

Kindergarten

Transition Handbook



Pittsburgh Phillips K-5

1901 Sarah Street, Pittsburgh, PA 15203

A Spanish Emphasis School – Where we are present,
prompt, prepared, polite and productive.

Welcome to Pittsburgh Phillips

Welcome to Pittsburgh Phillips. We look forward to joining you in your child's educational journey. The transition to kindergarten is an important time for both students and their families. Your child is moving from a preschool, daycare, or home environment into elementary school.

Pittsburgh Phillips understands how challenging this can be and has created a transition plan to help you through the process. We have created this booklet to describe the transition process and share information with you about our Kindergarten.

This booklet will:

- * Provide you transition information
- * Provide you with readiness activities
- * Explain the kindergarten room and day
- * Explain the curriculum
- * Provide a short explanation of behavior philosophies and procedures
- * Provide a list of resources available to you

We would love to hear any feedback you may have throughout the process. Please call 412-529-5190 or email us.

We realize that this is an important time for your family and you may need some additional information or help that is not in this booklet.

For this reason we urge you to contact us so that we may help you.

Thank you for enrolling your child in our School,

Abagael Whittingham, Kindergarten Teacher	awhittingham1@pghboe.net
Lacey Mirachi, Kindergarten Teacher	lmirachi1@pghboe.net
Kristen Castillo, Kindergarten Teacher	kcastillo1@pghboe.net
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Michael D. Calvert, Principal
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A safe school where students soar to their highest potential as they grow to be life-long learners, creative thinkers, and contributing members of their community.

Dear Kinder Parents/Guardians,

Welcome to Pittsburgh Phillips! Entering Kindergarten is a great milestone for your child and we understand that you and your child may meet this time with excitement or apprehension (or a little of both). We hope that this handbook will help you know what to expect in kindergarten this year and answer any questions you may have. We are thrilled to be teaching your son/daughter as they begin an exciting new school year. Starting Kindergarten is a very important and sensational time in your child's life, and in your lives as well. On behalf of the kindergarten teachers and myself, we welcome you and want you to know that we will do everything we can to make your child's kindergarten year the best possible.

Everyone is excited about the year and anxious to meet each of you. Each year our kindergarten students enter school with a diverse range of experiences eagerly ready to absorb everything kindergarten has to offer. You may be surprised at what an intensive learning program kindergarten has become. Our goal is for every student to reach his or her developmental educational potential by building a strong academic foundation. A student's academic success is based on developmental readiness, a nurturing environment, and parental involvement.

For children entering kindergarten at Phillips, the year will be action-packed. Students will learn to read, to problem-solve, and to investigate the world of science and history. If you are uncertain of your child's readiness, our staff will be happy to share expectations and answer any questions regarding your child's readiness in reading, mathematics, science and technology, health and physical education, and the arts. We believe that teachers and parents should work together to provide challenging and engaging learning experiences. This partnership will build children's confidence and, as our vision states, ensure that our students will "soar to their highest potential as they grow to be life-long learners, creative thinkers, and contributing members of their community". This handbook will outline some of the kindergarten routines and expectations at Pittsburgh Phillips K-5. I know that Phillips will be a wonderful place for your children to grow.

Sincerely,



Michael D. Calvert, Principal

2016

Transition Activities

Mark Your Calendars!!!

Story Time and Craft

5/4

6:00-7:00pm

This is a time for your child to become familiar with the elementary school and his or her kindergarten teacher. While your child is enjoying stories and activities with his or her peers and future teachers, you will be getting valuable information about readiness and the school.

Q&A, Tour, & Child Orientation

6/1

6:00-7:00pm

Child orientation is a time when your child gets to visit the actual kindergarten classrooms. There will be several activities to engage your child while they get to know their future teachers and peers.

This is also a time for the teachers to get to know your child.

Mr. Calvert, our principal, will be conducting an informational and Q&A session for parents and guardians in the school cafeteria.

Class of 2029 “Get to Know You”

5/24or 5/25

8:00am-2:00pm

A table will be set up at the transition activities for parents to sign up for a time.

Ready for School

School readiness means that a child is ready to enter a social environment that is primarily focused on education. Research has suggested that many aspects of children's lives influence their preparation for formal school learning, including cognitive, social, emotional, and motor development, and, most importantly, early home, parental, and preschool experiences. Consideration of school readiness must take into account the range and quality of children's early life experiences, the normal wide variation in young children's development and learning, and the extent to which the school's expectations of beginning kindergarten children are appropriate and respect individual differences.

