



Pittsburgh Miller PreK-5

An African Centered Academy

Parent/Guardian/Student

Handbook

School Contact Information

2055 Bedford Avenue

Phone: 412-529-3830

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8:25 AM-3:10 PM

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Principal's Welcome Message



August 2023

Dear Parents/Guardians and Students –

HOTEP and welcome to the 2023-2024 school year at Pittsburgh Miller PreK-5, an African-Centered Academy! We are excited you have chosen to attend Pittsburgh Miller. At Pgh Miller, we exist to educate, empower and enlighten our students, welcoming their brilliance, restoring their joy and cultivating the genius that lives within. We aspire to create a culture of literate scholars who acquire self-actualization and student voice through the Principles of Nguzo Saba, and virtues of Ma'At, placing African Centered education at the center of learning. Our staff is ready to welcome and educate your child. In this handbook, you will find a wealth of information to help you navigate through this school year. Please take the time to read this entire document, and if you have any questions, please do not hesitate to contact the main office at 412-529-3830. We will gladly answer any questions that you may have.

Together, we will have triumph through the trauma of the past few years and we are determined to make this the best school year yet!

In Unity,

Dr. Margaret J. Starkes
Principal

Introduction

Vision Statement: We exist to educate, empower, and enlighten our students, welcoming their brilliance and higher-level thinking. We aspire to create a culture of literate scholars who acquire self-actualization and student voice through the Principles of Nguzo Saba and virtues of Ma’at, placing African Centered education at the center of learning.

Mission Statement: Our mission is to ensure that children at Miller receive a values-based education grounded in a foundation of Afrocentricity that will prepare them to be competent, confident, and conscious members of society. We will hold ourselves and one another, accountable for uplifting all children and being an extension of the home as students achieve academic excellence and strength of character. We commit to showing mutual respect, cultural equity, and balance, empowering our children to make productive contributions to their immediate community and world. Miller African Centered Academy will place people of African origin at the center of our learning, and we will give honor and respect to our ancestors, community, and selves.

Instructional Focus: All students at Pittsburgh Miller Pre K-5 will show measurable growth in Reading Comprehension through the implementation of school instructional strategies as measured by the district, state, and school-wide assessments.

Student Friendly Focus

When students encounter text, we expect that they will:

Read It,

Understand It,

Reread It,

Respond to It

SMART E Goal

70% of students in grades K-5 will be able to read, understand, and respond to various text types with proficiency at their Instructional level as measured by the PPS

Performance Tasks. 30% will grow within their proficiency level.

100% of students in grades K-5 will be able to demonstrate growth in problem solving by utilizing the 8 mathematical practices as indicated by their verbal and written responses on PPS exemplar tasks.

SIP (School Improvement Plan) Goals:

Mathematics: Three Read Strategy: allows students read word problems three times to allow students to access and to ensure that they deeply understand what they are being asked to do.

Literacy: Text Dependent Analysis: allows students to have a close read of the text in order to comprehend what they are reading prior to analyzing the text.

School-Wide Best Practices-REACH

At Pittsburgh Miller, we expect all educators to REACH by providing:

Rigorous Learning Environment

Engaging Tasks

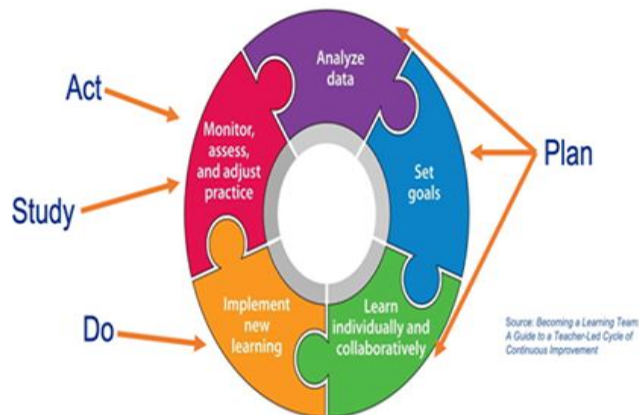
Active Student Listening

Culturally Relevant

Higher Order Questioning

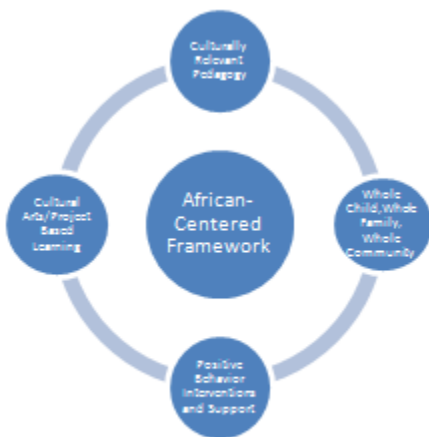


The Learning Team Cycle



We will use our Professional Learning Communities to engage in the following Learning Team Cycle to implement a Continuous Improvement Model to improve teaching practice and student learning. We will set SMART goals for students and KASAB goals for teachers based on student data. We will continue to analyze data, set goals, and update our School Improvement Plan as it relates to Culture, Systems and Instruction to improve outcomes for our scholars.

MILLER AFRICAN-CENTERED FRAMEWORK



Tenets of African Centered Learning at Pgh Miller

- Culturally Relevant Pedagogy
- Whole Child, Whole Family, Whole Community
- Cultural Arts and Project Based Learning
- Positive Behavior Interventions and Supports (PBIS)

Culturally Relevant Pedagogy: How we operationalize equity in the classroom?

In PPS, CRP is a framework for teaching that empowers learners by using cultural referents to support construction of knowledge, skills, and attitudes. Essentially, teachers use learners' lived experiences, backgrounds, and knowledge to authentically engage students in rigorous learning that develops academic success, cultural competence, and critical consciousness (Ladson-Billings, 1994). (Academic/pillars of success)

Cultural Arts programming serves as a critical component of African Centered Education. The aim of the program is to engage students, parents, teachers, and other stakeholders in diverse developmental processes that will positively impact growth in the areas of cultural awareness, positive racial identity, artistic skill development, social-emotional health, and holistic wellness.

Whole Child, Whole Family, Whole Community Our goal is to develop holistic wellness within our school community, providing social, emotional and mental health supports for children, families and staff.

Positive Behavior Interventions and Supports

By utilizing the Principles of Nguzo Saba and Ma'at, we will establish a standard for conduct that is consistent with excellence inside of African culture.

NGUZO SABA PRINCIPLES

The foundation of our instruction is a value system is Nguzo Saba, Kiswahili for (Seven Principles). Founded in 1965 by Dr. Maulena Karenga, Ph.D. the Nguzo Saba was developed and proposed during the Black Cultural Revolution in the Sixties as a necessary minimum set of principles by which Black people must live in order to begin to rescue and reconstruct our history and lives. The Nguzo Saba, at the core of the annual Kwanzaa celebration, are social principles dealing with ways for us to relate to each other and rebuild our lives in our own image.

1. UMOJA-UNITY: To strive for and maintain unity in the family, community, nation, and race.

2. KUJICHAGULIA-SELF DETERMINATION: To define ourselves, name ourselves, and speak for ourselves instead of being defined and spoken for by others.

