



Pittsburgh Allegheny 6-8

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,



Dr. Wayne N. Walters

Superintendent, Pittsburgh Public Schools



PRINCIPAL'S WELCOME

Welcome to Allegheny 6-8! I am honored to serve as your principal and excited to begin my first year leading our middle school. While many of you may already know me from Allegheny PreK-5 or from seeing me around our shared building, I also want to extend a special welcome to our incoming sixth graders and all students and families who are joining our school community for the first time.

Students, middle school is a time to grow, discover your strengths, and prepare for the future. I encourage you to come to school each day ready to learn, challenge yourself, show respect, and make a positive impact on those around you. At Allegheny, we believe every student can succeed through hard work, responsibility, and kindness.

Families, thank you for entrusting us with your children each day. We value the partnership between home and school and know that our greatest success comes when we work together to support our students academically, socially, and emotionally.

Dr. Cole and I are excited to work alongside our outstanding staff to provide a safe, supportive, and engaging learning environment where every student is known, challenged, and encouraged to reach their full potential. We look forward to a wonderful school year and all that we will accomplish together.



Sincerely,

Mr. Barbone
Principal

As the new Assistant Principal of Allegheny 6-8, I am excited to join this incredible school community and begin an amazing year of learning, growth, and success alongside each of you.

Students, I encourage you to come to school each day ready to learn, work hard, and be your very best. At Allegheny, we believe in supporting one another, working together, and creating an environment where every student feels valued and empowered to grow.

Families, thank you for being such an important part of our school community. I look forward to partnering with you as we continue to support our students and help them reach their full potential.

I am grateful to be part of the Allegheny family and excited for all we will accomplish together this school year.



Sincerely,

Dr. Raquel Cole

Assistant Principal

SCHOOL INFORMATION



Allegheny Traditional Academy 6-8

810 Arch St, Pittsburgh, PA 15212

Phone: 412-529-4117

Fax: 412-323-4114

Website: pghschools.org/schools/6-8/Allegheny

School Colors

Royal Blue, White

Mascot

Astros

Staff Directory

Use the link to learn of the staff at your child's school. In the "Location" option choose your student's school: pghschools.org/about/directory

VISION AND MISSION

Mission

We will refine our skills as educators by seeking professional development opportunities to build character and improve academic outcomes for our students.

Vision

To establish a learning community that promotes excellence in education, socialization, and emotional wellness for the entire school community.

Core Beliefs

- Learning is a lifelong event that reaches beyond the walls of the classroom.
- Everyone in the child's environment, including parents, students, teachers, and the community, is a resource for learning.
- Through school, community and home, children will develop a system of mutual respect which recognizes the diversity among us.
- The school, parents and community must work collaboratively to establish a safe and caring learning community.
- Clear goals, expectations and instructional strategies must be set to enable each student to reach his/her full potential.
- Clear communication channels are essential to the entire learning environment.

COMMUNICATION PROCEDURES

Contacting the School

Please see the previously listed phone number, fax number and office email address to contact our school.

Finalsite Blackboard Connect

Finalsite Blackboard Connect is a mass notification system (Robo Calls) designed for K-12 schools to enhance communication with students, parents, and staff. It allows schools to send timely alerts and updates through various channels, ensuring effective community engagement and information dissemination

Home Access Center (HAC)

HAC gives parents and guardians 24/7 access to important student information and allows families to:

- Complete Back-to-School Forms
- Download and print report cards
- View grades
- Monitor attendance
- Check class schedules
- View published assignments and student progress
- Communicate with teachers through quick links
- Find transportation information
- Report Card Information

Each parent or guardian will need their own login credentials to access HAC, the credentials were provided by the school upon finalization of enrollment.

Social Media

Schools will use official school social media accounts to share school events, announcements, celebrations, reminders, and special shout-outs with students, families, and the school community.

Families are encouraged to follow their school's official social media accounts for timely information about school activities and opportunities. Schools will provide their individualized social media accounts.

Schools will use official Pittsburgh Public Schools and school-approved communication channels when sharing information with families. Social media will supplement, rather than replace, required school and District communications.

TalkingPoints

TalkingPoints is a District-approved communication platform used by Pittsburgh Public Schools to communicate important school information directly with families through text messages and the TalkingPoints application.

