interventions and supports to students through a tiered, proactive approach. The purpose is to promote appropriate/acceptable behaviors to increase student learning. School Wide Positive Behavior System maximizes academic learning time and engagement in meaningful, relevant learning activities at the same time teaches prosocial and self-management skills.

## Admission Requirements

The district's elementary buildings are for students in kindergarten through grade six (2019-2020 school year) and for students in kindergarten through grade 5 (beginning in the 2020-2021 school year).

Guidelines to assist with registering your child can be found online at [www.nhsd.net](http://www.nhsd.net). Parents enrolling in kindergarten, or those new to the district in grades one through six, should complete the forms online in the registration portal of the North Hills School District website [www.nhsd.net](http://www.nhsd.net) and schedule a registration appointment at their respective school. At the registration appointment, parents are required to present the child's birth certificate, record of immunization, and proof of residency in the North Hills School District. The acceptable residency documents are listed online.

Registration for full-day kindergarten begins during the second semester of the school year prior to a child entering kindergarten. Children being registered for kindergarten must be five years of age before August 1.

The Department of Education in the Commonwealth of Pennsylvania requires that all children entering kindergarten or first grade be immunized against specified diseases before admission. Details about the required immunizations can be found on the district's website at <http://www.nhsd.net/Downloads/2018-2019%20New%20Student%20Registration%20Packet6.pdf>.

Each elementary school offers orientation programs. The kindergarten orientation program is held at each elementary building in August and includes both a parent and student orientation. New student orientation for families new to the district or transferring to a different elementary school within the district are held in August. Information will be provided upon registration.

Bus transportation is provided to school in the morning and from school for the afternoon. Bus assignments and pick-up/drop-off times are sent out two weeks prior to the start of the school year. For more information about transportation, please visit the [www.nhsd.net](http://www.nhsd.net) under parents.

## **Program of Studies – Elementary Curriculum**

The program of studies is a listing of the subjects taught in the North Hills School District's elementary grades. It should be noted that although the subjects are listed separately, they are taught in conjunction with one another so students can see the relationships among the various subjects. The skills and concepts taught at each grade level are practiced and expanded upon in subsequent years.

In addition to the skills and concepts listed for each grade level, all elementary school students have the opportunity to participate in various enrichment programs and activities. These may include the following: academic games, field trips, assemblies, intramurals, special interest clubs, and student governments.

### **English Language Arts (ELA) — Reading, Writing, Listening, and Speaking**

The English Language Arts (ELA) curriculum utilizes a balanced literacy approach, rich in meaningful student interactions with both informational and literacy text. In kindergarten through second grade, the curriculum is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. With an emphasis on the decoding skills needed for future independent reading, students will learn to read, understand, and respond to informational texts and works of literature. Direct instruction and guided practice will stress the requisite decoding and comprehension skills that comprise fluent reading, comprehension, vocabulary acquisition, and making connections among ideas and between texts supported by textual evidence. In addition, students will apply explicitly taught grammar and phonics skills as they learn to write for different purposes and audiences. Students will begin to write clear and focused informative, opinion, and narrative texts that convey well-defined perspectives and appropriate content. Throughout this curriculum, students will have opportunities to present ideas in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

In third grade, students will draw on a toolbox of skills and strategies through engagement and interaction with increasingly complex texts with proficiency, efficiency, and independence as a reader, writer, speaker, and listener. Students will select and combine skills to read fluently with meaning and purpose. They will apply comprehension and vocabulary skills and strategies to informational text and a wider variety of literary genres including poetry. Students will demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. They will explore author's point of view and also begin to infer meaning from texts. Third grade students will also write longer texts and embed their ideas in time and place and develop characters through detail and dialogue. Students will organize their writing around a central idea and elaborate using complete sentences. The information they will gather as part of the planning process is common, and students will become more selective about vocabulary, especially when writing informational texts. They will conduct short research projects using a variety of print and digital sources. They will listen to other's writing, offer feedback, and begin to consider suggestions from others about their own writing.

In fourth grade, students are challenged as readers and writers as they comprehend and evaluate increasingly complex texts across a range of types and disciplines. Students are critical consumers of text and other media as they recognize, understand, and appreciate multiple perspectives and cultures. Students address task, purpose, perspective, and intended audience in narrative, informational, and opinion writing. As critical thinkers, students research and gather evidence to create clear and coherent messages. Students communicate effectively for varied audiences and purposes. They listen actively by

engaging in a range of conversations designed to analyze and synthesize ideas and positions and evaluate accuracy in order to learn, reflect, and respond.