3. UJIMA-COLLECTIVE WORK AND RESPONSIBILITY: To build and maintain our community together: to make our brothers and sisters problems, our problems and to solve them together.

4. UJAMAA-COOPERATIVE ECONOMICS: To build and maintain our own stores, shops and other businesses and to profit together from them.

5. **NIA-PURPOSE:** To make as our collective vocation the building and development of our communitiy in order to restore our people to their traditional greatness.
6. **KUUMBA-CREATIVITY:** To do always as much as we can in the way that we can in order to leave our communy more beatiful and beneficial than we inherited it.
7. **IMANI-FAITH:** To believe with all our hearts in our parents, our teachers, our leaders, our people and the righteousness and victory of our struggle.

VIRTUES OF MA'AT

MA'AT (PRONOUNCED Mu-aht) was the Ancient Egytian concept of order-law, morality and justice. In addition to the Principles of Nguzo Saba, Pgh Miller encourages our students, staff, teachers and parents to demonstrate the general **RULES OF MA'AT** as another way to improve the conditions of our community.

These rules include:

- **TRUTH:** I will always seek to know what is correct and I will not lie or speak falsely of my family or my race.
- **JUSTICE:** I will always be fair in what I do, and I will not cheat myself, my family or my race.
- **RIGHTEOUSNESS:** I will always be correct in what I do, and I will not allow others to influence me to do wrong to myself, my family or my race.
- **ORDER:** I will respect the natural order of the universe and I will not separate myself from that which gives order to myself from that which gives order to myself, my family, or my race.
- **BALANCE:** I will strive to understand and respect the need to be complimentary and I will not be in conflict with myself, my family, or my race.
- **HARMONY:** I will always be in rhythm with what is good, and I will never be in opposition to what is good for me, my family, or my race.
- **RECIPROCITY:** I will always strive to do the proper thing at the right time, and I will not bring shame to myself, my family, or my race.

The Power of Sankofa: Know History



Sankofa is an African word from the Akan tribe in Ghana. The literal translation of the word and the symbol is “*it is not taboo to fetch what is at risk of being left behind.*”

The word is derived from the words:

SAN (return),

KO (go),

FA (look, seek and take).

The Sankofa symbolizes the Akan people’s quest for knowledge among the Akan with the implication that the quest is based on critical examination, and intelligent and patient investigation.

The symbol is based on a mythical bird with its feet firmly planted forward with its head turned backwards. Thus, the Akan believe the past serves as a guide for planning the future. To the Akan, it is this wisdom in learning from the past which ensures a strong future.

The Akans believe that there must be movement and new learning as time passes. As this forward march proceeds, the knowledge of the past must never be forgotten.

CEREMONIES/RITUALS

UMOJA CELEBRATION

Umoja Circle (Unity) is the foundation that begins each instructional day at Pittsburgh Miller. The Umoja Circle reinforces positive values and principles and is also where all students and staff come together as one. The Nguzo Saba or Seven Principles (Unity, Self-Determination, Collective Work and Responsibility, Purpose, Cooperative Economics, Creativity and Faith) are the basic concepts taught during Umoja Circle time.

Template: Hotep Miller School Family HOTEPE (general body responds)

Please join us in singing the Negro National Anthem...

And now the Miller School Pledge...

We make our Umoja Circle:

Set the tone for our learning day.

To remember the greatness of Africa.

To remind ourselves that the potential for greatness is deep within each of us, and to recall the deeds of our ancestors, who have helped us along the way and to get to where we are.

We've got (Nguzo Saba principle) and that means _____. (General body repeats).
We've got (Virtue of Ma'At) and that means _____. (General body repeats).

Please listen to information about an ancestor that had _____ in his/her life and then say "Ashay" (ASHAY is commonly used in African American cultural ceremonies, like KWANZAA, to express positive acceptance to a statement. Much like AMEN meaning "And So It is so. This portion of the circle can be about an ancestor, an event, a school example, etc. It must tie into the principle of the month)

Today remind yourselves and each other that the potential for greatness is already within us. Let us all pull together today and every day! Harambee (7x)

CLASSROOM PROTOCOLS/AFRICAN-CENTERED TEACHING

The African Centered Academy will offer a core curriculum that every student will be expected to successfully complete at each grade level. It will be based on the current PPS Curriculum with supplementation of the Principles of Nguzo Saba, the virtues of Ma'At, and other African Centered values, beliefs, and content throughout. Formative and summative data will be used to measure student growth. Students will complete a culminating project as an additional indicator of understanding. This project-based learning experience will provide students with a tangible product that demonstrates evidence of learning and understanding of the topic.

Daily Classroom Just Write Ritual-At the conclusion of Umoja Celebration, students return to their homeroom classes for a brief classroom meeting (3-5 minutes in length), that reflects on the students' culture, interest, values. This may include a check in on the Courageous Conversations compass, the reading of a proverb, affirmation and/or the supports, virtues or principles needed to have a productive learning day.

All students will spend 3 minutes in quiet reflection/SEL Activity practicing mindfulness to think about centering themselves for the learning day.

Social Studies will be the primary vehicle used to launch our African-Centered infusion. However, it is expected that all content areas will reflect the African Centered learning experience.

Intervention: This is a half hour of intensive reading support that is given to all students K-5. All students will begin the school year with Reading Horizons to improve foundational literacy skills school-wide. Proficient students will participate in novel studies to build reading fluency and vocabulary programs to enhance robust vocabulary skills.

AFRICAN NATIONS

Each grade level team and special subject teachers will adopt an African Nation and Country to research and understand throughout the school year.

Grade Level	Nation	Country	Location
Kindergarten	Maasai	Kenya 	East Africa
First Grade	Hausa	Nigeria 	West Africa
Second Grade	Yoruba	Ghana 	West Africa
Third Grade	Wolof	Senegal 	West Africa
Fourth Grade	Berbers	Algeria 	Northern Africa
Fifth Grade	Zulu	South Africa 	South Africa
Library	Mbuti	Democratic Republic of the Congo: 	Central Africa
Williams	San	Namibia: Williams 	South Africa
Art	Berbers	Morocco: Lovaglio 	North Africa
Gym	Bemba	Zambia: Murray 	East Africa
Music	Chaga	Tanzania 	East Africa

Communication Procedures

Communicating with Teachers

Communication between parents/guardians and teachers is extremely important. However, certain procedures need to be followed so the time spent together can be productive. Please do not come to school in the morning before the school day begins with the expectation that you can talk with your child's teacher unless you have a previously scheduled appointment with the teacher. Teachers may have required meetings in the morning, or they may be preparing for the school day, so they may not be readily available.

Please also do not walk into the building during the school day and ask to meet with a teacher unless, again, you have scheduled an appointment. Teachers are assigned a phone number that is dedicated to them. They will have a voicemail attached to their number. Teachers will be required to check their voicemail daily and respond to calls as needed. Phone lists will be distributed in early September.

The teachers at Pittsburgh Miller PreK-5 are very willing to meet with parents/guardians to discuss student progress. However, they do need to know when you are coming so the discussion can be productive. Please remember to call and schedule an appointment if you need to speak with your child's teacher. Keep in mind that at times, a phone call can be as effective as a meeting and less time consuming for both you and the teacher.