Schools may use TalkingPoints to share school announcements, reminders, upcoming events, opportunities, important documents, and other timely information with parents, guardians, and caregivers.

Teachers and designated school staff may use TalkingPoints to communicate with families regarding student learning, classroom information, school activities, and other matters related to student support and success. Staff are expected to monitor and respond to messages in accordance with school and District communication expectations.

Parents, guardians, and caregivers are encouraged to download and use the TalkingPoints application and ensure that their contact information is current so they can receive important school communications.

Families should regularly check TalkingPoints, along with other official school and District communication channels, for important updates and information.

BELL SCHEDULES

Student Arrival: 8:30 AM

After 9:00 AM, students must sign in at the main office.

Students are to report their homeroom on two-hour delays. Breakfast will not be served.

Daily Schedule		Half Day	Two-Hour Delay
Breakfast	Doors open at 8:30	Doors open at 8:30	
Homeroom	8:45 – 8:50	No Breakfast	
Intervention	8:50 – 9:20		
Period 1	9:20 – 10:05	8:50 – 9:30	No Breakfast
Period 2	10:05 – 10:50	9:30 – 10:10	Doors open at 10:30
Period 3 (Lunch)	10:50 – 11:35	10:10 – 10:50	10:50 – 11:35
Period 4 (Lunch)	11:35 – 12:20	10:50 – 11:35	11:35 – 12:20
Period 5	12:20 – 1:05	End of Day 11:55	12:20 – 1:05
Period 6	1:05 – 1:50		1:05 – 1:50
Period 7	1:50 – 2:35		1:50 – 2:35
Period 8	2:35 – 3:20		2:35 – 3:20
Dismissal	3:20 – 3:25		3:20 – 3:25

Virtual Schedule	Time	Minutes	Notes
Period 1	8:50-9:15	25	Student start time
Period 2	9:15-9:40	25	
Period 3	9:40-10:05	25	
Period 4	10:05-10:30	25	
Period 5	10:30-10:55	25	Use this period as a screen break
Period 6	10:55-11:20	25	
Period 7	11:20-11:45	25	
Period 8	11:45-12:10	25	
Lunch & Recess	12:10-1:00	50	Lunch for students and staff.
Office Hours	1:00-3:00	120	Staff are available for office hours to assist students with assignments.

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
Half Day	10/9/2026
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	11/12/2026
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
2/17/2027	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

POLICY 204: ATTENDANCE

All students ages 6 through 18 must attend school. This is known as the compulsory school attendance requirement. When students do not attend school on a regular basis, they are tardy or truant. Intervention strategies will be utilized with the goal of improving school attendance for truant students, with a special focus on eliminating barriers to school attendance. Below is a summary of important school attendance rules and procedures. PPS Attendance Policy can be found in Board Policy 204: Attendance (See Above)

Key Attendance Terms

Excused Absences

- Illness
- Family emergency/ death
- Health care/therapy
- Recovery from an accident
- Quarantine
- Court attendance
- Religious holidays
- College visits
- Other

Unexcused Absence

When Student is not in attendance at school and a written excuse is not provided within three (3) days.

Tardy

Arriving after the posted start time for class or school without a written excuse.

Truant

Student has had three (3) or more unexcused absences.

Habitually Truant

Student has had six (6) or more unexcused absences.

SAIC

School Attendance Improvement Conference, where reasons for missing school are reviewed to improve a student's attendance.

SAIP

School Attendance Improvement Plan, the plan outlining efforts to improve student's attendance.

School Procedures

- The school will record and monitor student attendance each school day in accordance with District procedures.
- Teachers will record attendance accurately within the District-established reporting window.
- Families will report absences and provide required written documentation within three (3) school days.
- The school will monitor patterns of absence, tardiness, and early dismissal and communicate with families when concerns emerge.
- School counselors, social workers, and other designated staff will contact families, document outreach, identify barriers to attendance, and connect students to appropriate supports.
- When a student meets the criteria for unexcused absences or truancy, the school will follow the attendance intervention, School Attendance Improvement Conference (SAIC), and School Attendance Improvement Plan (SAIP) processes required by Policy 204 and the current PPS Code of Conduct.