In fifth grade, students continue their development of essential skills. Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

All grade 6 students utilize StudySync, a fully digital English Language Arts (ELA) curriculum that uses Project Connect iPads. The curriculum uses preview videos to engage students before they read the text, where they can make digital insights “in the margins.” After reading, many texts include a video in which peers dissect the story. This shows students how to expand and explain their thoughts on the reading and how to put those ideas into their writings for assignments and during in-class discussion. StudySync provides immediate feedback about comprehension, allowing teachers to create lessons and target specific areas of need for their students

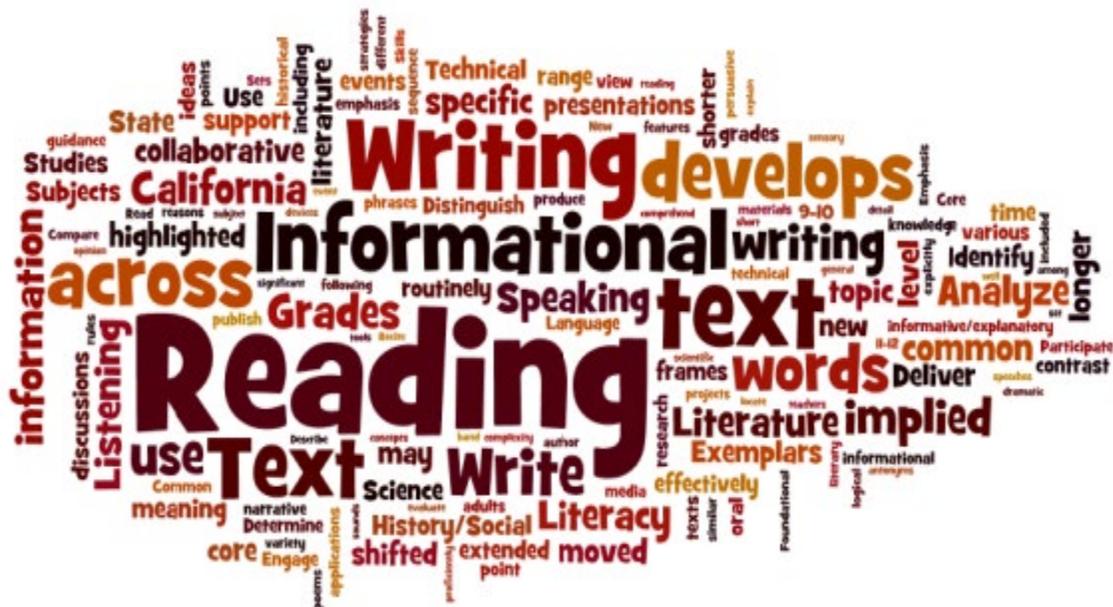
Texts:

Grades K-2: *Units of Study* (Lucy Calkins), *Wonders* (McGraw Hill), *Handwriting without Tears*, *Countdown*, *Blast*, and *HD Word* (Really Great Reading)

Grades 3-4: *Wonders* (McGraw Hill), *Handwriting without Tears*

Grade 5: *Wonders*

Grade 6: *StudySync* (McGraw Hill Education and Houghton Mifflin Harcourt)



## Mathematics

*Math in Focus* helps students build a solid conceptual understanding through use of manipulative materials and visual models. Computational skills develop from this conceptual understanding and are reinforced through practice. As skills fluency increases, understanding is reinforced in turn. The *Math in Focus: The Singapore Approach* series consistently employs the Concrete à Pictorial à Abstract pedagogy. Clear and engaging visuals that present concepts and model solutions allow all students regardless of language skills to focus on the math lesson. Students learn to use model drawings to visualize and solve problems through mathematical reasoning and critical thinking.

The curriculum provides a focused and coherent syllabus which introduces fewer topics at each grade level, but teaches them in greater depth to mastery. It also provides a visual and balanced approach to teaching mathematics following a concrete to pictorial to abstract progression. Numbers and operations are a focal point of the program and provide a foundation that allows students to develop a strong number sense. This also promotes the ability to develop more complex and abstract thinking. An emphasis is placed on model-drawing strategies using number bonds (primary grade levels) and bar models (intermediate grade levels) to solidify a conceptual understanding of each concept or skill. This multi-component curriculum provides a variety of learning experiences such as the use of hands-on manipulatives, an interactive website for use in school and at home, connections to other subject areas, and work pages related to the lesson. This curriculum is also fully aligned to the PA Core Standards, and it prepares the students to become 21st century learners.