The following list of behaviors and/or characteristics are often associated with early school success:

- * Ability to follow structured daily routines.
- * Ability to dress independently.
- * Ability to work independently with supervision.
- * Ability to listen and pay attention to what someone else is saying.
- * Ability to get along with and cooperate with other children.
- * Ability to play with other children.
- * Ability to follow simple rules.
- * Ability to work with puzzles, scissors, coloring, paints, etc.
- * Ability to write his/her own name or to acquire the skill with instruction.
- * Ability to count or acquire the skill with instruction.
- * Ability to recite the alphabet (or quickly learn with instruction).
- * Ability to identify colors and be familiar with the 6 basic shapes.
- * Ability to recognize rhyme.

What Parents Can Do to Help Prepare Children for School

A great deal of variability exists in developmental and skill levels within young children. This is normal, and many children will not have developed to the level of others at the same age. Nevertheless, parents can help their children develop the skills they will need to be ready for school. The following list is a collection of activities that parents can do with their children to increase their child's general readiness for school:

- * Read books to and with your child.
- * Spend time with your child, including playing, cuddling, and hugging.
- * Create and enforce a routine within your home that your child needs to follow (i.e., times of meals, naptimes, and bedtimes).
- * Take time to talk to your child.
- * Encourage and answer questions from your child.
- * Engage in informal reading and counting activities at home.
- * Promote your child's cognitive development by showing and encouraging your child to think about the world around them.
- * Promote play that helps develop literacy skills, problem-solving skills, creativity, and imagination.
- * Familiarize children with the alphabet and with numbers.
- * Ensure opportunity to develop social skills through playgroups or more formal preschool activities.
- * Encourage behaviors that demonstrate respect and courtesy.
- * Encourage children to accept responsibility and build competence through simple chores such as putting toys away and picking up clothes.

Promoting Readiness to Read

Children's readiness to read, in particular, has gained greater attention recently from educators as the developmental precursors to reading have become more evident.

Children are ready to read when they have developed an ear for the way words sound, can identify rhyme and alliteration, can blend sounds, recognize onset (initial sounds), and can identify sound units in words. Together these skills are called phonological awareness and usually emerge in children between ages two and six. Children with good phonological awareness skills usually learn to read quickly.

Children who are poor readers often have weak phonological skills.

Phonological Awareness. There are many things that parents can do to facilitate phonological awareness and improve their child's readiness to read:

- * Read nursery rhymes, sing songs, and clap along with the rhythm.
- * Play games with words that sound alike as you experience them in everyday life. ("We're passing 'Mike's Bikes,' that's a funny name because they sound alike!")
- * Demonstrate how sounds blend together in familiar words. ("Let's sign your name on Grandma's card, T-o- m --- Tom.")
- * Play a game where the goal is to find objects with names that begin with a certain initial sound; this is a great game for walks or car rides.
- * Play clapping games and clap with each distinct sound. ("C-a-t' is a three clap word; so is 'fam-i-ly.'")

Comprehension. Parents can build the following comprehension skills: attending to short stories by reading short high interest books and reading the same favorites over and over; connecting story and titles by predicting the story from the title; making predictions about stories and following simple plots by asking questions while reading ("What's going to happen now?") and allowing children to retell stories; and communicating feelings and ideas by allowing children to talk and tell stories even when they do not appear to make much sense.

Print Awareness. Another important readiness skill that helps children learn to read is called print awareness. Print awareness means that the child:

- * Knows the difference between pictures and print.
- * Recognizes environmental print (stop signs, McDonald's, Wal-Mart).
- * Understands that print can appear alone or with pictures.
- * Recognizes that print occurs in different mediums (pencil, crayon, ink).
- * Recognizes that print occurs on different surfaces (paper, computer screen, billboard).
- * Understands that words are read left to right.
- * Understands the lines of text are read top to bottom.
- * Understands the function of white space between words.
- * Understands that print corresponds to speech word- for-word.
- * Knows the difference between letters and words.