Parent/Guardian-Teacher Conferences

At least one parent/guardian-teacher conference is scheduled during the school year. These conferences will be held each October. The hours of the Conference Day will be shared as the day nears. Teachers meet with parents/guardians and discuss the student's progress during 10-15-minute meetings.

2022-2023 Staff Information

Main office 412-529-3830

Principal	Margaret J. Starkes, Ed.D.	mstarkes1@pghschools.org	Main office ext. 2106
School Clerk	Runnell Jones	rjones2@pghschools.org	Main office ext. 2114
Student Data Systems Specialist	Brea Dixon	bdixon1@pghschools.org	Main office ext. 2686
Nurse	Kia Roberson	kroberson1@pghschools.org	Room 104 ext. 2107
Counselor	Brendan Duckett	bduckett1@pghschools.org	Room 214 ext. 5269
Kindergarten ITLK-2	Lisa Stewart	lstewart1@pghschools.org	Room 13a
Kindergarten	Prasanthi Reddy	preddy1@pghschools.org	Room 12
1 st Grade	Michelle Ebeck	mebeck1@pghschools.org	Room 106
1 st Grade	Vacancy		
2 nd Grade	Latisha Holland	lholland @pghschools.org 1	Room 107
2 nd Grade	Leigh Fox	lfox1@pghschools.org	Room 113
3 rd Grade	Joan Germany	jgermany1@pghschools.org	Room 212
4 th Grade (ELA)	Jennifer Coligan	jcoligan1@pghschools.org	Room 206
4 th Grade (Math/Science)	Dave Andrews	dandrews1@pghschools.org	Room 202
5 th Grade	Michael Martini	mmartini1@pghschools.org	Room 209
Learning Support	Laura Feger	lfeger1@pghschools.org	Room 13
Learning Support	Dana Williams	dwilliams6@pghschools.org	Room 108
Educational Assistant PSE	Portia Carter-Bishop	pcarter1 @pghschools.org	Room 108
Autistic Support (K-2)	Maria Vondas	mvondas1@pghschools.org	Room 112
Academic Coach	Leslie Walker	lwalker1@pghschools.org	Room 205
Math Coach	Nikki MacIsaac	nmacissac1@pghschools.org	
Reading Specialist	Vacancy		Room 10
Physical Education	Mike Murray	mmurray1@pghschools.org	Gymnasium
Visual Arts	Gina Lovaglio	glovaglio1@pghschools.org	Room 12
General Music	Kalista Heidkamp	kheidkamp1@pghschools.org	Room114
Library Services	Melissa Dwyer	mdwyer1@pghschools.org	Library
Speech Therapist	Vacancy		Room 204
Pre K II	Anita Churilla and Tonya Graham	achurilla1@pghschools.org; tgraham1@pghschools.org	Room 15 ext. 2112
Pre K III	Tanika White and Marla Wilson	twhite2@pghschools.org; mwilson1@pghschools.org	Room 16 ext. 2113
Pre K IV	Kelly Reed and Aisha Jackson	kreed3@pghschools.org; ajackson1@pghschools.org	Room 17 ext. 2109
Head Custodian	Vincent Williams	vwilliams2@pghschools.org	Room 9
Custodian	Joe O'Neill	joineill1@pghschools.org	Room 9
Food Service Manager	Jamal Jones	jjones1@pghschools.org	Cafeteria
Food Service Worker			
PSE Department			
PSE Program Officer	Amira Wolfson	awolfson1@pghschools.org	flexible
School Psychologist	Kara Issod	kissod1@pghschools.org	flexible

Morning Arrivals

Our doors open at 8:10 AM. for students who opt to have breakfast at school. Students who have breakfast at home can report directly to their homeroom to begin their learning day at 8:25AM.

BELL SCHEDULES

Doors Open/Breakfast/Transition	8:10: a.m. - 8:25 a.m.	15 minutes
Umoja Celebration	8:25 a.m. – 8:30 a.m.	5 minutes
1st period	8:30 a.m. – 9:15 a.m.	45 minutes
2nd period	9:15 a.m. – 10:00 a.m.	45 minutes
3rd period	10:00 a.m. – 10:45 a.m.	45 minutes
4th period	10:45 a.m. – 11:30 a.m.	45 minutes
Interventions	11:30-12:00 p.m	30 minutes
Pre K LUNCH	11:00a.m. – 11:30 a.m. (Pre-K lunch)	30 minutes
5th period-LUNCH	12:00 a.m.– 12:45 p.m. (K-2 lunch 12:00-12:25 /3-5 recess)	45 minutes
6th period	12:45 p.m.- 1:30 p.m.	45 minutes
7th period	1:30 p.m. – 2:15 p.m.	45 minutes
8th period	2:15 p.m. –3:00 p.m.	45 minutes
Homeroom/Dismissal	3:00 p.m. – 3:06 p.m	10 minutes

Dismissal Procedures

At approximately 3:00 p.m., all students will arrive at their dismissal locations. Students who ride a bus/van will be escorted to the cafeteria until their transportation arrives and walkers will be escorted to the Bedford Avenue exit. Parents can meet their children at the yellow railing/crossing guard. If you arrive after 3:10 p.m. your child will be in the main office. Please notify a member of our dismissal team and your child will be called down to you.

Parent/Guardian Roles During Arrival and Dismissal Times

For safety and security reasons, and to avoid interrupting instructional time, **NO early dismissal after 2:00 PM for students** unless there is a medical emergency and early notification.

Please see to it that your child is met at the school or walks home with someone. If they must walk home alone, please see that they have a safe route.

We ask that parents/guardians remain outside in the morning and afternoon. At dismissal time, students will be dismissed at the end of the ramp. Parents/guardians should be clear of the doors and ramp to make room for students to get by safely. Students who ride the afterschool program vans will be dismissed from the cafeteria. Parents/guardians can enter the building by appointment only to meet with teachers/administration.

If it is necessary to park the car and enter the school, it is important the cars are **not** parked directly in the front of the school. During dismissal, parents/guardians are **NOT** to block the Bedford Avenue entrance with their cars. Not only will this prevent congestion, but it will also allow the school buses and vans to leave in a timely manner.