Another important component to the elementary math curriculum is *Every Day Counts*, an interactive K–6 bulletin board program (*Calendar Math* for grades K–5 and *Algebra Readiness* for grades 6) that helps students build key math concepts a little at a time, every day. Working with a calendar, counting tape, clocks, coin counters, graphs, and other elements that change throughout the school year, students analyze data, see patterns, explore math relationships, prepare for algebra, and communicate their thinking to the teacher and to each other.

Texts: *Math in Focus*, published by Houghton-Mifflin Harcourt

Support Program: *Every Day Counts-Calendar Math*, published by Houghton-Mifflin Harcourt



## Science

The science curriculum emphasizes the process skills involved in the scientific method of data collecting, analyzing, and problem solving. Students are introduced to content in the biological, physical and earth sciences. Hands-on experimental kits, supplied with research-based materials, are used at all grade levels to teach through the use of the inquiry method ~ an approach where students build on their prior knowledge and are guided through focused questioning, reflecting and analyzing. A non-textbook format is used. However, students have access to supplemental texts, library resources and Internet sites to research their questions.

K-6 students are utilizing an updated science curriculum that includes new STEM learning experiences and more emphasis on the engineering design process. These curricular revisions, taught with Next Generation Edition FOSS Modules, were necessitated by the recently updated PA Science Framework. These new modules build upon previous editions, strengthening and making more explicit the connections to the three dimensions of science as well as engineering and ELA and Math PA Core Standards.

<b>Kindergarten Unit</b>	<b>Grade One Units</b>	<b>Grade Two Units</b>
Push, Pull, GO Trees Animals Two by Two	Solids & Liquids Sound & Light Insects	Air & Water Balance & Motion New Plants
<b>Grade Three Units</b>	<b>Grade Four Units</b>	<b>Grade Five Units</b>
Measurement Weather & Climate Magnetism & Electricity	Solids, Rocks, and Landforms Earth & Sun Structures of Life	Variables Levers & Pulleys Mixtures & Solutions Environments
<b>Grade Six Units</b>		
Diversity of Life Measurement Ecosystems		

## Social Studies

The kindergarten social studies curriculum engages students in lessons that incorporate *Civics and Government, Geography, Economics, and History*. The course units are: *Community Helpers, Our Country, It's a Great Place, All About Me and Families*.

The first grade social studies curriculum engages students in lessons that incorporate civics and government, geography, and economics. The course includes three units: *Where We Live, World of Work, and Geography*.

The second grade curriculum studies *People at Work, America's Government, and Exploring Where and Why – Geography/Map Skills*. Students will explore the concept of needs and wants and determine how to make responsible choices. The children will explore the concepts of local, state and national government, its leaders, and how being part of a democratic nation has shaped our country's history. Students will explore activity-based lessons integrating hands-on and print materials to develop social studies concepts and map skills.

The third grade social studies curriculum enables the students to understand the relationship between people, places, and environments. Students learn about communities that reflect the diversity of the peoples and cultures and how it effects the production, distribution, and consumption of goods and services. They will understand the concept of history, examining change and continuity over time in order to develop historical perspective.

The fourth grade social studies curriculum provides an overview of the geography of our world, construct and interpret pictorial representations of geographical entities, examines the four regions of the United States from an economic and cultural perspective, discovers how landforms, resources, and climate affect people in a region and explores the government, history, economy, and culture of Pennsylvania.

The fifth grade social studies curriculum traces the history of America from the 1500's to the 1800's utilizing lessons in civics and government, geography, economics, and history. The fifth grade curriculum includes the five themes of geography, European colonial settlement, an Overview and Causes of the Revolutionary War, creation of a nation, the Westward Movement, and an Overview and Causes of the Civil War.

The sixth grade social studies curriculum introduces students to ancient cultures. The emphasis is on the development of these cultures and how they impact our current society in the modern world. The course will stress the diverse economic, political, religious, and social systems of each culture. Students will focus on major world events and movements beginning with the Mesopotamians and continuing to modern day.

