

PITTSBURGH GIFTED CENTER



Student Handbook 2024-2025

Pittsburgh Gifted Center

1400 Crucible Street
Pittsburgh, PA 15205
Phone: 412-529-3820
Fax: 412-338-8665

www.pghschools.org/giftedcenter



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SUPERINTENDENT'S WELCOME

Dear Pittsburgh Gifted Center Families,



As we embark on the 2024-2025 school year, I am excited to share Pittsburgh Gifted Center’s School Handbook with you. This comprehensive guide is designed to provide essential information about our district’s policies, procedures, and expectations, ensuring that we create a safe, supportive, and effective learning environment for all students. The school handbook is a valuable resource for understanding Pittsburgh Gifted Center’s daily operations, including attendance policies, academic standards, code of conduct, and extracurricular activities. We believe that clear communication and mutual understanding between the school and families are crucial for student success, and this handbook is a key tool in fostering that partnership.

We encourage all families, parents, students, and caregivers to review the handbook thoroughly and discuss its contents with one another. Familiarizing yourselves with these guidelines will help reinforce the values and standards we uphold at Pittsburgh Gifted Center.

An electronic copy of the school handbook is also available on Pittsburgh Gifted Center’s website.

Your involvement and support are vital to our students' success, and we are grateful for your partnership in their education. If you have any questions or need further clarification on any aspect of the handbook, please do not hesitate to contact the main office.

Thank you for your continued support and cooperation. We look forward to a fantastic school year ahead.

Sincerely,
Dr. Wayne N. Walters
Superintendent

PRINCIPAL’S WELCOME

Greetings Pittsburgh Gifted Center Community:



Welcome to the **2024-2025** school year at the Pittsburgh Gifted Center!

Our mission is to provide quality-learning opportunities that address gifted students' strengths and interests in highly engaging classrooms. Our classroom activities allow students to develop their potential, use critical thinking skills, and make "real world" applications in preparation for a changing and complex world.

Every year we integrate process-skill development with the content of our course offerings. This promotes an attitude of inquiry and reflection that enhances students' development. The process skills include creative thinking, decision-making, higher-level thinking, interaction, problem solving, and self-directed learning.

As we enter a new school year, we look forward to providing our students with multiple opportunities to "think outside of the box" and to develop their fullest potential in a safe and caring learning environment.

This handbook includes the school's policies and procedures and serves as a resource. Thank you for your continued support and best wishes for a rewarding and successful year at the Pittsburgh Gifted Center.

Sincerely,
David May, Principal PGC

SCHOOL VISION AND MISSION

PGC Vision

We will extend and enhance the education of students with a GIEP through enriching and accelerated classroom activities allowing students to fully develop their potential and cultivate critical thinking skills.

PGC Mission

We will provide quality learning opportunities in flexible classroom environments for first through eighth grade students with a GIEP. In this technology-rich center, students will work as self-directed, risk-taking problem solvers. A highly skilled teaching staff, using specially designed instruction, will provide enriching and accelerated instruction based on students' strengths and interests. Multiple assessments, including rubrics, portfolios, interviews, and self-evaluations will be utilized to advance student independence, awareness, and gifted abilities.

Goals of Gifted Education – PA Chapter 16

Like all exceptional children, the gifted student possesses special characteristics that significantly affect that student's ability to learn. In order to provide a meaningful benefit, the gifted student's curriculum must be appropriately modified on an individual basis.

Enable the provision of appropriate specially designed instruction based on the student's need and ability. (22 Pa. Code §16.41(b) (2))

The key to challenging the gifted student is the connection between instruction and individual cognitive and affective behaviors. The emphasis in special programs for these students should be on the stimulation of the cognitive processes of creativity, originality, problem solving and complexity (increasing content depth and sophistication)

SCHOOL CONTACT INFORMATION

Pittsburgh Gifted Center

1400 Crucible Street
Pittsburgh, PA 15205

Phone: 412-529-3820

Fax: 412-338-8665

COMMUNICATION PROCEDURES

General Communication(s)

Pittsburgh Gifted Center welcomes parent and community involvement and strives to ensure effective 2-way communication between all stakeholders.

If you ever have any questions or concerns, please feel free to contact the main office, your child's grade span gifted liaison, or any staff member listed on the following Gifted Center staff roster. We are happy to assist in any way we can help.