Half-Day Schedule 8:25 – 11:45	
Homeroom	8:25 – 8:30
1 st period	8:30 – 8:55
2 nd period	8:55 – 9:20
3 rd period	9:20 – 9:45
4 th period	9:45 – 10:10
6 th period	10:10 – 10:35
7 th period	10:35 – 11:00
5 th period (K-2)/8 th period (3-5)	K -2 lunch: 11:00 -11:20
5 th period (3-5)/8 th period (K-2)	3 -5 lunch: 11:20 -11:40
Homeroom/Dismissal	11:40 – 11:45

2 Hour Delay Schedule 10:25 – 3:06	
Homeroom	10:25 – 10:30
1 st period	10:30 – 11:00
2 nd period	11:00 – 11:30
3 rd period	11:30 – 12:00
LUNCH (same)	12:00 – 12:45
SEL	12:45 – 1:00
4 th period	1:00 – 1:30
6 th period	1:30 – 2:00
7 th period	2:00 – 2:30
8 th period	2:30 - 3:00
Homeroom/Dismissal	3:00 – 3:06

Student Expectations

Student Responsibilities

Homework

Homework serves an important purpose in your child's school life. It is a means of reviewing and reinforcing the lessons taught in school. Homework is also a way to help your child develop work and study habits that will assist him or her throughout the years spent in school. **Homework completion constitutes 10% of your child's grade in graded subject areas.**

You can help your child develop some routines that will be of assistance in successfully completing homework assignments. The following suggestions are offered for this purpose:

- You will receive specific information regarding your child's homework from the subject teacher. Don't hesitate to call or email your child's teacher(s) if your child has not been bringing work home or he/she states that there is no homework in a particular subject.
- Look for and request the homework guidelines that are specific to your child's classroom.
- Ask your child if he or she has homework that day. Be aware that homework is assigned every day except Friday or the day before a holiday. If your child indicates he/she does not have homework and it is not a weekend, you should be concerned. By asking your child about homework, you are helping your child to remember there is an assignment to be completed.
- Become interested in your child's homework. Ask your child to show the homework to you and to explain what the work completed was about. Sharing your child's work with him or her reinforces the importance of homework and helps the child to understand you are interested in his or her progress. Looking at your child's homework also keeps you informed about your child's progress and the way in which he/she is able to complete the work assigned.
- Remember that homework is your child's work, not yours. If your child has trouble with a homework assignment and cannot complete it, write a note telling the teacher about the problem. It is the teacher's responsibility to make sure the homework assignment is clearly understood by each student.
- Help your child maintain a regular homework time each day. Free your child of other responsibilities at that time.
- Provide your child with a quiet place to work and study, where he or she is not disturbed by younger children, pets, TV, radio or any other distractions.

The following are homework guidelines for the kindergarten, primary and intermediate grades:

Kindergarten

- Each student will be assigned homework four nights per week for a maximum of 15 minutes per night.

Primary Grades (1-2)

- Each student will be assigned homework four nights per week for a maximum of 30 minutes per night.
As an example: Reading - 15 minutes; Mathematics - 10 minutes
Language Arts - 5 minutes

Intermediate Grades (3-5)

- Each student will be assigned homework four nights per week for a maximum of 60 minutes per night.
As an example: Reading - 20 minutes; Mathematics - 15 minutes
Language Arts - 10 minutes; Social Studies - 15 minutes

Science Homework

- Your teacher will review the requirements for the science homework for each particular grade level.

Student Code of Conduct

Please refer to the PreK-5 Student Code of Conduct at www.pghschools.org/domain/43 for further information

Consequences for Poor Behavior

All students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school system and not infringe on the rights of others. There are consequences to violations of the rules of the Student Code of Conduct. Some are district-wide, while others are school-based.

Teachers are expected to manage most discipline issues within their classroom. This may occur through phone calls home, meetings, etc. At Pittsburgh Miller PreK-5, we use suspension as a last resort. There may be times suspension is used even when the child has never been referred to the office. This would occur when the infraction is considered serious enough to warrant this consequence. We attempt to deal with student problems through discussion and conflict mediation. Please refer to the PreK-5 Student Code of Conduct at www.pghschools.org/domain/43 for further information

Several staff members have been trained in conflict mediation and the students are made aware of this method of problem solving. We have found that students are seeking out adults to help them resolve their problems. Parents/Guardians are notified when students are having difficulties with their behavior sometimes so they can provide us with additional assistance, other times just so they are aware of the problem. Also, there may be times when it is necessary to bring children to school to talk with the principal, teacher or another parent as a way to resolve the problems the child may be experiencing.

PBIS-Positive Behavior Incentive Systems

Behavior Expectations/Rules-3Be's

Behavior expectations are set forth so the whole school is adhering to the same rules. Please review the rules below with your child so he/ she is informed of the expected norms of behavior at Pittsburgh Miller.

Classroom: Be Respectful, Be Responsible, Be Safe

- Keeping your mask on.
- Following all social distancing guidelines.
- Sitting in your seat
- Waiting for adult directions
- Putting four on the floor
- Using voice level zero or one
- Listening/following directions
- Waiting our turn to speak, saying please and thank you
- Raising our hands
- Keeping hands, feet, and unkind words to ourselves
- Be ready to work/work together
- Respecting property
- Leaving all coats, hats, hoodies, and sweatshirts in your locker before going to class

Bathroom: Be Respectful, Be Responsible, Be Safe

- Keeping your mask on.
- Following all social distancing guidelines.
- Keeping hands, feet, and unkind words to ourselves
- Using toilet properly
- Flushing
- Walking Using
- voice level 0 or 1
- Keeping hands to ourselves
- Keeping it clean

- Using what we need
- Respecting other's privacy
- Taking turns
- Washing hands with soap and water

Hallway: Be Respectful, Be Responsible, Be Safe

- Keeping your mask on.
- Following all social distancing guidelines.
- Looking and listening for the signal
- Walking in a single file
- Staying to the right
- Keeping hands, feet, and unkind words to yourself
- Speaking at voice level 0
- Keeping personal space
- Keeping belongings to ourselves
- Following stopping points
- Carrying a hall pass

Cafeteria: Be Respectful, Be Responsible, Be Safe

- Keeping your mask on.
- Following all social distancing guidelines.
- Keeping hands, feet, and unkind words to ourselves
- Walking in a single file
- Sitting quietly at our table
- Waiting for directions
- Using voice level zero or one

- Saying please and thank you
- Keeping our area clean
- Staying seated
- Looking and listening for signal
- Using the bathroom during lunch

Valuable Possessions and Cell Phones

Students should not bring their personal belongings or money to school since there is always the possibility of these items being lost or stolen. If there is a reason for bringing such items to school, they should be brought to the office for safekeeping. The school will not be responsible if students choose to bring toys or other personal items to school. They may be taken and returned at a later time. All cell phones are to be turned in to their homeroom teacher at the start of the day. If students fail to turn in their cell phones, they will be collected by security and must be picked up by a parent. **Lost and Found:** The main office and cafeteria have a lost and found center for students to locate missing items.

Dress Code

- Slacks/pants/walking shorts/culottes/skirts or jumpers: **solid khaki or navy blue**
- Oxford button-down shirts/blouses, short-sleeve, or long-sleeve; **solid white, blue, red or yellow**
- Polo shirts: **solid white, blue, red, or yellow**
- Miller T-Shirts: **Miller School shirt or dashikis**
- Sweaters/pullover sweaters: **solid white or blue**
- No flip-flops

DRESS DOWN FRIDAY

- This only occurs with prior approval from administration. A note will be sent home to remind parents.

PLEASE NOTE:

- At no time are jeans of any color acceptable unless it is part of the Dress Down Friday event.

Lockers

Each student will be assigned a locker. Locks are not permitted on lockers. Students should not bring valuables to school. The valuables will not be replaced. Students are permitted to go to their locker at the beginning and end of the school day and before and after lunch.