Texts: Publisher of all texts – Houghton Mifflin

## **Computer Science**

Technology is used to enhance learning of content in all curricular areas, as the district continues to engage students in an innovative and problem-solving learning environment that incorporates vital skills for college and career readiness such as communication, collaboration, critical thinking and creativity. Computer science gives primary students the thinking skills that will help them become proactive learners and citizens. Computer science provides students the opportunity to engage with powerful ideas. The computer just happens to be our era's most accessible and effective tool for this purpose. Creativity, collaboration, persistence and abstraction are all thinking skills computer coding builds. The Computer Science curriculum in grades K-6 includes: digital citizenship, keyboarding, word processing, spreadsheets, multimedia presentations, computational thinking and coding basics.

## **Library Services**

The mission of the library program is to ensure that students and staff are effective users of ideas and information. Teachers and librarians collaborate to enable students to become information literate as they find, evaluate, and apply print and electronic resources available in the library or through the library web page. Students who can locate, evaluate, synthesize and use information responsibly are developing independent learning habits that last a lifetime. The library online catalog, electronic resources, links to great search engines, research assistance, bibliographic software and more are available via the library link on the district's home page: [www.nhsd.net](http://www.nhsd.net).

## **Physical Education and Health**

The goal of the Elementary Physical Education and Health program is to provide students with a skill-oriented program that presents opportunities to develop the motor skills necessary to maintain a personally active lifestyle. The physically educated child will begin to learn necessary skills to perform a variety of physical activities, become physically fit, and participate regularly in physical activity. The physically educated child will develop an understanding of benefits from involvement in physical activities, value physical activity and its effect on a healthful lifestyle.

The Elementary Physical Education and Health program will encompass safety and injury prevention, physical activity, movement concepts, principles, and strategies.

The health literate person will be a critical thinker, a responsible and productive citizen, a self-directed learner, as well as an effective communicator. The health program will encompass concepts of health, healthful living, and safety and injury prevention. Activities will encourage a variety of interests and teach the skills necessary to develop a lifestyle that contributes to personal health. The program will emphasize active participation, but recognizes that people learn and develop in a variety of ways and at different rates. Students will be expected to work cooperatively, adhering to the roles of personal and social responsibility for a safe learning environment.

## General Music

In the elementary schools, all students receive instruction in general music once every six days from an elementary music specialist. Elementary music teachers work with children throughout all grade levels to develop an appreciation of and an interest in music and to develop music-making skills through a variety of musical methods. All children participate in singing, movement, playing Orff instruments and unpitched instruments, and reading rhythmic and melodic notation. Children are taught to play the recorder in third and fourth grades. A children's choir gathers together students from each of the elementary schools in grades four through six for an extra-curricular vocal ensemble experience.

Texts: Kindergarten – *Spotlight on Music*, published by Macmillan-McGraw Hill  
Grades 1 through 6 – *Share the Music*, published by Macmillan-McGraw Hill

## Instrumental Music

Students in grades 4, 5 and 6 who are interested in learning to play woodwind, brass and percussion instruments are invited to participate in the Elementary Instrumental Music Program. Students may elect to participate in band or orchestra beginning in grade four, and continuing through grade six, receiving two lessons per ensemble every six days from an instrumental specialist, and coming together with students across the district for performances as full band and orchestral ensembles. Beginning in the grade four, the North Hills School District offers intermediate grade-level students the opportunity to learn to perform on one of following instruments: flute, clarinet, oboe, alto saxophone, trumpet, French horn, trombone, baritone, tuba and percussion instruments such as mallet instruments, drums and auxiliary instruments. In grades 5 and 6, additional instruments are offered including piccolo, bass clarinet, tenor and baritone saxophones and double French horn.

## Art

In the elementary art program, skills, techniques, elements and principles of the arts will be learned, studied, refined and practiced. Artists use tools and resources as well as their own experiences and skills to create art. Through art instruction, students will learn and explore how the arts provide a medium to understand and exchange ideas.



## Support Services

## **Gifted Education**

Gifted education will enable identified gifted students to participate in enrichment and/or accelerated programs and to receive services according to their intellectual and academic abilities and needs. All district schools provide this program for identified students. The elementary gifted program has two service delivery systems. Gifted students participate in regular “out-of-class” enrichment sessions with teachers assigned to the gifted program. Gifted students and other high-ability students are also serviced by an in-class/partnership which features differentiated instructional activities cooperatively planned by the teacher of the gifted and the classroom teachers.