In addition, PGC will provide updates to parents and community throughout the school year using various means including:

- Pittsburgh Gifted Center Facebook Page
- Let's Talk App
- Email Blasts

- Robocalls
- Individual Phone Calls/Conferences
- Microsoft Team Meetings
- USPS Mailings

School Closing(s)

In case of a weather related or other situation which would cause a change in school procedure, information will be shared via local news outlets as well as posted on the Pittsburgh Public Schools website.

If the Pittsburgh Public Schools are closed or delayed in opening due to inclement weather or unforeseen circumstances or emergencies, PGC will not be in session for students on that day.

Communication with Families During an Emergency

PGC utilizes the district's standard response protocols. If PGC is placed in hold, secure, lockdown, evacuate, or shelter status (see school safety below), an attempt will be made by personnel at Pittsburgh PGC 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, and twitter 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 PGC has been directed to be placed in any of the standard response protocol phases, 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 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.

SAFETY PROTOCOLS

School Safety

To ensure the safety of all students, staff and visitors, PGC follows the district's visitor procedures outlined within this handbook 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.

School Safety has a comprehensive school crisis plan. The crisis 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, standard response protocols, buses, and severe weather.

In the event of an emergency, the School Police or Pittsburgh City Police, or school administrators may recommend PGC be placed in

hold, secure, lockdown, evacuate or shelter status. The procedures for these actions are on the next page.

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SAFETY PROTOCOLS - CONTINUED

School Safety

To ensure the safety of all students, staff and visitors, PGC follows the district's visitor procedures outlined within this handbook 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 PGC be placed in a modified lockdown, full lockdown or evacuate to an alternative site. The procedures for these actions are listed below.

School Safety 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 PGC be placed in a modified lockdown, full lockdown or evacuate to an alternative site.

The procedures for these actions are listed on the next page...

SAFETY PROTOCOLS - CONTINUED



INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

- Students** are trained to:
- Clear the hallways and remain in their area or room until the "All Clear" is announced
 - Do business as usual
- Adults and staff** are trained to:
- Close and lock the door
 - Account for students and adults
 - Do business as usual



SECURE

"Get Inside. Lock outside doors"

- Students** are trained to:
- Return to inside of building
 - Do business as usual
- Adults and staff** are trained to:
- Bring everyone indoors
 - Lock the outside doors
 - Increase situational awareness
 - Account for students and adults
 - Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

- Students** are trained to:
- Move away from sight
 - Maintain silence
 - Do not open the door
- Adults and staff** are trained to:
- Recover students from hallway if possible
 - Lock the classroom door
 - Turn out the lights
 - Move away from sight
 - Maintain silence
 - Do not open the door
 - Prepare to evade or defend



EVACUATE

"To a Location"

- Students** are trained to:
- Leave stuff behind if required to
 - If possible, bring their phone
 - Follow instructions
- Adults and staff** are trained to:
- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
 - Lead students to Evacuation location
 - Account for students and adults
 - Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

- Hazards** might include:
- Tornado
 - Hazmat
 - Earthquake
 - Tsunami
- Safety Strategies** might include:
- Evacuate to shelter area
 - Seal the room
 - Drop, cover and hold
 - Get to high ground
- Students** are trained in:
- Appropriate Hazards and Safety Strategies
- Adults and staff** are trained in:
- Appropriate Hazards and Safety Strategies
 - Accounting for students and adults
 - Report injuries or problems using Red Card/Green Card method.