Parents can build print awareness by pointing out print as distinct from pictures in everyday life (e.g., "That's a sign for 'women.' That says 'women.'"); pointing out store and restaurant marquees; pointing out print with and without pictures (e.g., "Here's a page with just words!"); pointing out words written in different media and on different surfaces (e.g., "Look, someone wrote on that wall with spray paint!"); occasionally tracing words with your finger as you read; noting that we begin reading at the top (point to the top and say, "Here's where we start!"); playing find the word games with your child; and teaching the alphabet via songs and rhymes and talking about which letters make up familiar words.

Book Handling. Children also need to learn book handling skills such as orienting a book correctly and recognizing the beginning and the end. Giving children their own books or letting them take books from the local library helps. Allowing children to hold books while being read to and asking them to open the book at the beginning and close the book at the end of the story facilitate book handling skills.

From: School Readiness—Preparing Children for Kindergarten and Beyond By Mary Ann Rafoth, PhD, NCSP, Erin L. Buchenauer, MEd, Katherine Kolb Crissman, MEd, & Jennifer L. Halko Indiana University of Pennsylvania

Activities you can do with your child to promote readiness and HAVE FUN!

Creativity

From Trash to Treasure



Tips and Tricks:

To encourage creativity, allow your child freedom to express with minimal guidance. Feel free to offer gentle suggestions but allow your child to make final decisions on the look and feel of the creation.

Check your local library for this and other creative art resources:

The Little Hands Art Book (Williamson Little Hands Series) by Judy Press and Loretta Trezzo Braren (Oct. 1, 1994)

What to do:

Step 1: Locate a variety of items that would typically be thrown away such as plastic bottles, boxes, bottle caps, etc. Be sure these items are clean and free from hazards such as sharp edges.

Step 2: Give your child these items and some tape, string, glue, or other binding materials.

Step 3: Encourage your child to create a masterpiece using these items and his or her imagination.

Taking it further:

- Ask your child to describe the creation before he/she creates it to encourage skills in planning.

- Ask your child to describe the creation after it is completed.

Write down what your child describes and display it with the created item. To save space, you could also take a picture of the creation.



PA Learning Standards for Early Childhood Connection:

9.1.c.2 Combine a variety of materials to create new products

15.3.1 Use materials in unique ways to represent other things



Curious about Print

Writing Your Name

*"Writing is an exploration.
You start from nothing and learn as you go."
— E. L. Doctorow*

Taking it Further:

- Allow your child to use many different writing instruments and materials to practice writing. For example, pencils, crayons, markers, paint brushes, construction paper, wax paper, foil, sand paper, etc. Use your imagination!
- Encourage your child to write his/her name with his/her finger in various sensory items. For example, in sand, on a frosty window, in paint, etc.

PA Learning Standards for Early Childhood Connection:

1.5.6 Experiment with a variety of writing tools and surfaces to create letter forms and print the letters in name

10.5.3 Use writing tools with correct grip

25.1.1 Demonstrate awareness of self



What to do:

Step 1: Label items that belong to your child with his/her first and last name. Point out your child's name on these items.

Step 2: Encourage, but never force, your child to write his/her name on drawings and other creations. Drawing a line or box where each letter of your child's name would go can help your child recognize how many letters are needed.

Tips and Tricks:

- Model and practice the tripod grip with your child.
- Wrap children's play dough around a pencil and have your child hold pencil. This will create an impression in the dough which will remind your child to use the tripod grip.



Check your local library for resources on writing with your child:

How to Hold a Pencil: Simple and Clear Instructions Teach Kids the Tripod Grip [Paperback], Megan Hirsch (Author)



Understanding My World

Math with Everyday Objects

What to do:

Step 1: Collect up to 20 objects from one of the following groupings (utensils, clothing, toys, etc.).

Step 2: Have your child count the objects (up to 20).

Step 3: Challenge your child to group the objects into different categories. For example, by similar color, by similar shape, by type, or by any other similar characteristic you or your child identifies.



Tips and Tricks:

Provide a concrete visual to help your child see what characteristic they are looking for.



Taking it Further:

- Once your child has grouped the items, ask your child: *Which group has more items? Less items? Any that are equal?*
- Once your child has mastered grouping by one characteristic, challenge your child to group items by two characteristics, such as placing items of same color and same shape together.

