



Pittsburgh Bridges Academy

Student Handbook 2026-2027

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SUPERINTENDENT'S WELCOME

Dear Pittsburgh Public Schools Parents, Students, and Families,

Welcome to the 2026-2027 school year! Whether you are joining Pittsburgh Public Schools for the first time or returning for another exciting year, I am honored to welcome you to a community committed to helping every student learn, grow, and thrive.

At Pittsburgh Public Schools, we believe every student deserves access to a high-quality education in a safe, supportive, and inclusive learning environment. Our dedicated educators and staff are committed to preparing students for success in college, career, and life by fostering curiosity, creativity, critical thinking, and a lifelong love of learning.

This school handbook is an important resource designed to help you navigate the school year. Inside, you will find valuable information about District policies, school expectations, student supports, attendance, academic programs, extracurricular opportunities, health and safety procedures, and ways to stay connected with your school community. I encourage every family to review this handbook together and refer to it throughout the year.

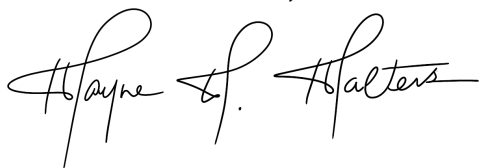
A successful school year is built on strong partnerships between schools, families, and the community. We know that students achieve more when the adults in their lives work together to support their learning and well-being. We invite you to stay engaged by attending school events, participating in Parent School Community Council (PSCC) meetings, communicating regularly with your child's teachers, and taking advantage of the many opportunities to share your voice and partner with us.

As we continue implementing our PPS Future-Ready Plan, we remain focused on creating learning environments where every student feels welcomed, valued, supported, and inspired to reach their full potential. Together, we are building stronger schools and brighter futures for every child.

Thank you for entrusting Pittsburgh Public Schools with your child's education. We look forward to a school year filled with learning, growth, achievement, and meaningful connections.

On behalf of the Board of Public Education and the entire Pittsburgh Public Schools team, welcome to an outstanding school year!

Yours in Education,



Superintendent, Pittsburgh Public Schools



PRINCIPAL'S WELCOME

Dear Students and Families,

Welcome to a new school year!

This year we will continue to build a school community where students feel supported, challenged, and valued.

Thank you for trusting us to support your child. We are here to help students move forward, so we strive to create classrooms where students have opportunities to grow academically, build relationships, and get help when things are difficult. We know that mistakes and difficult moments are part of learning and growing.

We do hope to make school a place for both learning and fun, where positive behavior is rewarded but also where every student has opportunities to make positive memories. The Bridges staff will be working hard this year to build special moments for all of our students.

I appreciate your support and partnership and look forward to working together to make this a great school year.

Sincerely,

Brett Surguine

Principal, Pittsburgh Bridges Academy



SCHOOL INFORMATION



PITTSBURGH BRIDGES ACADEMY

Pittsburgh Bridges Academy

1463 Chartiers Ave, Pittsburgh, PA 15220

Phone: 412-529-3125

Fax: 412-323-3489

Website: pghschools.org/schools/special-schools-centers/bridges

[Staff Directory Pittsburgh Bridges Academy \(link\)](#)

VISION AND MISSION

Pittsburgh Bridges Academy provides therapeutic, structured, and relationship-centered learning environments where students build the academic and social skills needed to navigate challenges and transition to traditional school settings, post-secondary opportunities, and independent futures.

COMMUNICATION PROCEDURES

Contacting the School

Please see the previously listed phone number and fax number to contact the school. You can connect to your student's classroom through the main line.

Talking Points

Each teacher's email address is linked with a two-way communication system. Schoolwide announcements will also be produced in this way. Please download the app or access via web browser.

Parental Involvement

Parental involvement is encouraged at all levels. Parents are integral members and decision makers at all IEP meetings. In addition, we have monthly PSCC Meetings that will be indicated on the parent calendar, sent home with students at the beginning of each month and sent home via Talking Points.

BELL SCHEDULES

Remote learning schedules follow the full day schedule at each site.