## **Reading Reinforcement/Title I Reading Reinforcement**

Reading is one of the most important subjects taught in the elementary classroom. The absence of proficient reading skills is a considerable risk factor associated with academic failure. This program provides small group reading instruction for specifically identified students who need extra support learning to read. The program supplements the classroom reading program and is taught by a reading specialist. To participate in the program, students must meet specific eligibility criteria.

## **Response to Instruction and Intervention (RTII)**

RTII identifies students’ learning difficulties early so that educators can intervene with specialized instruction to improve academic achievement, which increases students’ chances for school success. Classroom teachers and specialists monitor students’ academic progress throughout the year. Results of the screenings and assessment information provide important details on whether or not students are making adequate progress. Students in need of assistance are identified for further supports, so they do not fall further behind and have an opportunity to master essential skills. Screening information determines tier level of intervention and movement into or out of tiers of support. Multi-tiered intervention strategies enable the identification and remediation of students at academic or behavioral risk.

## **Math Support**

Math coaches in every elementary building work with students to provide small group instruction and support for students, who demonstrate weaknesses in foundational math skills as determined by standardized assessments. To participate in the program, students must meet specific eligibility criteria.

## **English as a Second Language**

The goal of this program is to increase the English language proficiency of children whose dominant language is not English so they can achieve academic success and to help the children become acclimated to a new culture. The program is taught by a trained specialist using research-based instructional practices and conducting periodic assessments of progress. Children meet with the specialist in small group settings, or they have one-on-one instruction, based on their level of proficiency.

## **Special Education Services**

The North Hills School District is committed to providing every student with a free and appropriate public education, which meets his/her intellectual, social and emotional needs. The district's special education plan consists of:

1. Proper identification of students who may require special programming by the completion of a referral and evaluation process.
2. Meetings with parents and school faculty to determine the needs of the identified students with disabilities, to develop programs and to recommend appropriate placements.
3. Placement of students in the least restrictive environment, which is the regular education classroom with or without supplemental aids and assistance.
4. Ongoing evaluation of the student's progress in the regular education curriculum. The need for resource assistance, related services and/or increase in intensity of services is determined by the Individualized Education Program team.

*Additional support services are:*

Occupational Therapy	Hearing Impaired Support	Assistive Technology
Physical Therapy	Visually Impaired Support	Social Workers
Speech/Language Support	Adaptive Physical Education	School Psychologists

## **School Social Worker Services**

Acting on behalf of the school, it is the role of the school social worker to take the leadership in intervening, as a child advocate between the home, school and other agencies, in order for the fullest potential of the child to be realized. The important systems of school, family, home and community agencies are used to support the growth and adjustment of children.

## **School Psychologist Services**

All students and their families enhance the rich diversity of the school community. School psychologists assist students and families in identifying their unique strengths, talents and needs. They work to assist teachers and parents in understanding the psychological, social and family dynamics impacting their lives. In recognizing a student's particular strengths and needs, educational personnel can gain additional insight into the sensitivity of each student.

## **School Counseling Program**

This K-6 curriculum is designed to provide students with a comprehensive school counseling program focused on academic, career and personal/social development. In the area of academic development, students will learn and implement strategies to enable them to experience academic success, maximize learning, and prepare for the future. The academic development area includes the acquisition of skills in decision making, problem solving and goal setting, critical thinking, logical reasoning, and interpersonal communication, and the application of these skills to academic achievement.

In the area of career development, students will develop a positive attitude towards work. Students will understand the relationship between success in school and future success in their respective career choice. The goal of this curriculum is to begin to introduce careers and exploring the world of work. Activities are based on career development standards aligned to Pennsylvania Career Education and Work Standards (2006).

In the area of personal/social development, students will create and apply strategies designed to support and maximize their personal growth and enhance their personal and social development. Students will acquire, practice, and synthesize knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others. Students will learn to make decisions, set goals, and take necessary action that will enable them to achieve their personal goals. Students will gain the safety and survival skills needed to effectively navigate situations they may encounter throughout their lifetimes. The school counseling program enables all students to achieve success in school and to develop into contributing members of our society.

## **School Health Program**

Student health and wellness are vital to the development of maximum success in school. The school nurse is an advocate for all students. In accordance with the Pennsylvania School Code, Pennsylvania Department of Health and the district's policies, the goal of the school nurse is to promote lifelong, healthful living through health education, wellness, identification of health problems and potential handicapping conditions. Using the strengths of the family, school and community, the certified school nurses assist students in achieving and maintaining their highest level of health and wellness.