Additional Resources:

Web-based sorting game featuring Pinky Dink Doo
<http://www.nickjr.com/kids-games/pink-eat-it-wear-it.html>

PA Learning Standards for Early Childhood Connection:

2.1.1 Count to 20

2.1.6 Sort objects



Being Social

Focus on Turn Taking

What to do:

Step 1: Ask your child to join you in a game of toss and catch.

Step 2: Roll a piece of paper into a ball. You can make a small ball or a large ball. It is best if you can secure the ball with masking tape, but this step is not necessary.

Step 3: Stand a few feet apart from one another. Just prior to tossing the ball to your child say: *"It's your turn."* Then toss the ball to your child. When your child has control of the ball, say, *"It's my turn"* and encourage your child to toss the ball back to you. Continue until your child tires of the game.



Tips and Tricks:

This activity can be done indoors as well. Instead of throwing and catching the ball, try rolling it to one another.



Taking it further:

Play toss with more than two people by standing in a circle. Say the name of the person who will be catching the ball prior to throwing the ball. For example, say, *"Susie, your turn."* Be sure everyone gets a turn to catch and throw.

Check your local library for books related to taking turns and sharing:

Share and Take Turns (Learning to Get Along, Book 1) by Cheri J. Meiners (Mar 15, 2003)

PA Learning Standards for Early Childhood Connection:

6.3.3 Share with others

25.2.2 Take turns and wait for a turn

"Patience will achieve more than force."
— Edmund Burke



Independence

Self-Help Skills



What to do:

Step 1: Model self-help skills for your child. Show how to snap, zipper, and button clothing. Talk your child through each step as you do it.

Step 2: Encourage your child to complete these tasks independently. Give ample time and lots of practice. Offer verbal instructions when needed.

Step 3: Offer encouragement for trying, offer specific praise for accomplishments. For example, **Encouragement:** *I see that you are trying to get that zipper to work. Keep trying. You are on the right track.* **Specific Praise:** *You did it! You buttoned that button all by yourself!*

Tips and Tricks:

Plan extra time for the practice of self-help skills. Rushing your child will only cause frustration, and, most likely, you will end up completing the task for your child.



PA Learning Standards for Early Childhood Connection:

10.5.1 Practices manual self-help skills

15.2.2 Breaks task into simple steps and completes each step one at a time

25.1.3 Shows pride in own accomplishments

Taking it further:

- Other self-help skills include selecting his/her own clothing, pouring liquids, serving foods, toileting skills (don't forget to teach proper bathroom hygiene skills including wiping and hand washing), brushing teeth. Some household chores that your child may begin to help with include wiping off the table, taking out the garbage, feeding a pet, etc.
- Create a chart of the self-help skills and helpful chores your child does on a regular basis.

Check your local library for books promoting independence:

I Need a Little Help (Rookie Readers) by Kathy Schulz and Ann Iosa (Mar 2004); *Froggy Gets Dressed* - Paperback (Aug. 1, 1994) by Jonathan London and Frank Remkiewicz



Thinking

Mystery Bag/Box



What to do:

Step 1: Place a household object inside a dark pillow case or into a box.

Step 2: Think of five clues that describe the object. Give these clues one at a time to your child and challenge your child to guess what the object is.

Example: Place a spoon into the pillow case. Tell your child that you have a mystery object. Tell your child the object is made of metal. Then tell your child it has one long end. Then tell your child it has one round end. Then tell your child it is used when eating. Then tell your child it is used for eating soup.

Tips and Tricks:

You can remind your child of previously given clues. You can also ask questions to help your child process the clues, such as "The object is round. What types of things are round? The object grows on a tree. Remember it is round AND it grows on a tree."

Taking it further:

Instead of giving clues about the mystery object, you can challenge your child to ask you questions about the object. Say, "I wonder how you could find out what was in this bag? Do you think you could ask me some questions?" Preschool children will need reminders about what answers were already given. For example, if your child asks "is it brown" and you answer "yes," your child might ask "is it red?" next. You can remind your child that you said it was brown, so it is not red.

Listen to the clues, use the senses ... uncover the mystery!

Check your local library for books that challenge your child to solve problems:

Math-terpieces by Greg Tang and Greg Paprocki (Jul 1, 2003)

PA Learning Standards for Early Childhood Connection:

25.1 Use both familiar and new strategies for solving problems

15.2.4 Attempt to accomplish a difficult task on own



Thinking



What to do:

Step 1: Choose an item that is visible to you and your child and describe it using the phrase, "I spy something...." Choose simple clues at first. You might even want to start by directly identifying the object. For example, "I spy a red guitar."