School-sponsored Events

School Awards

In addition to the acknowledgements students may receive in their classes, they also receive awards after each report period during the awards assemblies. Students are acknowledged for academic performance, science work, 25 books success, citizenship, and perfect attendance. Awards assemblies to acknowledge student success during each report period will be held at least one week after report cards have been distributed. Information regarding the date and time of these events will be communicated as they are scheduled. Students are also celebrated for earning 80% or higher for meeting behavioral expectations in Class Dojo. These students receive awards, incentives, and privileges throughout the month for their model conduct and citizenship

TEAM UMOJA

Individual students can receive Umoja money when they are “caught doing something good”. This could be for helping another student, doing well in class, cleaning up their area without prompting, etc.

Entire classes can receive Umoja Money for good class behavior, i.e. walking quietly in the hall, behaving properly anytime or anywhere, completing a task appropriately, etc.

The names of students receiving awards are given shout outs during Umoja Celebration and can use their Umoja money to buy prizes at the end of the week.

25 Book Goal

Each year the Pittsburgh Public Schools challenge all students to read at least 25 books during the school year. The more students read the better their fluency will become, and their vocabulary will grow. We have asked students to use a reading log to record the books they have read over the summer and to bring the logs to school on the first day. These books, if they are grade appropriate, will be included in their 25 book reading logs. We will set benchmarks during the year and acknowledge students who have reached them. During the year we provide several incentives to encourage students along.

Intramural Sports-

Intermediate grade students can participate in intramurals after school with the physical education teacher. Before intramurals begin, permission slips will be sent home with interested students to secure permission for participation.

School Pictures

Lifetouch Photography takes pictures of the students in early fall and spring. All students have their pictures taken in the fall so we can use them for school purposes. If the pictures are to be purchased, payment is due the day the pictures are taken whether in the fall or spring.

Fundraising

The school engages in several fundraisers during the school year and all proceeds go to the students. There are other times when fundraising may occur. In the past, fifth graders have taken an end of the year trip and earn money through fundraising to pay for the trip. There are also times when the school would like to work with artists or performers who can enhance the curriculum. Since there is no money in the budget for this, there may be a need to fundraise. You will be told the purpose of all fundraising prior to the fundraiser occurring.

Field Trips

Students take a variety of field trips during the year. Most are an extension of the classroom instruction; others are for fun. You will be asked to sign a permission slip for each trip. You will be notified of every field trip as it approaches with the opportunity to state that you would prefer your child not attend. We appreciate parental/guardian involvement on the field trips and often request volunteers to help chaperone. All adults who volunteer on field trips must have clearances related to criminal history and child abuse. Our staff in the main office has these forms.

Library

Pittsburgh Miller PreK-5 has access to a school library and a librarian. She also works closely with the classroom teachers to provide students with enrichment opportunities. In addition, she works with the students on their research and investigative skills. Please also make use of the Hill district Carnegie Library. They are wonderful in dealing with children through their selection of books, story-time and help with research projects.

Attendance

Class attendance and participation in classroom activities are the basic underlying components of a student's academic work and are necessary for the accomplishment of curriculum objectives. Therefore, student absences necessitate the completion of make-up assignments. The assignments must be completed prior to the close of grades for students to earn credit for the work completed.

However, a student should not receive a failing grade for excused absences if the student has made up all of the missed assignments.

Attendance-Related Procedures

Homeroom teachers are responsible for maintaining accurate school attendance records and contacting parents/guardians after three (3) illegal absences. The teacher contact should be by telephone, but if this is not possible, the counselor/village coordinator may contact by mail.

Legal notices shall be issued to parents or guardians of students who are illegally absent for any extended period and in every instance no later than the third day of illegal absences in any semester. Prosecution procedures shall be initiated if illegal absences continue after a legal notice has been sent.

If you have further questions, please contact our School Counselor, Mr. Brendan Duckett at (412) 529-5269.

Addressing Violations of the Attendance Standards

A parent or guardian shall be notified when a student has one school day of illegal absence; a second occurrence will trigger a legal notice to the parent/guardian. The third occurrence of truancy will trigger a legal notice to be sent by certified mail and regular mail to notify the parent/guardian they are subject to court action without further notice if future truant acts occur. They will be invited to attend a Truancy Elimination Conference at the school.

The homeroom or classroom teacher will notify the parent or guardian by phone and the school counselor may follow up with written notification by regular mail or email. The written notification can be in the form of a letter or post card, return receipt requested. The teacher will also notify the principal or designee that notification has been sent. The principal or designee will meet with the parent/guardian to discuss the student's attendance.

Parents/Guardians may write absence notes for first ten (10) absences. All absence notes must be submitted within three days of return to school. Students who are absent more than ten (10) days, except for suspensions, will need official verification of illness, bereavement, or court appointment. If absence notes are not received for either case within three days, these absences are categorized as permanently unlawful. After ten (10) total absences, students must have verification in addition to notes. Excessive absences without documentation will generate notices of unlawful absence and/or court citations.

Make Up of Legal Absences

When students are absent from school for legal reasons, a written explanation of the absence must be provided to the homeroom teacher upon return to school. This must be signed by the parent/guardian or supported by the appropriate medical or legal personnel. Teachers will provide students with make-up classroom assignments. When students complete and return make-up assignments, it will be included along with other student work to determine the student's report period grade. However, classroom participation is an important part of a student's report period grade and will be included in calculating the grade.

If students are participating in school approved activities such as field trips, service learning, assemblies, support groups, counseling, mentoring, tutoring, etc., they should not be marked illegally absent from school or class. In these instances, students must be permitted to make up missed assignments or exams, which will be included in calculating the student's report period grade.

Tardiness and Early Dismissals

Tardiness and early dismissals affect attendance since students who arrive late or leave early are missing some of their classes. Arriving late deprives the tardy student of important instructional time. In addition, tardiness interrupts the instruction of those students who do arrive on time because the teacher must stop instruction to tend to the tardy student. The same holds true for those students who leave early. They are losing out on instruction and hold the class back on the following day because the teacher must help the student with the material he or she has missed.

Bus students who arrive late due to bus issues, i.e. bad weather or traffic, are not held responsible for the tardiness. These tardies, however, are recorded and shown on the report card and attendance reports. If a student missed his/her bus for reasons unrelated to the bus, he/she will be held responsible for the tardy and may receive lunch detention. Students who miss the bus are expected to come to school another way. Otherwise, it is considered an illegal absence.

If an early dismissal is necessary, please write a note indicating the reason and the time the student will need to leave school. After the student shows the note to the homeroom teacher, it will be shared with the office staff, so

they know of the dismissal when the parent/guardian arrives to pick up the student. The student will not be released from class until the designated person has arrived at the office. Please make sure you sign your child out in the early dismissal book.

Students who are tardy do not have perfect attendance even if they are in attendance every day. To be acknowledged for perfect attendance at the awards assemblies or VIP trips, the student must be in school every day, all day

Keeping Primary/Emergency Contact Information Up to Date- Change of Address/Phone

Please remember to ensure your primary and emergency contact information is up to date at all times. Having working telephone numbers is important for staff at Pittsburgh Miller PreK-5 to be able to reach you or your designated family or friends in the event of an emergency with your child or at the school. Please share our visitor procedures and school safety information with all the individuals you designate as an emergency contact. A child's emergency contact is the person who is responsible for picking up your child in the event you or your child's additional guardian is unavailable. As a school, we take the releasing of any child to an unknown adult very seriously. Therefore, it is important to make sure each of your child's emergency contacts know the following when visiting our school.