STAFF INFORMATION

STAFF MEMBER	POSITION	ROOM	EXT
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Ackerman, Allison	Mathematics 3	C-13	3053
Andrews, Cheree	Humanities 7/8	A-12	3039
Augustynowicz, Maley	Mathematics 5/6	C-12	3035
Beck, Thomas	Mathematics 5/6	C-15	3062
Boyce, Jacob	Social Studies 7/8	A-11	3043
Bradley, Barbara	Gifted Liaison (1-4)	0-161	3028
Burley, Lori	Science 2	B-16	3030
Office Conference Room	Conference Room	O-158	2883
Devine, Laura	Science 3	B-11	3033
Denson, Yvonne	Secretary	Main Office	3045
Dinatale, Emanuel	Science 7/8	126	3038
Dugger, Dawn	Cafeteria Manager	Cafeteria Office	3049
Ennis, Geraldine	SDSS	Main Office	3044
Grisom, Eric	Custodian	Receiving-6th	3069
Hatcher, Maryellen	Paraprofessional	O-163	3046
Holy, Adam	Science 7/8	D-13	3034
Huwalt, Lisa	Mathematics 2	B-15	3027
Madia, Anita	Humanities 3	D-15	3040
Mager, Meghan	Art 7/8	140	3041
May, David	Principal	O-159	3047
McMaster, Anne	Science 4	D-14	3027
Murdock, Toni	Math 7/8	C-11	3036
Nash, Tom	Science 5/6	D-11	3052
Pegher, Kelly	Nurse - PGC Nurse - PCA	O-163 B-37	3032 3213
Pisani, Anthony	Science 5/6	D-12	3048
Primm, Amy	Gifted Liaison (5-8)	0-164	3037
Rullo, Tammy	Humanities 4	B-12	3023
Salvatore, Jennifer	Humanities 2	B-13	3029
Seymour, Beth	Mathematics 4	B-14	3031
Teacher Work Room	Copier/Files/Etc.	A-15	3057
Vargo, Bobbi	Humanities 5/6	A-13	3042
Villa, Amy	Self-Contained 1-2	C-14	3050
Yellin, Elaine	Humanities 5/6	A-14	3024

BELL SCHEDULES

Elementary (K-4)

Begin	End	Activity
8:00 a.m.	8:15 a.m.	15-minute lunch differential
8:15 a.m.	9:00a.m.	Teacher Preparation Time

9:00 a.m.	9:30 a.m.	Curriculum Writing/GIEP Monitoring - Bus Duty staff (if needed early)
9:30 a.m.	9:45am.	Staggered student arrival to PGC and to classrooms/Bus duty staff
9:45 a.m.	11:35a.m.	Period 1
11:35a.m.	11:40a.m.	Transition time; teachers escort students to lockers and cafeteria
11:40a.m.	12:10p.m.	Lunch; teachers escort students to cafeteria; volunteer monitors*
12:10a.m.	12:15p.m.	Transition time; teachers escort students from recess to class
12:15p.m.	1:55 p.m.	Period 2
1:55p.m	2:00 p.m.	Clean Up/Transition for dismissal
2:00 p.m.	2:15 p.m.	Student Dismissal: teachers supervise students in assigned bus rooms
2:15 p.m.	3:00 p.m.	Flex Period (Meetings, PD, Etc.) - Lunch Duty Differential 3:00PM
3:00 p.m.	3:30 p.m.	Curriculum Writing/GIEP Monitoring/Clerical - Non-Lunch Duty Staff

Intermediate (5/6) & Middle (7/8)

Begin	End	Activity
8:00 a.m.	8:15 a.m.	15-minute lunch differential
8:15 a.m.	9:00 a.m.	Teacher Preparation Time
9:00 a.m.	9:30 a.m.	Curriculum Writing/GIEP Monitoring - Bus Duty staff (if needed early)
9:30 a.m.	9:45 a.m.	Staggered student arrival to PGC and to classrooms/Bus duty staff
9:45 a.m.	11:40a.m.	Period 1
11:40a.m.	12:20p.m.	Period 2
12:20p.m.	12:25p.m.	Transition time; teachers escort students to lockers and cafeteria
12:25p.m.	12:55p.m.	Lunch: teachers escort students to cafeteria; volunteer monitors*
12:55p.m.	1:00p.m.	Transition time: teachers escort students from recess to class
1:00p.m.	1:55 p.m.	Period 2 Continues
1:55p.m	2:00 p.m.	Clean Up - Transition to lockers, etc.
2:00 p.m.	2:15 p.m.	Student Dismissal: teachers supervise students in assigned bus rooms
2:15 p.m.	3:00 p.m.	Flex Period (Meetings, PD, Etc.) - Lunch Duty Differential 3:00p.m.
3:00 p.m.	3:30 p.m.	Curriculum Writing/GIEP Monitoring/Clerical - Non-Lunch Duty Staff