Step 2: Challenge your child to look around the area and find the item you have named or described.

Step 3: After your child guesses the item, switch roles and have your child choose an item to describe. See if you can find it.

I Spy!

Tips and Tricks:

Preschoolers will need reminders about previous guesses and the clues you have given. If your child does not guess the item with one clue, you can add clues to your original description.

Taking it further:

Challenge your child by giving more difficult clues such as "I spy something that starts with the letter B" or "I spy something used for painting a house."

CHALLENGE ME!



Children have to be educated, but they also have to be left to educate themselves.

Check your local library for a variety of I Spy books:

I Spy series created by Jean Marzollo and Walter Wick

PA Learning Standards for Early Childhood Connection:

2.5.1 Use both familiar and new strategies for solving problems

15.2.4 Attempt to accomplish a difficult task independently





Pittsburgh Public Schools – Curriculum Overview

The Pittsburgh Public Schools exists to maximize student learning, achievement, and development. The goal of the PPS Kindergarten curriculum is to create life-long learners and citizens who demonstrate respect, responsibility, and integrity (our core values). All of the curriculum is research based and is built around the Pennsylvania Core Standards for English Language Arts and Mathematics and the Pennsylvania Academic Standards.

English Language Arts

The English Language Arts program is built around foundational skills (book handling, print concepts, phonological awareness, phonics and word recognition, and fluency), reading informational text, reading literature, writing, and speaking and listening. Each day children listen to a variety of stories and texts. As the children develop competencies, they are expected to recall the sequence, discuss the characters, and identify the main idea.

Mathematics

The mathematics program uses curriculum which focuses on numbers and number sense, including counting and cardinality, operations, and measurement and data as well as geometrical shapes.

The PPS mathematics curriculum is designed to engage students in making sense of mathematical ideas. Six major goals guided the development of this curriculum. The curriculum is designed to:

- ✓ Support students to make sense of mathematics and learn that they can be mathematical thinkers.
- ✓ Focus on computational fluency with whole numbers as a major goal of the elementary grades.
- ✓ Provide substantive work in important areas of mathematics—rational numbers, geometry, measurement, data, and early algebra—and connections among them.
- ✓ Emphasize reasoning about mathematical ideas.
- ✓ Communicate mathematics content and pedagogy to teachers.
- ✓ Engage the range of learners in understanding mathematics.

Science and Health

The science program utilizes Foss Science kits that provide the students with hands on experiences in the areas of environmental science, wood and paper, and small animals. Our health curriculum provides learning experiences with topics such as healthy eating, germs, and safety.

Social Studies

In social studies the Scott Foresman Kindergarten System – *Here We Go* is used. The content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology.

Social and Emotional Development

The staff at Phillips K-5 believes strongly in helping each of our students reach not only their full academic potential, but also their social and emotional potential. We work towards this in a number of different ways, the first of which is through a *Positive Behavioral Interventions and Supports* (PBIS). In short, this means that we use a proactive approach to behavior, in which students' good behaviors are positively reinforced and rewarded. This has led to a more positive school climate, and a decrease in disciplinary infractions.

When students do choose to act in a way that causes harm to oneself or others, we seek to help them understand how their behavior has affected themselves and other members of their community, through *Restorative Practices*. By gaining a better understanding of how their choices and actions affect others, we hope that students will begin to make more healthy choices.

Special Areas

Students participate in one special area class daily. These include: Art, Library, Music, and Physical Education. Students also have Spanish lessons multiple times during their 6 day cycle. The focus of the Spanish curriculum is language development and an understanding of different cultures.

Ipads

In an effort to provide every student with 21st Century skills, technology will be introduced and integrated into all students daily lessons.

Classroom Environment

Each kindergarten classroom is set up to allow for large group, small group, and individual instruction. Children are constantly engaged in hands on learning opportunities that allow for collaboration among peers and oral language development.

Meeting Area

The meeting area is a space to create a sense of community and to deliver whole group instruction. It is here where students listen to stories, engage in songs and movement, play games, and have group meetings.