Full day Schedule Prep		
	Start	End
HR	7:50 AM	8:25 AM
1	8:27 AM	9:11 AM
2	9:14 AM	9:58 AM
3	10:01 AM	10:45 AM
4	10:48 AM	11:32 AM
Lunch (5)	11:36 AM	11:51 AM
6	11:53 AM	12:36 PM
7	12:36 PM	1:18 PM
8	1:18 PM	2:10 PM

Half day Schedule Prep		
	Start	End
HR	7:50 AM	8:25 AM
1	8:27 AM	9:11 AM
2	9:14 AM	9:58 AM
3	10:01 AM	10:40 AM

2 hour delay Prep		
	Start	End
3	9:50 AM	10:45 AM
4	10:48 AM	11:32 AM
Lunch (5)	11:36 AM	11:51 AM
6	11:53 AM	12:36 PM
7	12:36 PM	1:18 PM
8	1:18 PM	2:10 PM
7	1:00 PM	1:30 PM
8	1:30 PM	2:10 PM

Full day Schedule Perry		
	Start	End
Block 1	7:50 AM	9:11 AM
Block 2	9:11 AM	10:32 AM
Block 3	10:37 AM	11:58 AM
Block 4a (Lunch)	12:00 PM	12:30 PM
Block 4b	12:30 PM	1:15 PM
Block 5	1:15 PM	2:10 PM

Half day Schedule Perry		
	Start	End
Block 1	7:50 AM	8:30 AM
Block 2	8:30 AM	9:10 AM
Block 3	9:15 AM	9:55 AM
Block 4	10:00 AM	10:40 AM

2 hour delay Perry		
	Start	End
Block 1	9:50 AM	10:30 AM
Block 2	10:30 AM	11:10 AM
Block 3	11:10 AM	12:00 PM
Block 4a (Lunch)	12:00 PM	12:30 PM
Block 4b	12:30 PM	1:15 PM
Block 5	1:15 PM	2:10 PM

Full day Schedule Greenway		
	Start	End
HR	8:00 AM	8:15 AM
2	8:15 AM	9:00 AM
3	9:00 AM	9:45 AM
4	9:45 AM	10:30 AM
5	10:30 AM	11:15 AM
6	11:15 AM	12:00 PM
7 (Lunch)	12:00 PM	12:15 PM
8	12:15 PM	1:00 PM
9	1:00 PM	2:00 PM

Half day Schedule Greenway		
	Start	End
HR	8:00 AM	8:15 AM
1	8:15 AM	9:00 AM
2	9:00 AM	9:45 AM
3	9:45 AM	10:30 AM

2 hour delay Greenway		
	Start	End
4	9:45 AM	10:30 AM
5	10:30 AM	11:15 AM
6	11:15 AM	12:00 PM
7 (Lunch)	12:00 PM	12:15 PM
8	12:15 PM	1:00 PM
9	1:00 PM	2:00 PM

Full day Schedule King		
	Start	End
HR	8:00 AM	8:15 AM
1	8:15 AM	9:00 AM
2	9:00 AM	9:45 AM
3	9:45 AM	10:20 AM
4	10:20 AM	11:00 AM
5 (Lunch/Recess)	11:00 AM	11:45 AM
6	11:45 AM	12:30 PM
7	12:30 PM	1:05 PM
8	1:05 PM	2:00 PM

Half day Schedule King		
	Start	End
HR	8:00 AM	8:15 AM
1	8:15 AM	9:00 AM
2	9:00 AM	9:45 AM
3	9:45 AM	10:30 AM

2 hour delay King		
	Start	End
3	10:00 AM	10:20 AM
4	10:20 AM	11:00 AM
5 (Lunch/Recess)	11:00 AM	11:45 AM
6	11:45 AM	12:30 PM
7	12:30 PM	1:05 PM
8	1:05 PM	2:00 PM

Full day Schedule Carmalt		
	Start	End
HR	8:20 AM	9:00 AM
1	9:00 AM	9:45 AM
2	9:45 AM	10:25 AM
3	10:25 AM	11:00 AM
4	11:00 AM	11:45 AM
5 Lunch	11:45 AM	12:00 PM
6	12:00 PM	12:30 PM
7	12:30 PM	1:15 PM
8	1:15 PM	1:45 PM
9	1:45 PM	2:20 PM