## Homebound Instruction

Homebound instruction is provided when a student will be absent for a period of two weeks or longer and at the recommendation of the student's physician. Only a psychiatrist may make recommendations for emotional reasons. To receive homebound instruction, a request form, available at the school, must be completed and signed by a physician to indicate the nature of the disability and anticipated length of absence. The form should be returned to the Director of Pupil Services. Once approval is given, necessary arrangements to have a certified teacher visit the home will be made, providing a mutual time can be arranged. These services are provided at no cost to the parent.

## Support Service Personnel

Each elementary school has special education teachers, reading specialists, math specialists, response to intervention and instruction (RTII) facilitators, school counselors and certified school nurses. Contact information support service personnel can be found on individual school websites at <http://www.nhsd.net/Schools.aspx>.



## Morning School Care

In order to better meet the needs of busy families, the North Hills School District offers a morning care program in each of its elementary schools. The fee is \$3.50 per day. For more information, please contact the Director of Food Services at 412-318-1053.

The program operates from:

- 6:45 to 8:15 a.m. at Highcliff and West View (school opens to all students at 8:15 a.m.)
- 7:15 to 8:55 a.m. at Ross and McIntyre (school opens to all students at 8:40 a.m.)

\*Please note that morning care and before-school care programs are NOT available during on days with a delay schedule.

## After School Care

After-school care is available to all North Hills elementary students in their respective schools until 6 p.m. on school days. The after school care program is operated by the North Boroughs YMCA, call 412-761-1227 for more information. Registration forms for the YMCA after-school program are available at

<http://www.nhsd.net/Downloads/HighcliffMcIntyreRossWestView18192.pdf>.

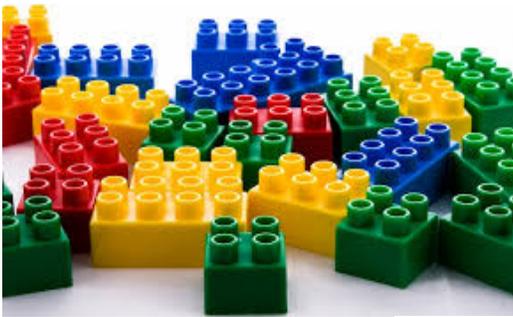
North Hills School District also provides a district-sponsored free after-school program **only** at Highcliff and West View elementary schools. All students who are utilizing the NHSD after-school program at West View and Highcliff will need to be picked up by a parent at or before 3:30 p.m. Parents **must** register for the NHSD free after-school program to ensure sufficient staff is available to supervise students. Only students who have registered will be permitted to use the program. Please register by filling out the NHSD free after-school program registration form available at

<http://www.nhsd.net/Downloads/Sign%20Up%20Form%20for%20NHSD%20After%20School%20Program%20at%20Highcliff%20and%20West%20View%20ADA%20Compliant%20PDF%20Document.pdf>.

## After School Activities

After school activities vary from building to building, however, all four elementary schools offer similar after school programs, sponsored by their respective parent organizations. Information can be found on the individual school websites, or PTA/PTO/PTSO websites. The following is a list of activities that are common among our elementary schools:

- Chess Club
- LEGO Club or Snapology
- Lab Ratz or Mad Science (STEM club)
- Cheer and/or Dance



## **Parent/School Partnerships**

In North Hills School District, we embrace partnering with parents and the surrounding community to bring educational and social activities to the schools to enhance our students school experience. To learn more about each elementary school's parent/teacher partnership organizations, contact information is listed below.

### ***Highcliff – PTO***

Contact [highcliffpto@gmail.com](mailto:highcliffpto@gmail.com) for more information

### ***McIntyre – PTSO***

Visit [www.mcintyreptso.com](http://www.mcintyreptso.com) for more information

### ***Ross – PTO***

Visit [www.rosspto.net](http://www.rosspto.net) for more information

### ***West View – PTA***

Visit [www.westviewpta.org](http://www.westviewpta.org) for more information

**North Hills School District  
Elementary Schools**

**Highcliff Elementary ..... Phone: 412-318-1582**

**Principal – Ms. Kristy Bilderback**

**McIntyre Elementary ..... Phone: 412-318-1622**

**Principal – Mrs. Michelle Spingola**

**Ross Elementary ..... Phone: 412-318-1542**

**Principal – Mr. Jason Beall**

**West View ..... Phone: 412-318-1502**

**Principal – Mr. Jesse Simpson**