SCHOOL CALENDAR

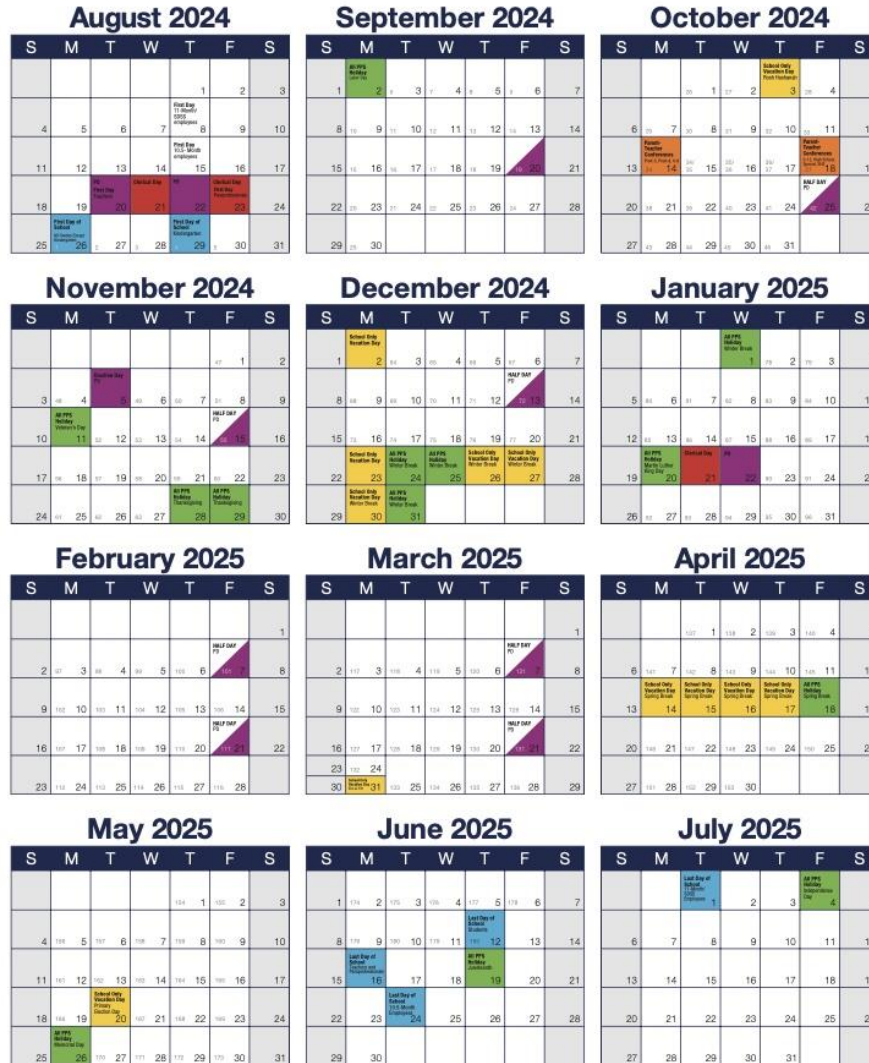
DAY OF WEEK	HOME SCHOOL	SPECIFIC DATES ATTENDING PGC	WILL ATTEND PGC ON ALTERNATE DAY	WILL REMAIN AT HOME SCHOOL - OR- NO PGC
MONDAYS	Colfax	Sept 9, 16, 23, 30 Oct 7, 21, 28 Nov 4, 18, 25 Dec 4, 9, 16 Jan 6, 13, 27 Feb 3, 10, 17, 24 Mar 3, 10, 17, 24 Apr 2, 7 May 5, 12, 19 (1)	ATTEND PGC Wed - Dec 4 Wed - Apr 2	NO PGC Mon - Oct 14 (PTC-D1) Mon - Apr 21 (PSSA) Mon - Apr 28 (PSSA)
TUESDAYS	Banksville, Beechwood, CAPA, Concord, Liberty, Linden, Phillips, Online Academy, Woolslair	Sept 3, 10, 17, 24 Oct 1, 8, 15, 22, 29 Nov 12, 19 Dec 3, 10, 17 Jan 7, 14, 28 Feb 4, 11, 18, 25 Mar 4, 11, 18, 25 Apr 1, 8 May 6, 13, 27 (9)		NO PGC Tues - Nov 5 (District PD) Tues - Nov 26 (CAS Expo) Tues - Jan 20 (MLK Day) Tues - April 22 (PSSA) Tues - April 29 (PSSA)
		(29)		(30)