Half day Schedule Carmalt		
	Start	End
HR	8:20 AM	9:00 AM
1	9:00 AM	9:45 AM
2	9:45 AM	10:25 AM
3	10:25 AM	10:50 AM

2 hour delay Carmalt		
	Start	End
3	10:20 AM	11:00 AM
4	11:00 AM	11:45 AM
5 Lunch	11:45 AM	12:00 PM
6	12:00 PM	12:30 PM
7	12:30 PM	1:15 PM
8	1:15 PM	1:45 PM
9	1:45 PM	2:20 PM

Full day Schedule Weil		
	Start	End
HR	8:20 AM	8:35 AM
1	8:35 AM	9:20 AM
2	9:20 AM	10:05 AM
3	10:05 AM	10:45 AM
4 (Lunch/Recess)	10:45 AM	11:30 AM
5	11:30 AM	12:10 PM
6	12:10 PM	12:55 PM
7	12:55 PM	1:40 PM
8	1:40 PM	2:20 PM

Half day Schedule Weil		
	Start	End
HR	8:20 AM	8:35 AM
1	8:35 AM	9:20 AM
2	9:20 AM	10:05 AM
3	10:05 AM	10:50 AM

2 hour delay Weil		
	Start	End
3	10:20 AM	10:45 AM
4 (Lunch/Recess)	10:45 AM	11:30 AM
5	11:30 AM	12:10 PM
6	12:10 PM	12:55 PM
7	12:55 PM	1:40 PM
8	1:40 PM	2:20 PM

SCHOOL CALENDAR

The 2026-2027 District Calendar can be found [HERE](#).

Event	Date
#PittsburghForPPS Back to School Event	8/17/2026
First Day of School: All Grades Except Kindergarten	8/24/2026
First Day of School: Kindergarten	8/27/2026
No School: Labor Day	9/7/2026
4th Annual Take a Child to School Day	9/17/2026
Half Day	9/18/2026
No School: Yom Kippur	9/21/2026
Q1 Interim Progress Report	10/6/2026
Parent-Teacher Conferences (6-12, 9-12, Special, South Hills, EHS)	10/12/2026
Parent-Teacher Conferences (Early Childhood, PreK-5, PreK-8, 6-8)	10/16/2026
Half Day	10/23/2026
No School: Election Day	11/3/2026
No School: Veterans Day	11/11/2026
Q1 Report Cards Distributed	
Half Day	11/20/2026
Thanksgiving Break 11/26/2026-11/27/2026	
Q2 Interim Progress Report	12/15/2026
Half Day	12/18/2026
Winter Break 12/24/2026-1/1/2027	
No School: MLK Day	1/18/2027
No School	1/19/2027
No School	1/20/2027
Q2 Report Cards Distributed	2/1/2027
Half Day	2/12/2027
Black Men Read	2/25/2027
Half Day	2/26/2027
Q3 Interim Progress Report	3/2/2027
Parent University	3/6/2027
No School: Eid al-Fitr	3/10/2027
Half Day	3/12/2027
Spring Break 3/22/2027-3/26/2027	
Women Who Lead	3/31/2027
Q3 Report Cards Distributed	4/15/2027
Q4 Interim Progress Report	5/12/2027
29th Annual Take a Father to School Day	5/14/2027
No School: Election Day	5/18/2027
No School: Memorial Day	5/31/2027
Breakfast of Champions	6/7/2027
Last Day of School	6/8/2027
Q4 Report Cards Distributed	6/17/2027

Testing Dates	
Keystone Exams Winter	1/4/2027-1/15/2027
PSSAs English Language Arts	4/26/2027-4/30/2027
PSSAs Math, Science, Make-ups	5/3/2027-5/7/2027
Keystone Exams Spring	5/17/2027-5/28/2028