ACADEMICS

POLICY 104: CURRICULUM DEVELOPMENT

POLICY 104.1: CURRICULUM REVIEW BY PARENTS/GUARDIANS/STUDENTS

POLICY 104.2: EXEMPTION FROM INSTRUCTION

Pittsburgh Public Schools provides planned instruction aligned with established academic standards in each subject area in accordance with Board Policy 104. The district curriculum is designed to support student learning and academic growth. Families may request information regarding religious exemptions from specific instruction as permitted by law and District policy.

Below are the curricular materials used for daily instruction within the classrooms:

Subject	Grades K-5	Grades 6-8	Grades 9-12
English Language Arts	Open Court Reading	SAVVAS - My Perspectives	SAVVAS - My Perspectives
	Benson Handwriting	Imagine Learning - My Path	Imagine Learning - My Path
	Imagine Learning - My Path	Board Approved Trade Books	Board Approved Trade Books
	Imagine Learning - Language & Literacy		
Math Math Curriculum Home Page	Illustrative Math K-5 Dreambox	Illustrative Math 6-8 Dreambox	McGraw Hill, Algebra 1 McGraw Hill, Geometry McGraw Hill, Algebra 2 Financial Algebra Blitzer, Pre-Calculus Pearson, Calculus Pearson, Statistics Openstax, AP Pre-Calculus Pearson, AP Calculus Openstax, AP Calculus vol. 1 and vol. 2 Openstax, AP Statistics 2e IXL
Science	Carolina Science	Carolina Science	Biology Chemistry Physics Tech and Environmental Science Forensics Earth and Space Science

**Social
Studies****Kindergarten**

Scott Foresman
Kindergarten Series: “Here
We Go”, 2003

First Grade

People and Places,
Macmillan/McGraw-Hill,
2001

Second Grade

People Together-
Adventures in Time and
Place, MacMillan/McGraw-
Hill, 2001

Third to Fifth Grade

The First Americans:
Prehistory-1600. A History
of US Book, Oxford
University Press

Grade 6

Eastern Hemisphere
Social Studies, Grade 6,
Pittsburgh Edition, 2024
McGraw Hill

Grade 7

Western Hemisphere
Social Studies, Grade 7,
Pittsburgh Edition, 2024
McGraw Hill

Grade 8

US History
The American Journey
Early Years. 2012 (McGraw
Hill) Supplemental Text:
Slavery in America

Grade 9

Civics
Civics: Government and
Economics in Action 2005.
Prentice-Hall.

Grade 10

World History 1500 to
Present
Beck, R. B. et. al. (2005)
Modern World History:
Patterns of Interaction.
McDougal Littell.

Grade 11

U.S. History 1877 to
Present
Holt American Anthem
(2007) and Prentice
African American Odyssey

Grade 11-12

African American History
Hine, Hine and Harrold
(2009).
The African-American
Odyssey, 4th Ed.
Prentice Hall.

Grade 12

Ethnic Studies
Voices: An Ethnic Studies
Survey (2025), Building
Bridges: Revealing Hidden
Histories through Ethnic
Studies (2025)

Additional Academic course curriculum, resources and partnerships can be found on the
PPS website [PPS Website: Academics](#)

ACADEMIC INTEGRITY

POLICY 226: ACADEMIC INTEGRITY

Students are expected to demonstrate honesty and integrity in all academic work in accordance with Board Policy 226. Cheating, plagiarism, unauthorized collaboration, falsification, and other forms of academic dishonesty are prohibited. Students are expected to submit work that accurately represents their own learning and appropriately acknowledge the work and ideas of others.

School Procedures

- The school will teach and reinforce expectations for academic honesty, appropriate use of sources, and authorized collaboration.
- When academic dishonesty is suspected, the teacher or administrator will review the concern and provide the student an opportunity to respond.
- The school will document and address confirmed concerns using responses that are appropriate and aligned with Board Policy 226 and District guidance.
- The school will communicate significant or repeated concerns with the student's parent/guardian.
- When technology or artificial intelligence is involved, the school will follow current District guidance regarding authorized and unauthorized use.

ATHLETICS

POLICY 119: INTERSCHOLASTIC ATHLETICS/EXTRA & CO-CURRICULAR ACTIVITIES

Student participation in interscholastic athletics is governed by Board Policy 119 and applicable District, league, and state requirements. Eligibility includes academic, attendance, conduct, health, and participation expectations. Pittsburgh Public Schools is committed to equitable access and expects students to demonstrate responsible conduct as representatives of their school.