Learning Centers

The room is divided into learning centers that the students participate in daily based on needs and interests. Centers such as dramatic play, blocks, art, writing, books, and science are in each classroom.



A Sample Day

Our school day begins at 8:10AM and the dismissal bell rings at 2:51PM.

Please have your child at school on time every day.

When students repeatedly arrive 5, 10 or even 15 minutes after the tardy bell, it adds up to a significant amount of instructional time over the course of a year!



Morning Meeting

The group gathers to plan the day, review the calendar, and discuss daily topics.

Phonics and Phonemic Awareness

The students work in whole group, small group, and on individual activities to promote reading readiness.

Writing

The students work in whole group, small group, and on individual activities to promote writing readiness.

Reading

The students work in whole group, small group, and on individual activities to promote reading readiness.

Small Group – Differentiated Instruction – Intervention Time

The students work in small group on individual activities to promote reading readiness.

Lunch; Recess

Math

The students work with a variety of hands-on math manipulatives to learn math concepts.

Story Time

The teacher reads a daily fiction or non-fiction book to the students.

Snack

Special Area Class

Students have one special area class a day such as Phys. Ed, Library, Art, or Music.

Social Studies/Science

A variety of science and social studies topics are taught through games and hands-on activities.

Dismissal

Additional Notes About Your Child's Day

* **If you reside more than 1.5 miles away from Phillips, bus transportation will be provided at no cost.** Your child is encouraged to ride the bus to and from school (if provided). Your child will be escorted from the bus to his or her classroom at the beginning of the year. There are always adults helping during arrival and dismissal.

* Pittsburgh Phillips provides a free breakfast and lunch to every student, regardless of parent income level.

Breakfast service begins at 7:40 AM and ends at 8:05 AM.

* **After School Program:** Traditionally, Pittsburgh Public Schools offers an after school care program for K-5 students at Phillips Monday through Friday from 2:51PM to 6:30PM. Applications can be found at www.pps.k12.pa.us/earlychildhood or they may be picked up at the school.

* Students may not bring toys from home unless specifically approved by the teacher. Yo-yos, hand-held video games, mp3 players, trading cards, etc, do not serve an educational purpose and can cause a disruption to the learning environment. The school will not be responsible for toys and other devices that are lost or stolen.

* Cell phone use by students is not permitted during the school day. Students are expected to keep cell phones off and secured in their locker at all times, or give their phones to their teacher to hold. Additionally, the school or school staff is not liable for lost or broken electronic devices, even when confiscated. This is outlined in Board Policy 218—Electronic Devices

Who is Who in Your Child's School

There are many people at your child's school who are there to help your child learn, grow socially and emotionally, and navigate the school environment. Here's a selected list of who's who at your school: the teaching and administrative staff as well as organizations at the district level. You might want to keep this list handy all year long.

Classroom Teachers

Elementary Teacher

In elementary school, the primary classroom teacher teaches core subjects such as mathematics, language arts, science, and social studies through books, games, music, projects, films, computers, and more. (A subject specialist typically leads other topics, such as art or physical education.)

Elementary school teachers also work with special education students, following an Individualized Education Program (IEP). When you speak with your child's teacher, you will learn about your child's academic achievements and any behavioral issues. You should seek out the teacher whenever you have concerns or questions.

Subject Specialist

These teachers offer special classes across the school, such as Music, Art, Library, or Physical Education.

Learning Support Teacher

Special education teachers help children with special needs and their families over an entire academic career, starting with the IEP, which sets out a personalized learning program. They work closely with general education teachers to provide a supported general educational experience. If your child meets with an education support teacher, you may meet with him or her to learn about your child's progress.

ESL (English as a second language) Teacher

ESL teachers specialize in helping non- native students and students who speak a language other than English in the home master English language and culture as well as basic content knowledge, such as science or history facts. By providing English skills as well as content knowledge, ESL courses help students join a general education classroom appropriate for their age and abilities. If your child has an ESL teacher, you can meet with him or her to learn about your child's progress with English skills and comprehension.

Support Within Your School

School Social Worker, Megan Hartman

School Social Workers help students with social, behavioral, and personal challenges. Elementary school social workers help teachers and parents evaluate a child's talents, difficulties, or special needs by observing playing and learning activities. They also participate in developing an IEP. If you see your child acting out towards you or other children, you may want to speak with a school counselor to learn how your child interacts at school.