School Board Meetings		
Agenda Review	Public Hearing	Legislative Meeting
8/19/2026	8/24/2026	8/26/2026
9/16/2026	9/22/2026	9/23/2026
10/21/2026	10/26/2026	10/28/2026
11/18/2026	11/23/2026	11/24/2026
12/16/2026	12/21/2026	12/23/2026
1/20/2027	1/25/2027	1/27/2027
2/18/2027	2/22/2027	2/24/2027
3/17/2027	3/29/2027	3/31/2027
4/20/2027	4/26/2027	4/28/2027
5/19/2027	5/24/2027	5/26/2027
6/23/2027	6/28/2027	6/30/2027
7/21/2027	7/26/2027	7/28/2027

ATTENDANCE

Students are encouraged to maintain regular attendance. When students are absent from school unexpectedly, teachers and counselors will routinely reach out to families to check on students.

The Board requires that school age students enrolled in District schools attend school regularly, in accordance with state laws and regulations. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation for students to achieve academic standards and consistent educational progress.

Attendance shall be required of all students enrolled in District schools during the days and hours that school is in session, except that authorized District staff may excuse a student for temporary absences when receiving satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence. Urgent reasons shall be strictly construed and do not permit irregular attendance.

The Board shall permit a student to be excused for participation in a project sponsored by a statewide or county-wide 4-H, Future Farmers of America (FFA) or a combined 4-H and FFA group upon written request prior to the event.

The Board shall establish and enforce attendance requirements, in accordance with applicable laws and regulations, Board policy and administrative regulations.

Compulsory school age shall mean the period of a student's life from the time student's person in parental relation elects to have the student enter school. Beginning with the 2020-2021 school year, compulsory school age shall mean no later than age six (6) until age eighteen (18). The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.

Parental Notice of Absence

Absences shall be treated as unexcused until the school receives a written excuse explaining the absence, to be submitted within three (3) days of the absence. This can be submitted to your student's teacher or counselor.

A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

If your child is having an early release or a late arrival, please notify the classroom teacher, the school counselor or the school office to notify staff of the early pick up. Parents picking up a student, must check-in to the office prior to removing child from the building.

Enforcement of Compulsory Attendance Requirements

When a student has been absent for three (3) days during the current school year without a lawful excuse, District staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence. The notice shall:

- Be in the mode and language of communication preferred by the person in parental relation;
- Include a description of the consequences if the student becomes habitually truant, and;
- When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

ACADEMICS

Teachers utilize a variety of curriculums to meet the individual needs of students.

Education is driven by students' Individualized Education Plans. In addition to using grade level district curriculum, teachers also implement the reading and math interventions Read 180 and Math 180.

Read 180

Read 180 is a proven reading intervention program designed to accelerate literacy development for students reading below grade level. Backed by over two decades of continuous research and validation, the program is widely recognized for helping students achieve significant academic gains—often one or more years of growth within a single school year. It has consistently demonstrated success in improving standardized test scores, reducing dropout rates, and enhancing overall literacy outcomes.

Math 180

Math 180 is a comprehensive, research-based math intervention program designed to

accelerate math achievement for students in Grades 3–12 who are performing one or more years below grade level. The program combines teacher-led instruction, adaptive technology, and independent practice to build conceptual understanding, procedural fluency, and problem-solving skills. It targets key mathematical domains such as number sense, algebraic thinking, and data analysis, while also supporting academic confidence. Math 180's flexible structure allows it to be implemented in various instructional settings to meet the needs of diverse learners.

ACADEMIC INTEGRITY

The Board adopts a system-wide policy to promote academic integrity and will not tolerate any form of academic dishonesty, including but not limited to, cheating during examinations or on lab, homework and other assignments; plagiarism; pre-exam access to test forms; and unauthorized use of aids during examinations and assignments.

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.

ATHLETICS/EXTRACURRICULAR ACTIVITIES

Athletics

Students enrolled at Pittsburgh Bridges Academy are able to participate in athletics at the neighborhood school they would otherwise attend based on their physical address following eligibility guidelines of PPS Board Policy 119 and PIAA bylaws. If you or your child are interested in participating in athletics, a Bridges Academy counselor, Principal, or Assistant Principal can help connect you with opportunities.