School Procedures

- The school will provide students with access to interscholastic athletic opportunities consistent with District, league, and state requirements.
- The school, in coordination with the Athletics Department and athletic staff, will communicate participation requirements, schedules, and responsible sponsors.
- Athletic staff will verify applicable academic, attendance, conduct, health, and participation eligibility requirements before and during participation.
- The school will communicate eligibility concerns to students and families and identify the District-approved process for regaining eligibility when applicable.
- Athletic staff will maintain required participation, permission, health, and eligibility documentation.

DRESS CODE

POLICY 221: DRESS CODE

In accordance with Board Policy 221, student dress should support a safe, respectful, and inclusive learning environment while allowing appropriate self-expression. Clothing and accessories must not create a substantial disruption, safety concern, or interfere with the educational environment.

School Procedures

- The school will maintain a safe, respectful, and inclusive learning environment while allowing appropriate student self-expression.
- The school will communicate Policy 221 expectations to students and families and reinforce them throughout the school year.
- Staff will address dress-related concerns consistently, respectfully, and in a manner that minimizes unnecessary disruption to instruction.
- The school will address clothing or accessories that create a safety concern, substantial disruption, or interference with the educational environment.
- When a concern requires administrative follow-up, the school will address it in accordance with Policy 221 and District procedures.

ELECTRONIC DEVICES

POLICY 216: ELECTRONIC DEVICES

The Board adopts Policy 216 to maintain an educational environment that is safe and secure for District students and employees.

Definitions

Electronic devices shall include all devices that can take photographs; record or store audio or video data; store, transmit or receive messages, images or data; or provide a wireless, unfiltered connection to the Internet. Examples of electronic devices include, but shall not be limited to, cellular telephones, smartphones (e.g. iPhones and Android devices; telephone paging devices/beepers; global positioning system (GPS) devices; laptop computers; portable game units; mp3 players; personal digital assistants (PDAs); digital cameras; tablet personal computers (e.g. iPads), as well as any new technology developed with similar capabilities.

School day as used in this policy shall mean the time during which students are in attendance at school, including on the school bus, while traveling from home to school and school to home, on school field trips, or other school-related activities which occur during typical school hours.

District Property as used in this policy shall mean District property; in or on the grounds of District buildings; in District buses or vehicles; during all times outside of District property while under supervision of the District, including but not limited to locker rooms, bathrooms, health suites or changing areas of any location.

Use of Electronic Devices

The Board prohibits the use and possession of electronic devices by students during the School Day in any District Property subject to the specific Board-approved exceptions and guidelines contained herein.

Students may bring cell phones or electronic devices to school, if necessary, but must turn them into school personnel while school is in session.

The Board prohibits the possession of laser pointers and attachments by students on School Property, on buses and other vehicles provided by the District, and at school-sponsored activities.

Electronic Images and Photographs

The Board prohibits any student, on School Property at any time, from taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or

otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

The Board further prohibits any student, during the School Day, from taking, storing, disseminating, transferring viewing or sharing any photograph, image or video of any person on School Property.

Violations

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device.

The District shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student. The District reserves its right to disclaim liability for the loss, damage or misuse of an electronic device that is confiscated due to a violation of this policy.

The Superintendent or designee shall establish and maintain a review procedure to address claims that a student or parent/guardian-owned electronic device was damaged upon confiscation.

Exceptions to General Prohibition

School Procedures

- The school will communicate Policy 216 expectations for electronic devices at the beginning of the school year and reinforce them throughout the year.
- The school will establish a consistent procedure for the required storage or collection of student electronic devices during the School Day, including procedures for Board-approved exceptions.
- Staff will apply electronic-device expectations consistently across classrooms and school-related activities covered by Policy 216.
- When a student violates Policy 216, the school will follow District procedures for disciplinary action and confiscation, when applicable.
- The school will communicate with families and involve an administrator when required by the policy or District procedures.