WEDNESDAYS	Brookline, Greenfield, King, Langley, Lincoln, Mifflin, Miller Minadeo, PCA, Roosevelt, Spring Hill, South Brook, Sunnyside (13)	Sept 4, 11, 18, 25 Oct 2, 9, 16, 23, 30 Nov 6, 13, 20 Dec 11, 18 Jan 8, 15, 29 Feb 5, 12, 19, 26 Mar 5, 12, 19, 26 Apr 9 May 7, 14, 21, 28 (30)		NO PGC Wed - Jan 16 (District PD) Wed - Nov 27 (F2-Attendees) Wed - Dec 4 (M2-Attendees) Wed - Apr 2 (M2-Attendees) Wed - Apr 23 (PSSA) Wed - Apr 30 (PSSA)
THURSDAYS	Arsenal K-5, Arsenal 6-8, Fulton, Manchester, Oliver Montessori, Schiller, Sterrett West Liberty (9)	Sept 5, 12, 19, 26 Oct 10, 17, 31 Nov 7, 14, 21 Dec 5, 12, 19 Jan 2, 9, 16, 23, 30 Feb 13, 20, 27 Mar 13, 20, 27 Apr 3, 10 May 8, 15, 22, 29 (30)		NO PGC Thurs - Oct 24 (F1-Attendees) Thurs - Feb 6 (F3-Attendees) Thurs - Mar 6 (F4-Attendees) Thurs - Apr 24 (PSSA) Thurs - May 1 (PSSA)
FRIDAYS	Allegheny K-5, Allegheny 6-8, Arlington, Carmalt, Faison, Morrow, Obama, South Hills, U Prep, Weil, Westwood, Westinghouse, Whittier (13)	Sept 6, 13, 27 Oct 4, 11, 24 Nov 1, 8, 22, 27 Dec 6, 20 Jan 3, 10, 17, 24, 31 Feb 6 , 14, 28 Mar 6 , 14, 28 Apr 4, 11 May 9, 16, 23, 30 (29)	ATTEND PGC Thurs - Oct 24 Wed - Nov 27 Thurs - Feb 6 Thurs - Mar 6	NO PGC Fri - Sept 20 (HD-PD 1) Fri - Oct 18 (PTC-D2) Fri - Oct 25 (HD-PD 2) Fri - Nov 15 (HD-PD 3) Fri - Dec 13 (HD-PD 4) Fri - Feb 7 (HD-PD 5) Fri - Feb 21 (HD-PD 6) Fri - Mar 7 (HD-PD 7) Fri - Mar 21 (HD-PD 8) Fri - Apr 25 (PSSA) Fri - May 2 (PSSA)

PPS CALENDAR

2024–2025 District Calendar

Commencing August 26, 2024 and concluding June 10, 2025



Calendar Key *(All dates may be subject to change.)*

- First/Last Days of School
- Parent-Teacher Conference Days
PreK-K, PreK-K, 6-8
Monday, October 14, 2024
6-12, High School, Special,
EHS- Friday, October 18, 2024
- Quarter Interim Progress Report
- Pay Date: 12-Month Semimonthly
- Professional Development Days
- Report Card Distribution
- Pay Date: Bi-weekly
- All PPS Employee Holidays
- High School Graduation
- ▲ Pay Date: Non-Administrator Semimonthly
- School Only Vacation Days
- School Board Meetings
- Snow Make-Up Days: TBD
- Clerical Days

The Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, age, creed, religion, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability in its programs, activities or employment and provides equal access to the Sky Scouts and other designated youth groups. Inquiries may be directed to the Assistant Superintendent for Student Services, Title IX Coordinator or the Section 504/ADA Title II Coordinator at 341 S. Bellefield Avenue, Pittsburgh, PA 15213, 412-529-9959, TitleIXCoordinator@ppschools.org or 412-529-HELP (4357).

ATTENDANCE PROCEDURES

[PPS Policy 204](#)

Attendance

Attending PGC requires commitment. Students are expected to attend each week regardless of home school activities. Parents are requested to notify PGC when a student is ill. Homes will be called after two consecutive absences. After a third absence, the Gifted Liaison from PGC will contact the home school counselor and parents. Students must be present to benefit from the project-based learning environment provided at PGC.

Early Dismissal and Parent Pickup

All requests for early dismissals of students or parent pickups must be submitted in writing and registered in the main office. Parents must come to the main office and sign their child out. Parents are asked to notify home schools and provide identification when picking up a student.

Student Contact Information and Parent Support

Parents should check with their child's school first to ensure that their contact information is accurate in the student information system. Parents can also reach out to the Parent Hotline by phone 412-529-HELP (4357), or utilize the "Let's Talk" tab at the bottom righthand corner of the District's Main Webpage:

<https://www.pghschools.org>

ACADEMICS

Specially Designed Instruction & Enrichment

The Pittsburgh Gifted Center (PGC) provides specially designed instruction for students with a Gifted Individual Education Plan (GIEP) in grades K-8 who reside within the School District of Pittsburgh. Pittsburgh Public School

students attend the PGC one day per week. The Commonwealth of Pennsylvania determines eligibility for participation and a multi-disciplinary team of professionals makes recommendations. Students and their parents participate in the development of the GIEP.