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, or 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. The prohibition shall be in effect during regular school hours and at any school-sponsored event whether on or off school premises. Any student wearing clothing that is too revealing or otherwise violates the dress code will be provided opportunities to correct any violations, such as by wearing additional or alternative clothing.

ELECTRONIC DEVICES

Board Policy 216 prohibits students from possessing cell phones and other personal electronic devices at school. Student devices are collected at the start of the school day and remain inaccessible to students during the school day pursuant to Board Policy 216 and Administrative Regulation 216-1. Electronic Devices include:

- Cellular phones and smartphones
- Smartwatches capable of communication
- Tablets and personal laptops not issued by the District
- Personal gaming systems
- Digital cameras or recording devices
- Wearable technology capable of recording audio, video, or images, including smart glasses or similar devices
- Any non-district issued device capable of recording audio, capturing photographs or video, storing data, transmitting messages, or accessing the internet

Procedures for device collection at Pittsburgh Bridges Academy

Each classroom will be provided individual padded storage pouches for storing phones. Phones and other prohibited electronic devices will be collected at student entry and placed into labelled pouches as part of security check. At some sites, depending on student needs, it may be determined that devices need to be collected prior to student entry into the building.

Pouches will be stored in a locked cabinet in the counselor, project specialist or administrator office.

Phones will be returned to students outside of the building when the student is leaving for the day.

GRADING

Grading Scale

All classes will use the Pittsburgh Public Schools grading scale:

Percentage Earned	Grade	GPA
90-100%	A	4.0
80-89%	B	3.0
70-79%	C	2.0
60-69%	D	1.0
50-59%	E	0.0

GRADUATION REQUIREMENTS

The PPS Board recognizes its responsibility to adopt the graduation requirements students must achieve in accordance with state regulations. The Board shall award a regular high school diploma to every student enrolled in the School District who meets the requirements of graduation established by the Board and set forth in the policy. Each student shall complete the course credit requirements, the student portfolio requirements set forth in policy or meet the requirements of their Individualized Education Program (IEP) to meet the minimum requirements for graduation. IEPs should include the graduation requirements set forth by policy to the maximum extent the requirements are appropriate.

Students currently are required to graduate with 26.5 credits. Beginning with the graduating class of 2028, each student shall be required to meet the minimum requirements of twenty-four (24) credits or to meet the requirements of their IEP for graduation.

HOMEWORK PROCEDURES

Homework will be given at the discretion of the teacher. Expectations and assignments will be created by individual classrooms as well as IEP Teams for the development of each individual child.

HEALTH SERVICES

Medication, Illness, and Injury

Pittsburgh Bridges Academy shares a full-time Certified School Nurse at each site. The school nurse should be utilized when a child becomes sick or injured at school. When a child is seen due to these above reasons, the school nurse will make direct contact via phone with the parent/ guardian with information about the assessment and any recommended follow up.

Guidelines for Medication Administration

Parents should make every effort to give medication at home as only essential prescribed medicines will be given at school. All medications must be brought to school and picked up by an adult.

All medication taken at school must have parental consent for administration, a medical order, and be in the original pharmacy labeled container.

Only a nurse can administer medicine at school. Administration may administer rescue medications (inhalers, Epi Pens) at school when the nurse is not available.

A parent/guardian must complete a permission form issued by the school for ALL medication given at school.

All medication orders and parent/guardian permission will be valid for the current school year only. ALL MEDICATIONS must have a new doctor's order and parent permission submitted each school year.

All medications are locked in the school nurse's office.

Field Trip Medications

Teachers may not administer daily medications on field trips. Only a nurse can administer daily/routine medications. Teachers may administer emergency rescue medications (Epi-Pens and Inhalers) while on field trips. Parents of children who receive daily medicine during school hours may choose to have their child not receive their medication on the day of the field trip. Any questions about daily or emergency rescue medications should be directed to the school nurse.

Emergency Care Forms

All students are required to submit an emergency care form at the start of each school year. This updated information is necessary to keep records accurate regarding medical needs, participating on athletic teams, and attending field trips off school grounds.

Illness

Children with diarrhea, vomiting and/or fever should stay home from school for 24 hours after their symptoms have stopped.