INTERSCHOLASTIC ATHLETICS/EXTRA & CO-CURRICULAR ACTIVITIES

POLICY 119: INTERSCHOLASTIC ATHLETICS/EXTRA & CO-CURRICULAR ACTIVITIES

Student participation in extracurricular activities is governed by Board Policy 119 and applicable program requirements. Students are expected to meet participation, conduct, attendance, and any academic expectations established by the district and sponsoring program. Pittsburgh Public Schools is committed to providing equitable access to extracurricular opportunities.

School Procedures

- The school will provide equitable access to extracurricular and co-curricular opportunities consistent with Board Policy 119 and applicable program requirements.
- The school and sponsoring programs will communicate participation requirements, schedules, conduct expectations, attendance expectations, and any applicable academic eligibility requirements.
- School staff will monitor applicable eligibility requirements and address concerns consistently with District procedures.
- The school will maintain required participation and program documentation.

GRADING

POLICY 209: GRADING AND REPORTING

Grading Scale

Grade	Percentage	Regular GPA	PSP/IBMYG GPA	AP/CAS/IB GPA
A	90-100%	4.0	4.5	5.0
B	80-89%	3.0	3.5	4.0
C	70-79%	2.0	2.5	3.0
D	60-69%	1.0	1.5	2.0
E	50-59%	0.0	0.0	0.0

Report Cards

The report card is the most familiar way of communicating student progress. Report cards are issued four times during the school year at approximately nine-week intervals. A citizenship mark is also given for the students' behavior in each class. Citizenship marks are represented by the letters O for outstanding; S for satisfactory; and U for unsatisfactory.

Please note: Grades close approximately 10 days before report cards are available in the Home Access Center (HAC).

Progress Reports

Communication between teachers and parents is critical, and keeping parents informed of their child's performance is accomplished in many ways. One of these ways is the use of Interim Progress Reports. At the mid-point of each of the four grading periods, teachers will evaluate student progress. If a child is not working to his or her potential, a progress report is mailed home. If a student's grade is at risk of dropping two letter grades from the previous grading period, a report is also sent home to inform parents. A conference can be arranged in order to determine the best way to help a child before marks are closed for a particular grading period.

Specific Grading guidelines can be found on the PPS Website [Grading Guidelines](#)

School Procedures

- The school will implement District-approved grading and reporting practices consistently and fairly.
- Teachers will use approved grading practices that accurately communicate student learning and performance in accordance with District expectations.
- Teachers will provide timely feedback and communicate significant academic concerns to students and families.
- The school will follow District grading periods, reporting timelines, and procedures for report cards and progress reports.
- Teachers and school leaders will use HAC and other District-approved reporting tools to communicate student progress.

GRADUATION REQUIREMENTS

POLICY 211: GRADUATION REQUIREMENTS

Students must meet the credit and graduation requirements established by Pittsburgh Public Schools and applicable Pennsylvania regulations in order to earn a diploma, in accordance with Board Policy 211. Requirements may include successful completion of required coursework, credits, and state or District graduation criteria.

School Procedures

- The school will monitor each student's progress toward meeting District and applicable Pennsylvania graduation requirements, including required coursework and credits.
- School staff will review student academic standing at established progress points and communicate with students and families when a student is at risk of not meeting graduation requirements.
- The school will provide appropriate academic supports, such as tutoring, intervention, or approved credit-recovery opportunities, when available and appropriate.
- The school will use District-approved grading and reporting information to support ongoing graduation monitoring.
- Students and families will receive clear information about graduation status, remaining requirements, and available supports.

HOMEWORK PROCEDURES

POLICY 115: HOMEWORK

In accordance with Board Policy 115, homework should be meaningful, purposeful, and aligned to instruction. Assignments should reinforce or extend learning, be developmentally appropriate, and avoid excessive demands on students and families.

School Procedures

- Teachers will assign homework that is meaningful, purposeful, and aligned to classroom instruction.
- Homework will reinforce, extend, or apply learning and will be appropriate to the student's developmental level and course expectations.
- Teachers will use homework to support the development of study skills, work habits, responsibility, perseverance, and independent learning.
- Homework assignments will be reasonable and will avoid excessive demands on students and families.
- When appropriate, teachers will use homework to strengthen communication between home and school and extend worthwhile learning beyond the classroom.