The gifted student is challenged beyond his/her present intellectual abilities and is enriched in the arts and humanities, sciences, technology, and mathematics. These unique learning opportunities foster self-directed learning, higher-level thinking, creativity, problem solving, communication skills, and decision-making. The PGC program includes thoughtfully designed, high-interest course offerings from which students select topics to explore in depth and personalize according to their ability, strengths, and interests. In this technology- rich Center, students work as self-directed, risk- taking, problem solvers. A highly skilled teaching staff, using specially designed instruction, provides enriching and accelerated instruction based on students' strengths and interests. Multiple assessments, including rubrics, portfolios, interviews, and self-evaluations are used to assess students.

The PGC actively develops partnerships with parents, the home schools, community organizations, and universities to effectively connect learning opportunities with practical, "real world" experiences. These relationships are essential to meet the challenges of the future.

ACADEMIC INTEGRITY

[PPS POLICY 226](#)

Academic integrity is of the utmost importance here at the Gifted Center and throughout Pittsburgh Public Schools. The Pittsburgh Gifted Center holds students to high academic standards and upholds PPS Policy 226:

“A student shall not engage in, participate in, nor knowingly provide another student with the opportunity to engage in academic dishonesty related to examinations, as well as laboratory, homework and other projects and assignments, whether done during or outside of school hours.

Academic dishonesty shall include, but not be limited to, all forms of cheating, plagiarism, pre-exam access to test forms, representing someone else's work as your own, and the unauthorized use of aids during examinations, projects and assignments.”

DRESS CODE

[PPS POLICY 221](#)

PGC Dress Code

Students should follow the dress code of their home school while they attend PGC. Appropriate dress is expected. Hats and outer garments should be placed in student lockers and not worn in the classroom.

PPS Dress Code

Pittsburgh Public Schools has an exclusionary dress code. No student shall wear any apparel or jewelry that by words, signs, pictures or any combination thereof appearing on said clothing or jewelry advocates or promotes sexual activity or violence, or the use of alcohol or drugs, or demeans or degrades another because of race, sex, religious persuasion, national origin, handicap or disability.

Students are expected to wear appropriate clothing at all times while at school. Clothing must not be of any style, length or fit that is of a provocative nature. Revealing attire that permits the exposure of undergarments or private body parts is prohibited. This prohibition shall be in effect during regular school hours and at any school-sponsored event whether on or off school premises.

A prescribed dress code or uniform policy is defined as a policy, either in writing or declared verbally by a given school principal, that requires the student to wear a certain mode of dress during school time, or at any school-sponsored event whether on or off school premises.

ELECTRONIC DEVICES

[PPS POLICY 216](#)

Cell Phone/Telephone Use

Student use of the office telephone is for emergencies. Students should have permission to use the office phone. Outside calls to students in classrooms are prohibited. Parent/guardians should contact the main office if they need to speak to their child.

PPS Board Policy 216 (Proper use of Electronic Devices):

The Board generally prohibits electronic devices from being visible, used, or turned on by students during the school day in District buildings and on District property, however, it is expected that PGC students always demonstrate responsibility in using electronic devices and are permitted to use them in the E-Zone area in the cafeteria.

In all other areas (unless approved by classroom teacher or principal as part of a project), all electronic devices should be off and should not be visible in the hallways, bathrooms, classrooms, and outside recess area.

When entering the classroom, students will be required to ensure their cell phones are off and not visible. Should students violate this policy the following will be enforced: First occurrence PGC staff will take the device and deliver to the main office

for safe keeping. Staff will contact parent and the device will be returned to the student at dismissal. Second occurrence PGC staff will take the device and deliver it to the main office for safe keeping. Mr. May will meet with the student, contact parent/guardian, and the device will be returned to the student at dismissal. Third occurrence PGC will take the device and deliver it to the main office for safe keeping. Mr. May will meet with the student, contact parent/guardian, and the device will be returned to the parent. The school is not responsible for electronic devices which may be lost, stolen, or broken. Parents needing to contact their child should call the main office and texting students should be avoided. Students should ALWAYS use electronic devices appropriately and responsibly. Students who do not will be subject to the consequences outlined in the PPS Student Code of Conduct.