Strep infections or other illnesses requiring antibiotics such as conjunctivitis (pink-eye)—Child will need to have at least 1 dose of antibiotic and have no diarrhea, vomiting and/or fever for 24 hours before returning to school. Sometimes this requires the child to miss the day after diagnosis as well.

INFORMATION TECHNOLOGY/ACCEPTABLE USE

Bridges Academy issues laptop computers with chargers to all its students. Students must comply with all rules, regulations and policies outlined in the District's Acceptable Use Technology Policy, as well as the Code of Student Conduct pertinent to information technology. All policies in the District's Acceptable Use of Technology Policies also apply to students' laptop computer and Internet usage, regardless of whether students use school laptops or technology at home, school, or elsewhere.

Noncompliance with the District's Acceptable Use of Technology Policy and subsequent rules—both District and school—associated with information technology as denoted in the Code of Student Conduct may result in disciplinary action including, but not limited to, suspensions and device restrictions.

Information Tech Rules (District)

- Do not change the local configuration of the desktop, laptop or tablet.
- Do not deface or change the physical appearance of any District device.
- Do not use any logon and password other than your User Account
- Users are not allowed to do the following unless given permission by an administrator:
 - Store and/or install files on the laptop including Freeware, shareware, public domain, or any other software;
 - Install and/or play personal music, videos, or games;
 - Use unauthorized programs installed on the laptop.
 - Report any damage – accidental or not, immediately.
 - Do not attempt to bypass PPS security or content filtering at any time.
 - Do not consume food or drink near or on devices.

Additional Rules (School-Specific)

- Do not leave laptop devices at school; bring them to and from school in case of school cancellations, absences, etc.
- Students are to use their own District-issued devices only, while in school.
- Handle school-issued computers/laptops properly and with respect, for it is the school property.
- Use computers/laptop devices appropriately in accordance with District policy.
- Never change any computer settings (desktop, screen saver, etc.).
- Remember to save work to public folders, flash drive, and/or Google drive account.
- Charging personal cell phones on District-owned computers and laptops is prohibited, unless authorized by staff.
- Use of grooming items (lotions, brushes, etc.) near District-owned computers/devices is prohibited.
- Visit only approved and appropriate internet sites only – violent and pornographic sites are prohibited.
- Do not deface and vandalize District-owned computer/laptop devices.

STUDENT SUPPORT SERVICES

Multi-Tiered System of Supports (MTSS)

A standards-aligned, comprehensive school improvement framework for enhancing academic, behavioral, and social-emotional outcomes for all students. As part of the MTSS framework, cross-disciplinary teams represented at the local education agency (LEA), school, grade and individual levels use a problem-solving process to integrate evidence-based academic, behavioral, and social-emotional programs and practices matched to student needs. A continuum of supports for staff and student services exist across three tiers and is undergirded by high quality professional learning, cultural responsiveness, partnership and meaningful involvement with families, and dynamic decision-making that rests on the use of reliable and valid data sources: a) Tier 1 (Universal): Provide preventive, proactive, and universal practices and support to enhance academic, social-emotional, and behavioral outcomes with all students (e.g., school climate, comprehensive mental health, social-emotional learning). b) Tier 2 (Secondary): Provide targeted interventions to support students who require more intervention and support than is typically provided at Tier 1 (Universal). Interventions and support should be aimed at the causal roots of factors adversely impacting learning. c) Tier 3 (Tertiary): Requires the most intensive level of individualized intervention for students with the most significant, high intensity support needs (assessment based). Interventions and support should be aimed at the causal roots of factors adversely impacting learning.

Student Assistance Program (SAP)

The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. There are four phases to the SAP process: referral, team planning, intervention and recommendations, and support and follow up. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the SAP is to help students overcome these barriers so that they may achieve, advance, and remain in school. According to Pennsylvania Public School Code, schools in Pennsylvania are required to establish and maintain SAP for all students K-12. SAP team members must be trained by a Pennsylvania Approved SAP Training Provider (PASTP). While Student Assistance Programs exist in other areas of the country, the structure and operation of the program in Pennsylvania is a unique integrated model serving the needs of families and students.