Safety

Visitors Policy:

- All visitors will be admitted to the school by appointment only.
- All visitors will be asked to sign the visitor register and provide their driver's license or other state-issued photo-identification.
- Once registered, the visitor will be issued a Visitor Identification Badge, which must be always displayed while the visitor remains in the school building or on school premises.
- Visitors must always remain in approved areas only and act in a manner appropriate to the safe functioning of the school environment. Any individual who engages in uncooperative or disruptive behavior will be required to leave the premises.
- Upon conclusion of the visit, the visitor must return to the main office, sign out on the Visitor Register and return the visitor badge.

The District reserves the right to deny an individual entry to any school building, when there is reason to believe that such individual's presence would be detrimental to the operation of the school and the learning environment.

Student Entry:

Our doors open at 8:10 AM. for students who opt to have breakfast at school. Students who have breakfast at home can report directly to their homeroom to begin their learning day at 8:25AM.

Student Dismissal: see pages 15 and 16

Lockdown/Modified Lockdown/Reunification:

To ensure the safety of all students, staff and visitors, Pittsburgh Miller PreK-5 follows the district's visitor procedures outlined below and has a comprehensive school safety plan. The safety plan outlines the roles and responsibilities of staff in the event of a school-based or external issue/emergency. In addition, throughout the year,

students participate in various safety drills to ensure students and staff are prepared in the event of an emergency. Safety drills may include fire, lockdown, bus, and severe weather.

In the event of an emergency, School Police or Pittsburgh City Police, may recommend Pittsburgh Miller PreK-5 be placed in a modified lockdown, full lockdown or evacuate to an alternative site. The procedures for these actions are listed below.

Modified Lockdown

A modified lockdown means that normal instructional activities continue as much as possible; however, no outside events, field trips or outside activities occur unless explicitly cleared by School Police. While in modified lockdown, entry and exit to the school will be restricted and only individuals with a pre-existing appointment are permitted to enter the school facility. A modified lockdown may be called when there is a community issue that is external to the school and not directed at the school.

Full Lockdown

In the event of a lockdown, all exterior doors and windows will be locked and no one aside from emergency/administrative crisis team personnel will be permitted to enter or exit the school facility. During full lockdown, students will be kept safe in individual secured classrooms during the event and are not permitted to go outside or attend outside activities or field trips. School Police or school leadership will place a school on full lockdown to minimize student/staff exposure to a potential threat. For example, this procedure may be used when City of Pittsburgh Police or School Police warn the school of a fugitive in the neighborhood or when a threat has been received by the school.

Evacuation

Evacuations may occur in the case of a threat, fire or other event making the school building unsafe. Students and staff will be evacuated to a designated evacuation site when leaving the building is the safest alternative. Pittsburgh Miller PreK-5 evacuation site is Ammons Recreation Center, The Hill House Senior Center or Pittsburgh Weil Elementary School. In the event of an evacuation, attendance is taken to assure all staff and students are out of the building and arrive at the designation site safely.

The following standard reunification plan will be implemented to ensure all students are safely returned to their families. During a reunification, families are directed to:

- Bring a valid form of Identification (ID)
- Follow signage and parking direction of reunification location.
- Complete the provided reunification form.
- Choose the check-in line that corresponds to your student's grade.
- Provide school personnel at the check-in table with a valid form of photo ID and the completed reunification form.
- Wait patiently as a District staff member retrieves and escorts your student to you.

Only approved adults with valid photo identification will be allowed to pick-up students from the evacuation location.

Parent Communication- COMMUNICATION WITH FAMILIES DURING AN EMERGENCY

If Pittsburgh Miller PreK-5 is placed on a modified lockdown, full lockdown or is required to evacuate to an alternative site, an attempt will be made by personnel at Pittsburgh Miller PreK-5 or the District to contact families as quickly as possible through the phone messaging system.

This communication will occur when the school emergency occurs and again when the emergency is resolved, or information has changed. For this reason, it is important to complete all paperwork at the beginning of each school year and contact the school anytime primary or emergency contact information changes.

- While it is important for us to quickly update parents, it is also important that the information we send is accurate. Please be aware that emergency situations are fluid and always changing, and that information received from non-District sources such as the news media and social media may be inaccurate. Depending on the type of emergency, the District may also utilize its website, Facebook, Twitter, and ClassDojo accounts to provide timely information to families.
- In addition to a phone call, an additional notice may be sent home with students or emailed to families. The notice may include other information as appropriate such as lunch changes, transportation adjustments and extra-curricular and co-curricular activity modifications.
- When receiving a phone call that Pittsburgh Miller PreK-5 has been directed to be placed on a modified lockdown, full lockdown or has been evacuated, please remain calm and do not attempt to come to the school. We understand that the first reaction of many families is to come to the school; however, families should wait until they are advised that it is safe to pick up their child. Families arriving unadvised to the school may actually hinder the emergency response and could jeopardize their own safety. In extreme cases, law enforcement can arrest anyone who they determine is compromising their efforts.
- If your child calls or texts you during a school emergency, please encourage him or her to remain calm and follow the directions of the teachers and staff. Also encourage your child not to post information to social media sites as it can lead to misinformation and confusion.

The District has strong partnerships with local law enforcement and will work collaboratively with City of Pittsburgh Police to respond quickly to potential threats and always ensure student and staff safety. Please contact the main office if you have any questions regarding these procedures.

Keeping Primary/Emergency Contact Information Up-to-Date

Please remember to ensure your primary and emergency contact information is up to date at all times. Having working telephone numbers is important for staff at Pittsburgh MillerPreK-5 to be able to reach you or your designated family or friends in the event of an emergency with your child or at the school. Please share our visitor procedures and school safety information with all the individuals you designate as an emergency contact. A child's emergency contact is the person who is responsible for picking up your child in the event you or your child's additional guardian is unavailable. As a school, we take the releasing of any child to an unknown adult very seriously. Therefore, it is important to make sure each of your child's emergency contacts know the following when visiting our school.

- **Must show proof of identification.** A child will not be released to an individual that does not show proper identification or if the identification does not match the information in the District's student information system.
- **Must understand the District's visitor procedures.** All visitors must use the main entrance of the school building and sign-in in the main office. No visitors are permitted to visit classrooms or walk hallways or main areas of the school without signing in.
- **Must understand District's Reunification procedures and know child's school reunification location.** Each school has an alternative location for pick-up in the event of a school-based emergency. Any individual

wishing to pick-up a child from an alternative location, must be listed as parent/guardian or emergency contact and must show proof of identification.

Inclement Weather School Closings

Please listen to the radio or watch TV to learn of school closings. We recommend the District’s social media platforms. If you do not hear that Pittsburgh Public Schools are closed, please assume they are open. Individual schools are not identified as being closed unless there is a problem specific to that school. When you hear that the Pittsburgh Public Schools are closed, Pittsburgh Miller PreK-5 is closed. When the schools are closed, school staff does not report. Therefore, no one will be here to provide you with information.