HEALTH SERVICES

POLICY 206: HEALTH EXAMINATION/SCREENINGS

Board Policy 206 outlines school health services that support student health, safety, and readiness to learn. Services may include screenings, health support, medication-related procedures, and coordination with families and health-care providers as appropriate.

School Procedures

- The school nurse and designated health staff will implement District health procedures that support student health, safety, and readiness to learn
- The school will maintain and review current student emergency and health information submitted by families.
- The school will obtain and maintain required medical documentation and medication-related information through authorized health personnel.
- The school nurse will respond to illness and injury in accordance with established District health and emergency protocols.
- The school will notify parents/guardians or emergency contacts when required and will complete required health screenings and documentation.

INFORMATION TECHNOLOGY/ACCEPTABLE USE

POLICY 913: NETWORK USAGE AND SAFETY

The [acceptable use form](#) (found in Home Access Center) is required annually to be signed by parents for all students in the Pittsburgh Public Schools. The information reflects the entire agreement and understanding for all families, students and staff.

School Procedures

- The school will ensure that the District’s annual acceptable-use agreement is communicated to families and completed through the designated District process.
- The school will teach and reinforce expectations for safe, responsible, and educational use of District technology and network resources.
- Staff will apply District technology and network-use expectations consistently across classrooms and school activities.
- The school will follow District-approved procedures for addressing reported or repeated violations of acceptable-use requirements.

STUDENT SUPPORT SERVICES

POLICY 107: STUDENT SUPPORT SERVICES

Student support services are an integral part of the educational program of the School District. Support services facilitate the continuing intellectual, physical, emotional and social development and general wellness of all students.

School Procedures

- The school will connect students and families to appropriate District student support services based on identified academic, physical, emotional, social, and wellness needs.
- For students experiencing homelessness, the school will promptly connect the student and family to the District's McKinney-Vento process and coordinate educational stability, transportation, enrollment, and participation supports as applicable.
- The school will implement required Child Find, special education, and Section 504 processes and coordinate referrals and services through authorized District personnel.
- The school will provide students with age-appropriate information and support related to college, career, military, technical education, workforce, and community pathways.
- For students participating in work-based learning or seeking work permits, the school will follow current District requirements, verify required documentation, and coordinate with the appropriate District office when necessary.
- The school will protect student and family confidentiality and maintain required records in accordance with District procedures.

STUDENT EXPECTATIONS/PROCEDURES

POLICY 212: STUDENT CONDUCT CODE OF STUDENT CONDUCT

Board Policy 212 establishes the Pittsburgh Public Schools Student Code of Conduct and behavioral expectations designed to maintain a safe, respectful, and supportive learning environment. The policy outlines expectations for student behavior and the processes used to respond to violations, including appropriate disciplinary and supportive interventions. Strategies that Pittsburgh Public Schools are using are as follows:

Positive Behavior Intervention Supports

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all the data, systems, and practices affecting student outcomes. It is a strength based and positive approach to create the kinds of schools where all students are successful. The school-wide PBIS program includes teaching expectations and positive reinforcement because students will succeed when offered informative corrective feedback and pro-social skills. When students know what is expected of them, they are more likely to behave appropriately. Principals, teachers, and staff at every school in the District work together to set up behavioral expectations and subsequent rewards that are specific to their school. Expectations are reinforced and acknowledged at places like morning meetings, classrooms, and school-wide event

Restorative Practices

Expanded implementation of Restorative Practices (RP) to all schools and programs is a key strategy to creating a positive and supportive school culture. Through RP, students connect with school staff and other students to build a strong community. Students develop appropriate social emotional skills, come to understand how their actions affect others, and work to repair any harm done. It is an approach built on respect, communication, and strategies for success. We understand that when everyone is treated with respect, classrooms are safe and healthy environments that support both teaching and learning. RP is designed to help all students understand the impact of their behavior and find ways to “restore” their place in the school community. Learn more about Restorative Practices at pghschools.org/academics/restorative-practices.

The RCA House System (Middle School Strategy)

The Ron Clark Academy’s house system is our middle school strategy that is a dynamic educational approach, fostering a sense of unity and personal growth among students.

The implementation process sorts students into houses, which typically range from four to eight in total. Each house boasts unique characteristics like its own color, symbols, and national heritage, creating a diverse and vibrant community within the school.