EXTRA CURRICULAR OFFERINGS

[PPS Policy 119](#)

PGC will announce any extracurricular opportunities as they arise or are offered through the school year.

If extracurricular activities are made available by a supporting teacher leader, they will be aligned to the goals of providing additional gifted enrichment to students through activities focused on the three core areas of Humanities, Mathematics, and Science.

If a student is interested in participating in any offered extracurricular activities, permission must be granted by their parent or guardian.

GRADING

[PPS Policy 209](#)

Goals of Gifted Education – PA Chapter 16

Like all exceptional children, the gifted student possesses special characteristics that significantly affect that student's ability to learn. In order to provide a meaningful benefit, the gifted student's curriculum must be appropriately modified on an individual basis.

Enable the provision of appropriate specially designed instruction based on the student's need and ability. (22 Pa. Code §16.41(b) (2))

The key to challenging the gifted student is the connection between instruction and individual cognitive and affective behaviors. The emphasis in special programs for these students should be on the stimulation of the cognitive processes of creativity, originality, problem solving and complexity (increasing content depth and sophistication)

GIEP Progress Reports

Progress reports are emailed to parents/guardian at mid-year and end-of year. These reports provide the most current information regarding your child's progress within their semester courses, including both the semester long interest courses and progress in the year-long strength/concentration course. The progress report will give you information on your child's overall performance based on a 4-point scale: 4 - Advanced 3 - Proficient 2 - Basic 1 - Below Basic. The outcomes for students for their specific courses are described and teachers provide personalized comments for your child. Teachers will also provide their

direct email address should you have any questions after reviewing the progress report.

GRADUATION REQUIREMENTS/HS ONLY

[PPS Policy 211](#)

Not applicable at Pittsburgh Gifted Center

HOMEWORK PROCEDURES

[PPS Policy 115](#)

Not applicable at Pittsburgh Gifted Center

HEALTH SERVICES

[PPS Policy 206](#)

Nursing Services and Medications

PGC shares a school nurse with PCA. The nurse is available each day and will provide care as needed. If your child has a special medical need, the nurse will work directly with health services and the family to ensure appropriate care is provided.

Medication can be administered only by the school nurse if proper documentation from the student's physician and parent/guardian has been submitted.

Should you have any needs or questions, please do not hesitate to contact PGC's main office at 412-529-3820 or the school nurse:

Mrs. Kelly Pegher
412-529-3023
412-529-3213
kpegher1@pghschools.org

INFORMATION TECHNOLOGY/ACCEPTABLE USE POLICY

[PPS POLICY 813.1](#)

Students are expected to bring their school issued laptop computer with them on the day that they attend the Pittsburgh Gifted Center.

The Pittsburgh Gifted Center upholds PPS Policy 813.1. All students are to adhere to the guidelines outlined within the policy. Please click the link below to review the policy in detail:

Pittsburgh Public Schools Office of Information Technology
Acceptable Use Form

STUDENT SUPPORT SERVICES

Gifted Liaisons

If at any time throughout the year you would like to discuss your child's gifted education progress, either academically or social/emotionally, please feel free to contact their teacher(s) directly or one of the following PGC Gifted Liaisons:

Mrs. Bradley (Grades K-4)

412-529-3028

bbradley1@pghschools.org

Mrs. Amy Primm (Grades 5- 8)

412-529-3037

aprimm1@pghschools.org

Our Gifted Liaisons work closely with the staff here at Pittsburgh Gifted Center and the counselors/social workers at the students' respective home school. They will be able to help communicate concerns and coordinate students' GIEP goals and services with the home school.

STUDENT EXPECTATIONS/PROCEDURES

[Policy 212](#)

[PPS Code of Conduct](#)

Student Code of Conduct

PGC adheres to the PPS Code of Student Conduct. Students should conduct themselves in a manner that will ensure the safety of all students and staff. While at PGC students should always show respect for each other, school personnel, and school property. Putting forth a best effort and participating fully in the PGC program will ensure students' success.

Transportation

Students will be transported to and from their home schools one (1) day per week. Proper behavior on the bus to and from PGC is expected of all students. Standing, distracting the driver, and dangerous behavior is unacceptable.

Hall Behavior

Due to staggered classes, it is important for students to move through the halls in a quiet and orderly manner and to report to class on time. Students should have

a hall pass when not in an assigned classroom or when traveling to the bathroom or the main office.