School Delays

Some days, a two-hour delay is enough time for the roads to be salted and for traffic to end. Students are not to report to school until 10:10 a.m. for a two-hour delay. The buses will also run on a delayed schedule. Please make sure you have a plan for your child(ren) when the weather may cause a delay or closing. It is important to determine who will be responsible for them if you must work prior to the morning of the snow. **There will be NO after-school activities occurring on two-hour delay days.**

Emergency-Related School Changes

If there is ever a need to evacuate the school building, students will be taken to The Resilience Project or Ammons Recreation Center on Bedford Avenue or Pittsburgh Weil on Centre Avenue. After we are settled there, school staff will make phone calls from either location. It is extremely important we have up to date phone numbers and emergency numbers especially for this purpose.

If there is a tornado-related emergency, students will remain in the school and follow the procedures practiced during the severe weather drill. If injuries occur, we will contact families and work with UPMC–Children’s Hospital or another emergency room facility within the city of Pittsburgh.

Academics

Citizenship Grades: O-Outstanding S-Satisfactory U-Unsatisfactory N-Needs Improvement

Grades are based on the 3 Bes (see pages 18-21)

Special Programs

Students who qualify for the District’s Gifted Program will attend the Elementary Gifted Center on Tuesdays each week. Students who qualify for assistance in their academic classes receive help at Pittsburgh Miller PreK-5 during the school day.

Student Support

Multi-Tiered System of Support (MTSS)

The MTSS Team is a group of teachers and specialists who assist classroom teachers to resolve academic and behavioral difficulties experienced by their students. Using precise classroom-based techniques of assessment and intervention, the MTSS identifies effective instructional practices and coordinates needed services. The PA Regulations and Standards for Special Education require that schools use MTSS prior to referring students for evaluation for special education.

Students can be referred to the MTSS team by teachers, administrators, and parents/guardians. If you feel your child's academic progress or behavior is not meeting your expectations, you should meet with the child's teacher and the school counselor to express your concerns. The instructional support process takes 60 days to complete, so it is important to talk to school staff as early in the school year as possible.

Standardized Tests

Students also are given several standardized tests which are used to compare our students to students in the district, state, and country and to show student progress toward the PA Common Core Academic Standards in math, ELA and science. The testing schedule will be distributed prior to the test being administered.

Policy 102 – Non-Discrimination in School and Classroom Practices

Board Policy 102 states in part:

The Board declares that it is the policy of the District to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy, or disability.

The District is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the District and is prohibited at or, in the course of, District-sponsored programs or activities, including transportation to or from school or school-sponsored activities. Discrimination is also prohibited in any remote learning program or activity of the District.

For the full text of Board Policy 102-Non-Discrimination in School and Classroom Practices, please visit: <https://www.pghschools.org/nondiscrimination-policy>

Title IX Procedures

For information about our Title IX procedures, please visit:

<https://www.pghschools.org/titleIX>

Counseling

Miller PreK-5 Counseling Department Mission Statement

The mission of Pittsburgh Miller PreK-5 counselor's office is to provide a comprehensive, developmental guidance program that allows all students full access to the resources and supports available to reach their full potential. In accordance with the American School Counseling Association, the Pittsburgh Miller Pre K-5 School Guidance Office will work within the three domains: Academic, Personal/Social, and Career, using the delivery systems to ensure that all students will emerge socially engaged, emotionally capable, civically dutiful, and educationally equipped to establish well led and meaningful lives.

Miller PreK-5 Counseling Department Vision Statement

The school guidance office at Pittsburgh Miller PreK-5 prepares its students for life beyond school, to the extent that we employ and engage in practices that promote high academic achievement, social emotional learning and development, as well as preparation for college and/or career-related decision-making skills.

Miller PreK-5 Counselor Beliefs (Some of this comes from PPS District Beliefs)

- All children can learn at high levels.
- All students need a safe and healthy learning environment to thrive.
- All students should have equal access to the counseling department regardless of race, national origin, sex, religion, or handicap.
- All students should be treated with fairness, dignity, and respect.

Program Goals

To encourage students in having positive peer interactions.

To help students make appropriate and satisfactory personal and educational choices.

To help students learn, recognize, and discover themselves in effort to promote self-awareness.

To educate students on the importance of behavior and managing their emotions.

To help students develop the skills of self-study, self-analysis and self-understanding.

To help student develop positive attitudes to self, to others, to work and to learning.

To help students who are underachieving use their potentials to the maximum.

To help children relate behavior meaningfully to cognitive achievement and the chances of success in life.

To help students acquire as early as possible in their lives a positive image of self through self-understanding and self-direction.

To assist students in the process of developing and acquiring skills in problem solving and decision making.

Health Services

The following forms (#1-6) are required for **ALL Kindergarten** students:

1. **Emergency Care Form (ECF)**– (kept on file in their health record and in the office for emergencies) This form must be completed (front and back) and signed by parent/guardian. This form is very important, as it contains contact phone numbers, medical information, allergies to be aware of, and contains consent for the School Nurse to treat your child with specific over-the-counter medications at school.

2. **Child’s Medical History**– (kept on file in their health record) This form, which is also the 1st page of the Physical Exam Form, must be completed and signed by parent/guardian.

3. **Physical Exam**– We are required by law by the state of PA to have a copy of this physical exam in their school record. It is mandated by the state for children in Kindergarten and Sixth grades.

4. **Immunizations**– Your child must be up to date and a copy of their records must be given to you School Nurse. They are required by law by the state of PA and Allegheny County.

5. **Lead testing**– (required by law by Allegheny County) This form must be completed by your child’s healthcare provider. Please ask during your visit that they assist you in providing proof of lead testing.

6. **Family Dentist Report**– (mandated by the state of PA for children in Kindergarten and Third Grades)

Medication

Under no circumstance is medication to be administered by School District nurses to students unless the school principal has received the Consent for Administration of Medication and Medical Order. This form is to be completed by the parent/guardian and the doctor ordering the medication.

Please do not send your child to school with medicine without this paperwork as we will not be able to administer the medication without the paperwork completed. No medication of any kind can be kept in the child's possession or stored in any of their personal areas.

The following form is only required for students who require medication in school.

Ø The "Consent for Administration of Medication" form needs to be signed both by you the parent and the child's Healthcare Provider. This is only for students who need medication at school. All medications (pills, liquid, inhalers, and injections) need to be given to the School Nurse in person, and in the original labeled pharmacy containing the student's name, medication name, dosing amount, dosing time and route of administration (i.e. swallow by mouth, inhale 2 puffs, etc.). No other containers will be accepted. Please do not send medications into school with your student or in your child's book bag. It is not safe and it may not get to the Nurse's Office. Thank you.

*Please notify the School Nurse IF:

- Your child has asthma: the "Asthma Action Plan" form along with the doctor's order for their rescue medication must be completed and submitted to the School Nurse in case of an emergency.
- Your child has a severe allergy: the "Anaphylactic Allergy Action Plan" form along with the doctor's order for their rescue medication must be completed and submitted to the School Nurse in case of an emergency.
- Your child has any food intolerances or allergies: the "Medical Plan of Care for School Food Services" form needs to be filled out by you the parent/guardian and the child's doctor. This form is shared with the Cafeteria Director and allows your child to be served a special diet.
- Your child has a seizure disorder: the "Seizure Action Plan" form along with the doctor's order for their rescue medication must be completed and submitted to the School Nurse in case of an emergency.
- Your child has any other health condition that the School Nurse needs to be aware of including an active case or direct exposure to the COVID-19 virus as soon as you become aware.