Over time, these houses develop their own values and personality, reflecting the culture of their students and staff. The house system at Ron Clark Academy is distinguished by its cross-grade structure, mixing students of all ages. This setup allows for mentoring opportunities and interaction across different grade levels, fostering a family-like culture in the school. The academy's approach helps students gain friendships and connect with others they might not usually meet, enhancing the overall sense of unity.

School Procedures

- The school will maintain a safe, respectful, supportive, and orderly learning environment through explicit teaching, reinforcement, and consistent implementation of behavioral expectations.
- The school will teach schoolwide expectations at the beginning of the year and reinforce them throughout the year.
- The school will use PBIS, restorative practices, and other approved preventive and supportive strategies to address student needs.
- The school will respond to conduct concerns in accordance with the current PPS Code of Student Conduct and applicable District procedures.
- The school will document significant incidents in District-approved systems and complete required notifications and follow-up.
- The school will communicate required procedural information to students and families and use supportive interventions when appropriate.
- School leaders will review discipline data, including disaggregated data, to monitor consistency and identify potential disproportionate outcomes.

VISITORS

POLICY 1004: SCHOOL VISITORS

Board Policy 1004 establishes expectations for visitors entering Pittsburgh Public Schools buildings. Visitors are required to follow school security procedures, including sign-in, identification, authorization, and any other building-entry requirements established to protect students and staff.

School Procedures

- The school will require all visitors to enter through the designated entrance and complete the required identification and sign-in process.
- The school will issue visitor identification when required and maintain records in accordance with District procedures.
- The school will use the required authorization or pre-approval process for classroom observations, meetings, volunteers, contractors, and other visitors when applicable.
- Visitors will be escorted or restricted to approved areas when required for safety and security.
- The school will maintain procedures for large events, athletic events, and evening programs and will direct unidentified or unauthorized individuals to the main office.

APPENDIX

Policy 102: Nondiscrimination in School

Describes the protections afforded students from discrimination and the process for filing a complaint.

Policy 102.1: Qualified Students with Disabilities

The Board's responsibility to provide academic and nonacademic services and programs equally to students with and without disabilities

Policy 102.3: Transgender & Gender Expansive Student

Describes the protections afforded to transgender and gender expansive students

Policy 104: Curriculum Development

This policy provides an outline of the planned instruction aligned with the established academic standards in each subject area as well as providing guidelines for religious exemption from instruction.

Pittsburgh Public Schools is committed to transparency regarding curriculum, instructional materials, and student learning experiences. In accordance with [Board Policy 104.1](#), parents/guardians and eligible students may request to review curriculum information, including instructional materials, academic standards, instructional pathways, and assessment practices. Questions regarding curriculum or requests for review should be directed to your child's school principal.

Policy 110: Career & Technical Education (CTE)

CTE opportunities are offered without discrimination; The Board may establish, operate, maintain and conduct vocational or technical education programs, or both, which includes academic preparation consistent with Chapter 4 (relating to academic standards and assessment), under the approved strategic plans. Review our full list of [CTE Programs](#).

Policy 115: Homework

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

Policy 118: English as a Second Language

In accordance with the Board's philosophy to provide a quality educational program for all District students, and to increase the English language proficiency of students who are English Learners (ELs), the School District of Pittsburgh shall provide an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners.

Policy 119: Athletics, Co-Curricular and 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 Examinations/Screenings

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. The Board prohibits the use and possession of electronic devices by students during the School Day in any District Property subject to the specific Board-approved exceptions and guidelines

Policy 221: Dress Code

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

Policy 222: Students Rights/Surveys

The School District must annually notify student/parents of policy, and approximate dates of surveys

Policy 226: 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.

Policy 229: Use of Medication

The administration of prescribed medication, in accordance with the direction of a licensed healthcare provider and a parent/guardian to a student during school hours.

Policy 229.1: Possession/Use of Emergency Medication

Rules for use of emergency medications

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 232: Searches

Rules for searches of student bags, etc.

Policy 233: Suicide Awareness

Education on suicide prevention

Policy 235: Terroristic Threats

Guidelines for dealing with terroristic threats by students

Policy 236: Threat Assessment

Guidelines for dealing with students posing a threat to themselves, others

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.



Students first
Always, in all ways.



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)