Social Emotional Learning (SEL)

At Pittsburgh Public Schools, we believe that SEL is the foundation on which academic learning takes place. When students feel confident in their abilities and their value to their class, when they know how to ask for and offer help and understand that resources are available to them, they are better able to achieve their full potential. To better serve our students, we strive to deepen our own SEL.

Teachers and school staff participate in lessons and discussions about SEL competencies. We try to make connections to elements of SEL throughout the day to show students that this is important, that people care about it, and that it is relevant to everyday life. Most importantly, we try to model our behavior in a way that helps students become more aware of their own competencies.

Bullying / Harassment

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting, that is severe, persistent, or pervasive and has the intent or effect of:

- Creating an intimidating or hostile environment that interferes with a student's education;
- Physically, emotionally, or mentally harming a student;
- Placing a student in reasonable fear of physical or emotional harm;
- Placing a student in reasonable fear of damage to or loss of personal property.

Harassment shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation or religion when such conduct:

- Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
- Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
- Otherwise adversely affects an individual's learning opportunities.

Each staff member shall be responsible for maintaining an educational environment free from all forms of bullying and harassment.

Reports of bullying are to be made to a teacher, the school principal, counselor, or social worker – verbally or in writing.

- Complaints shall be investigated promptly, a written report made, and corrective action taken when allegations are substantiated.
- School principal or his/her designee is responsible for making sure this process occurs.
- District Compliance Officer: “Superintendent or designee”
- Office of Student Support Services
- All complaints of bullying and harassment shall be investigated promptly, and corrective action taken when complaints are substantiated.
- Determine whether conduct complained of, if true, is bullying and/or harassment as defined by Board Policy.
- Parent/guardian of alleged victim and alleged perpetrator are contacted.
- Principal or designee (e.g., asst. principal, school counselor, social worker) conducts prompt investigation.
- Written report is completed utilizing forms in the Bullying/Harassment Packet.
- Completed Bullying/Harassment Packet is provided to Compliance Officer.

Students with Disabilities & Bullying / Harassment

U.S. Dept. of Ed: Dear Colleague Letter, August 20, 2013:

A student can be denied FAPE if bullying behavior is severe enough that student is not receiving a “meaningful educational benefit.”

Possible strategies when student with a disability is involved:

- Convene IEP/504 Team to discuss whether students needs have changed – revise IEP as needed to address student’s individual needs
- Determine whether FBA or other evaluation is needed for either student
- Collect data to help identify antecedent(s) to bullying behaviors

Counseling

Mental Health Counseling

Individual counseling based on need is provided. Parents can make a referral to receive counseling for their student.

Transition Counseling

All students who are 14 and older receive Transition Counseling. These services are integrated through the IEP process.

Naviance

Naviance is a system for tracking students post school outcomes and is completed by the counseling department with input from the classroom staff and the transition plan of the student.

STUDENT EXPECTATIONS/PROCEDURES

Pittsburgh Bridges Academy follows the Pittsburgh Public Schools’ Code of Conduct.

In addition, Pittsburgh Bridges Academy uses PBIS (Positive Behavior Intervention Supports) to teach and reward positive behavior through our TALID expectations: Task, Area, Language, Interactions, and Direction.

Code of Conduct

Pittsburgh Public Schools is committed to providing every student with the opportunity to attend school in an environment that is safe, free of violence and drugs, and conducive to learning. This goal is of the highest priority because excellence in education cannot be achieved unless schools and classrooms are safe and orderly. The Code was developed so that all students, staff, and parents of the District fully understand the expectations for student behavior while in attendance in our schools, while attending school sponsored activities or while riding on transportation systems serving our school district.

The Code of Student Conduct may be accessed in full on the PPS website.