Health Information: Physical examinations from your healthcare provider are due the first day of school in KG/1st grades. In addition, please turn in a dental exam in KG/3rd grades. You can update your child's health information for continuing and new chronic health conditions, as well as medications he/she is taking by completing both sides of the yearly Emergency Care Form (ECF) and turning it in to the School Nurse.

Medications: Whenever possible, medications should be scheduled during non-school hours. However, in the event that your child needs medication during school hours, please have your healthcare provider complete the Consent for Administration of Medication and Medication Order Form. All documents can be obtained from the nurse's office or downloaded from the PPS Health Services Forms website (<https://www.pghschools.org/Page/647>). All medications must be brought into the nurse's office by the parent/guardian in the original container showing the student's name

and pharmacy dosing information. As needed medications i.e. (rescue inhalers, epi pens, and diastat) also require a new order, new consent, and new actions plans every school year.

Screenings: All students will have screenings completed based on the PA Department of School Health guidelines for their grade level. If there is an abnormal finding, parents/guardians will be notified by letter or phone call. Please contact your school nurse directly if you have any concerns regarding the screening process.

Emergency Care Forms: If you have not done so already, please complete your Emergency Care Form. The only way a nonprescription over the counter medication will be given i.e. Tylenol, Antacid, Benadryl, or Ibuprofen, is by completing and signing the Consent for Treatment of Child section on Page 2 of the Emergency Care Form. PPS does not allow verbal permission for any medications to be given at school.








Illness and Injury: If your child is injured at school, he/she will be assessed by the school nurse. You will not be contacted each time your child visits the nurse, however, in the event your child appears to have a serious injury or illness, every effort will be made to notify you. Please make sure all phone numbers and health information is kept current throughout the school year. Children with a temperature of 100 degrees or higher will be sent home immediately. Please keep your students home from school until they are fever-free (below 100 degrees F) for 24 hours without fever reducing medications (i.e. Tylenol and Ibuprofen). You must contact the school nurse before bringing your child(ren) to school after an exposure to or testing positive for the COVID-19 virus. In the event of a positive COVID-19 case in your home, please speak to the school nurse for guidance on safe return to school.

Communicable Diseases: Children with other symptoms of a possibly communicable disease will be sent home from school at the discretion of the school nurse. If your child has been diagnosed with a possibly contagious illness, such as Flu, Covid-19, Chicken/Monkey Pox, Ringworm or Strep Throat, please notify the nurse as soon as you become aware and prior to your student's return. Per PPS Policy, all students/staff are required to wear a mask upon entering the School Nurse's Office.

Head Lice: Is a common community problem. They are not dangerous and do not transmit disease. The school nurse will notify a parent/guardian if lice and/or nits are present for pick-up and immediate treatment.

Food Allergies: Many students have food allergies. It is imperative that parent/guardians notify the school nurse and student's teacher of any allergies ASAP. Your child's homeroom teacher will explain the snack and party food policy. Please have your physician complete the Anaphylactic Allergy Action Plan and Medical Plan of Care for Food Services along with a Medication Administration and Medication Order Form if an epic pen is needed for your student's specific allergic reaction.

I NEED TO STAY HOME IF...

I HAVE A FEVER	I AM VOMITING	I HAVE DIARRHEA	I HAVE A RASH	I HAVE HEAD LICE	I HAVE AN EYE INFECTION	I HAVE BEEN IN THE HOSPITAL
						
Temperature of 100.4 or higher	Within the past 24 hours	Within the past 24 hours.	Body rash with itching or fever.	Itchy head, active head lice.	Redness, itching, and/or "crusty" drainage from eye.	Hospital stay and/or ER Visit

I AM READY TO GO BACK TO SCHOOL WHEN I AM....

Fever free for 24 hours without the use of fever reducing medication i.e. Tylenol, Motrin	Free from vomiting for at least 2 solid meals	Free from diarrhea for at least 24 hours	Free from rash itching, or or fever. I have been evaluated by my doctor if needed.	Treated with appropriate lice treatment at home and proof is provided to nurse.	Evaluated by my doctor and have note to return to school	Released by my medical provider to return to school.
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Technology

Please read the Acceptable Use Policy for information on the following:

Computer Use at School

One-to-one Program Expectations

Damage and Repairs

Hotspots

https://pghboe.az1.qualtrics.com/jfe/form/SV_3sbuKDIEuWwV1eS

Co-curricular program

see pages 22 and 23

Additional Information

Parent School Community Council (PSCC) Parents will receive an invitation to our monthly Parent School Community Council events.

Parent School Community Council Meeting dates 2023-2024

September 28th

October 26th

November 16th

December 14th

January 25th

February 22nd

March 22nd

April 19th

May 17th

Stay Connected with: Monthly newsletters and Class Dojo

Volunteer Information

- All volunteers must be cleared and have the following documents on file in Central Office prior to volunteering:
 - Volunteer Intake Form
 - PA Criminal Background History Check (Free for Volunteers); and
 - PA Child Abuse History Check (Free for Volunteers); and
 - Federal Criminal History (Fingerprints \$27.50) **OR** the Residency Verification Form and Waiver Request in lieu of the federal fingerprints.
 - **The Residency Verification Form and Waiver Request are only available to volunteers that have resided in PA for 10 consecutive years**
- Once submitted and approved **by the District**, clearances are valid for **five (5) years from the date on each clearance.**

Crossing Guards

Stress that your children walk to and from school on the sidewalks and cross only at corners, especially where crossing guards or patrols are located. A crossing guard is located on the corner of Bedford Avenue and Devilliers in the morning and in the afternoon.

Parent/Guardian Volunteering

Volunteers must obtain clearances related to criminal history and child abuse. The forms are available in the office. There are a number of ways to become involved in the school.

- School Volunteers
 - Assist with crossing students to and from school
 - Help teachers help students
 - Assist in creating a positive school atmosphere
 - Provide additional adult presence
 - Bring the school, community and business world together

- PTO
 - Find out what is happening at school
 - Talk about concerns and student issues
 - Exchange ideas that will help the school
 - Raise funds for special projects
 - Create a warm, inviting school experience for all students
 - Meet once a month

- Parent (Guardian) /School Community Council (PSCC)
 - Raise school-wide concerns and help resolve them at the school level
 - Advise on school policies, programs, and critical issues
 - Assist in the development of the school's state required educational plan.
 - Monthly Council meetings, committee meetings, occasional training sessions
 - Please let the PTO President or the FACE coordinator know if you are interested.
 -

Please click on the link below to learn more about our District's Code of Conduct

- [Code of Conduct](#)

Please click on the link below to learn more about our District's Non-Discrimination Policy

- [Non-Discrimination Policy](#)

Please click on the link below for information about Education for Children and Youth Experiencing Homelessness

- [Education for Children and Youth Experiencing Homelessness](#)