Librarian, Gail Livingstone

The librarian manages the library. If your child has special interests or literacy needs, you may want to speak with a librarian; he or she can help guide your child to appropriate resources.

Occupational Therapist, Alana Pedron

Occupational therapists (OT) help children improve their ability to perform tasks in living and working environments. In schools, for example, the occupational therapist assesses a child's capabilities, recommends therapy, adapts classroom equipment, and helps the child participate in school activities. A therapist may work with children individually or work with small groups in the classroom. An OT may also consult with a teacher or serve on an administrative committee. If your child is recommended for OT services, you should contact the therapist to review why the recommendation is being made and what responses are planned.

Paraprofessional, Annette Parker

The special education has a paraprofessional who will facilitate small groups of learners with the guidance of the special education teacher.

Physical Therapist, Carol Vigna

Physical therapists (PT) help people restore, maintain, and promote their overall fitness and health. At a school, they may work with students on improving physical condition or recovering from an injury. They may also work with students with disabilities on establishing and maintaining physical fitness. In a school setting, a physical therapist would likely work with other professionals, such as the school nurse, occupational therapist, speech-language pathologist, and educators, as well as the parents. For example, if your child needs some classroom accommodations while recovering from an injury, the physical therapist can help you make sure appropriate ones are provided.

Principal, Michael Calvert

Each school has one principal, who sets the academic and administrative expectations for the school. The principal is responsible for ensuring the school meets state, local, and federal goals on test results. Principals promote professional development of staff, meet with teachers, work with staff, talk with parents, report to the school board, and, if needed, discipline students. Principals are always the school's decision maker and chief public representative. You may speak with the principal about your child as well or any questions about the school.

School Nurse, Irmgard Frankze-Vogel

School nurses provide preventive and acute care to the school population. The duties include administering prescription medicine, advising students about health care, and being the first medical responder to a school health situation, such as an injury. The nurse may also notice patterns of physical symptoms of stress in students. The school will contact you immediately if there is an injury.

School Psychologist, Rachel Graswick

School psychologists help to provide a safe, healthy, and supportive learning environment for all children. They collaborate with teachers, parents, and school personnel to address students' learning and behavioral problems and growth. If your child is identified with special learning needs, either disabilities or giftedness, you may meet with the school psychologist to help plan his or her education.

Secretary, Irene McManus

The school secretary manages the administrative work of the school, ranging from registering new students to scheduling appointments with the principal, from answering phone calls to monitoring attendance. At any time, they must be prepared to answer questions from parents, such as those about immunizations or special program schedules, as well as questions from teachers, on topics like supplies and copiers. Whether you call or visit the school, a secretary will help you reach the person you need.

Speech-Language Pathologist or Speech Therapist

They help students with needs related to speech, language, and voice communication, such as stuttering or understanding language. The therapists can assess and diagnose problems, as well as treat existing conditions or help prevent such disorders. If your child regularly has trouble saying or responding to certain words, you may want to seek help from the school's speech- language pathologist.

Teacher Aide, Teacher Assistant, Instructional Aide, Chris Svitek

Aides help with teacher duties, extending the individual attention that can be given to students. Most aides perform both clerical and instructional duties, such as monitoring the cafeteria as well as providing supplemental help to specific students. Many teacher aides also work with children with special needs, helping them participate successfully in a general education classroom.

Support Around Your School

PTO

The parent-teacher organization brings parents together on behalf of the school through activities like parent newsletters and special events. For example, PTOs may organize fundraisers to improve school playgrounds. This is a great opportunity for you to get involved — it helps you meet other parents, as well as get to know the faculty and staff beyond back-to-school night. If you'd like to join the Phillips PTO, come to one of our open meetings! They are usually held the 2nd Tuesday of each month, at 5:30pm.

PSCC

The Parent School Community Council is made up of a group of dedicated parents, grandparents, guardians, teachers, school staff, and community members, who serve as an advisory body to the school principal. The PSCC meets monthly to discuss issues such as school safety, discipline, attendance, student achievement, and parental and community involvement in the school. The meetings are usually held the second Tuesday of each month, at 5pm, and are open to every member of the Phillips Community.