Lockers

Lockers will be assigned to students and may be used before the first morning class, before and after lunch period, and at the end of the day. Student locker partners may bring a lock to secure belongings. The lock must be removed before leaving PGC. Backpacks, book bags, coats, and hats must be kept in lockers. It is advised that valuable items (especially electronic devices) should not be placed in a locker without a lock. Lost or stolen items cannot be replaced by PGC.

STUDENT EXPECTATIONS/PROCEDURES CONTINUED

[Policy 212](#)
[PPS Code of Conduct](#)

Lunchroom (E-Zone) and Playground

PCG will honor lunch costs established by the students' home schools. While in the lunchroom students should:

- Enter and leave the lunchroom by walking and not running
- Form and keep an orderly single-file line in the service area
- Remain seated at tables until dismissed by a lunch monitor
- Refrain from throwing food or objects
- Use inside voices; refrain from yelling or screaming
- Clean area at lunch table and discard garbage in trash cans and follow recycling procedures
- Keep food in the cafeteria area
- Exit the lunchroom only with the permission of a lunch monitor
- Follow directives of the lunchroom monitors
- Remain in the appointed area for outside recess
- Avoid rough play during outside recess
- Clean up in a timely fashion while in any of the E-Zone areas
- Exit the cafeteria on time, in an orderly fashion, accompanied by an adult for 1-4 grade students

Dismissal

Elementary students will report to the cafeteria and sit at assigned bus tables in preparation for dismissal. Intermediate/Middle school students will report to their assigned bus room. As students are exiting either the cafeteria or bus room, they will be escorted in an orderly manner by an attending adult.

VISITOR POLICY

[PPS Policy 1104](#)

Visitor Procedures

All visitors to our school are required to follow the district's visitor procedures. Please share these procedures with anyone you have listed as an emergency contact for your child.

If you are planning to visit a classroom or other area of the school building during the school day, you should call the building office and pre-register for an appointment prior to the date of the visit. Absent an emergency, requests to meet with a classroom teacher or other staff member should be made at least 48 hours in advance to allow the school sufficient time to plan for substitute coverage, as necessary.

- Upon arrival at the school building, all visitors must register in the main office before proceeding to any other part of the building.
- As part of the registration process in the main office, all visitors will be asked to sign the visitor register and provide their driver's license or other state-issued photo-identification, which will be held by the building office for the duration of the visit. Car or house keys may be accepted in lieu of a driver's license or photo ID at the discretion of the building office.
- 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. Once the visitor has checked out, staff in the main office will return the visitor's driver's license, ID, or keys, as applicable.

ADDITIONAL PPS DISTRICT POLICIES AND INFORMATION

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](#)
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- Please use the link below to find out more about Special Education Services and Programs, Services for Protected Handicapped Students (504), and Services for Gifted Students: [PSE \(Special Education\) / Child Find Annual Notice \(pghschools.org\)](#)

ADDITIONAL SCHOOL INFORMATION

Parent School Community Council (PSCC)

The Pittsburgh Public Schools' philosophy on parent and family engagement is to help parents and families become full partners in their child's educational experience through a variety of opportunities created collaboratively with the parents and the school. One-way parents and families choose to participate at the school level is through their school's Parent School Community Council (PSCC). PSCC meetings are monthly opportunities for parents and families, the community, school staff and sometimes students to discuss important topics related to the school and provide advice to the leadership of the school. A schedule of our PSCC meetings will be provided to parents at the beginning of the school year. PSCC videos will occur with the opportunity for parents to post real time comments, suggestions, and/or questions.

Positive Behavior Interventions and Supports (PBIS)

Positive Behavior Interventions and Supports are implemented throughout each day here at the Pittsburgh Gifted Center. "Grow Your Gifts" is the Pittsburgh Gifted Center's collaboratively developed intervention and support program with the acronym G.I.F.T.S. representing how students Give, Interact, Focus, Try, and Support one another inside the classrooms, hallways, bathrooms, cafeteria, playground and during online learning.

Students are expected to adhere to the expectations of the G.I.F.T.S. rubric, and those that go above and beyond are recognized with "Gifted Gold".

The Gifted Gold tickets are placed in a designated container and names are drawn in front of all students during lunch in the cafeteria. If a student's name is drawn, they receive a small incentive/recognition prize. The Gifted Gold PBIS drawing occurs approximately every five weeks.