PBIS / TALID

TALID is the class-wide behavior management and data collection system used in the Emotional Support classroom. This system is intended to encourage accountability, reinforce appropriate behaviors, and recognize student success throughout the school day. Each letter corresponds with a behavior expectation:

- Task: Student participates in/completes assigned work
- Area: Student is in the assigned area/classroom
- Language: Student uses school appropriate words and gestures
- Interactions: Student engages in school appropriate interactions with staff and peers
- Directions: Student follows staff directions

Students have the opportunity to earn points per behavior expectation each class period. The percentage of points the student earns for each behavior expectation is recorded daily. TALID points can be exchanged during the week for individualized preferred items and activities within the classroom store.

Additional data collection is recorded for 'high severity' behavior and sleeping behavior when necessary. High severity behaviors include: physical aggression, property destruction, harassment/bullying, sexual misconduct, drug/alcohol use, weapon violation, suicidal/homicidal statement/intent, or safety concerns (entering without security check, propped door, etc.).

VISITORS

All guests, please remember the following:

- All visitors must enter through the main office at the building they are visiting. At Greenway, visitors should ring the doorbell on the South entrance off of Chartiers Avenue (1463 Chartiers Ave) or call the Bridges Academy phone number to speak with the school secretary.
- Visitors must present photo identification, sign in, state the purpose of their visit, and receive a visitor badge from security or office staff. This is through the RAPTOR system at many sites.
- Please make sure to have a license or legal form of identification when you come into the school, as it will be scanned by the RAPTOR System.
- All visitors must have an approved appointment with someone in the building.

APPENDIX

Policy 115 – Homework

This policy establishes expectations for meaningful, purposeful homework aligned to instructional goals. Homework should reinforce learning, be developmentally appropriate, and not excessive.

Policy 119 – Athletics & Extracurricular Activities

This policy governs student participation in athletics and extracurricular activities, including eligibility, academic expectations, conduct standards, and equitable access to programs.

Policy 204 – Attendance

Students are required to attend school regularly in accordance with Pennsylvania law. The policy outlines excused and unexcused absences, documentation, and procedures to support consistent attendance.

Policy 206 – Health Services

Outlines school health services including screenings, medical support, and procedures that ensure student health, safety, and readiness to learn.

Policy 209 – Grading and Reporting

Defines how student performance is assessed and communicated, including grading practices, report cards, and expectations for fairness and consistency.

Policy 211 – Graduation Requirements

Specifies the credit requirements and criteria students must meet to earn a diploma, aligned with state regulations.

Policy 212 – Student Code of Conduct

Establishes behavioral expectations and outlines disciplinary procedures to maintain a safe and respectful learning environment.

Policy 215 – Anti-Bullying

Prohibits bullying and harassment and outlines reporting, investigation, and intervention procedures to protect students.

Policy 216 – Electronic Devices

Governs student use of electronic devices. Devices may be used for educational purposes but are restricted during the school day to maintain a focused learning environment.

Policy 221 – Dress Code

Ensures student dress supports a safe, respectful, and inclusive environment while allowing appropriate self-expression.

Policy 226 – Academic Integrity

Prohibits cheating, plagiarism, and other forms of academic dishonesty, reinforcing ethical academic behavior.

Policy 231 – Homeless Students

Ensures educational stability and access for students experiencing homelessness in alignment with the McKinney-Vento Act. The policy outlines rights related to enrollment, transportation, and support services.

Policy 1004 – School Visitors

This policy outlines procedures for visitors entering school buildings, including sign-in requirements, identification, and approval processes to ensure a safe and secure environment for students and staff.

Annual Child Find Notice

Pittsburgh Public Schools conducts ongoing 'Child Find' activities to identify, locate, and evaluate children who may be eligible for special education services under the Individuals with Disabilities Education Act (IDEA). This includes children ages 3–21, including those who are homeless, wards of the state, or attending private schools. Families can request an evaluation if they suspect a disability impacting learning.



Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or employment and provides equal access to the Boy Scouts and other designated youth groups. It is the policy of the Pittsburgh School District to make all services, programs and activities available and to provide reasonable accommodations to persons with disabilities. Please make requests for accommodations at least 72 hours before the scheduled event. For more information regarding accommodations, civil rights grievance procedures, please contact: Rachel Beers, Office of Employee Relations rbeers1@pghschools.org | 341 S. Bellefield Ave, Pittsburgh, PA 15213 | 412-529-HELP (4357)