School Board

The board is responsible for the legislative functioning of the public school district. Its members are elected, appointed, or both. The school board also oversees the budget for the district and makes district-level policy decisions. School board meetings are open to the public — check the website for a meeting schedule — and you can lobby the school board on their decisions, such as which schools will have magnet programs for intense study of a foreign language.



Family Pledge

I pledge to help my child prepare for kindergarten by:

- ✓ **Making sure my child has a healthy, nutritious breakfast before school every day**

This will give my child energy to stay focused and learn



- ✓ **Teaching my child to practice good hygiene (like brushing teeth, bathing, wearing clean clothes)**

This will help my child feel better about him or herself.



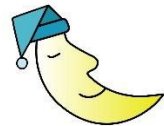
- ✓ **Teaching my child good habits (like washing hands, covering nose and mouth to sneeze, closing mouth when chewing)**

This will help keep my child healthy and prevent spreading of germs



- ✓ **Creating a routine bedtime, making sure my child gets at least 10-12 hours of sleep each night**

This will help my child be well rested and ready to learn



- ✓ **Reading with my child every day**

This will help my child recognize words and allows me quality time with my child



Michael D. Calvert, Principal
1901 Sarah Street | Pittsburgh, PA 15203
Phone: 412-529-5190 | Fax: 412-488-4200 | www.discoverpps.org/phillips

A safe school where students soar to their highest potential as they grow to be life-long learners, creative thinkers, and contributing members of their community.

Dear Parents and Guardians,

As you may or may not know, we have been utilizing Restorative Practices here at Phillips in an effort to build a safer and more emotionally responsive school community. We are one of 23 schools in the Pittsburgh Public School District who are currently implementing these practices as part of a grant administered by the United States Department of Justice. While all parents received notification of this new program before the school year began, we would like to again provide you with an overview of Restorative Practices, and what it has looked like in its daily implementation here at Phillips.

The goal of Restorative Practices is to “support and facilitate the building of healthy relationships”. It has been proven that when individuals develop and sustain positive relationships with others, there is abundant personal growth, capacity for character building, and a high level of achievement in all areas. Translated into the school setting, this means that we believe that it is important for all students, teachers, administrators, and staff to build positive relationships with one another, as this produces the best outcomes academically, socially, and emotionally.

One way that we have been working towards this goal here at Phillips is by using Restorative Circles as a means to build trust, develop a sense of reciprocity, and resolve conflicts. Many teachers have elected to begin their school days in a circle, to discuss any issues that may be relevant to the functioning of their classrooms. Some examples of Circle topics that teachers have utilized include: how to be a good friend, how your behavior affects other people, what you can do to help someone who is being bullied, why we must follow classroom rules, and many others. These circles have been so helpful as a means for generating meaningful discussions, that teachers have begun to implement them in an academic context as well.

Circles are also often used to repair harm that is caused by a student’s misbehavior. For example, if a student is disrespectful toward a teacher, a circle may be done with the student, teacher, principal, and any other parties involved, to help the student realize how their behavior affected the teacher, their classmates, and themselves. The ultimate goal of these circles is to restore the student into their classroom, and repair any harm that may have been done to the teacher and other students.

Another method to help students recognize how their words and actions affect other people is using Restorative Questions. There are 2 sets of questions, one to be asked to the child exhibiting challenging behaviors, and one to be asked to help those affected. When challenging behavior happens, we ask:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?

- What do you think you need to do to make things right?

These questions have proved to be effective in provoking a deeper reflection in our students and help to guide them in determining what reparations need to be made. The next set of questions is asked to those who have been harmed by the actions of others. These questions are:

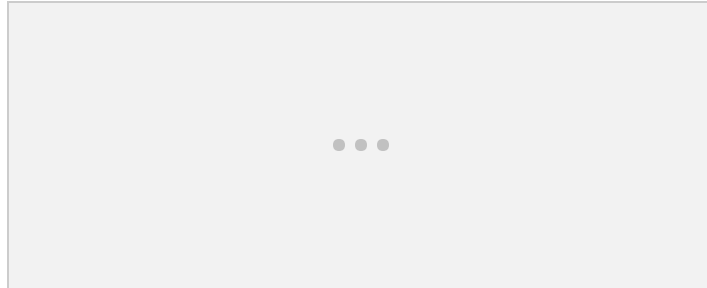
- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The goal of asking these questions is to help the affected persons gain a sense of justice, validation, and understanding.

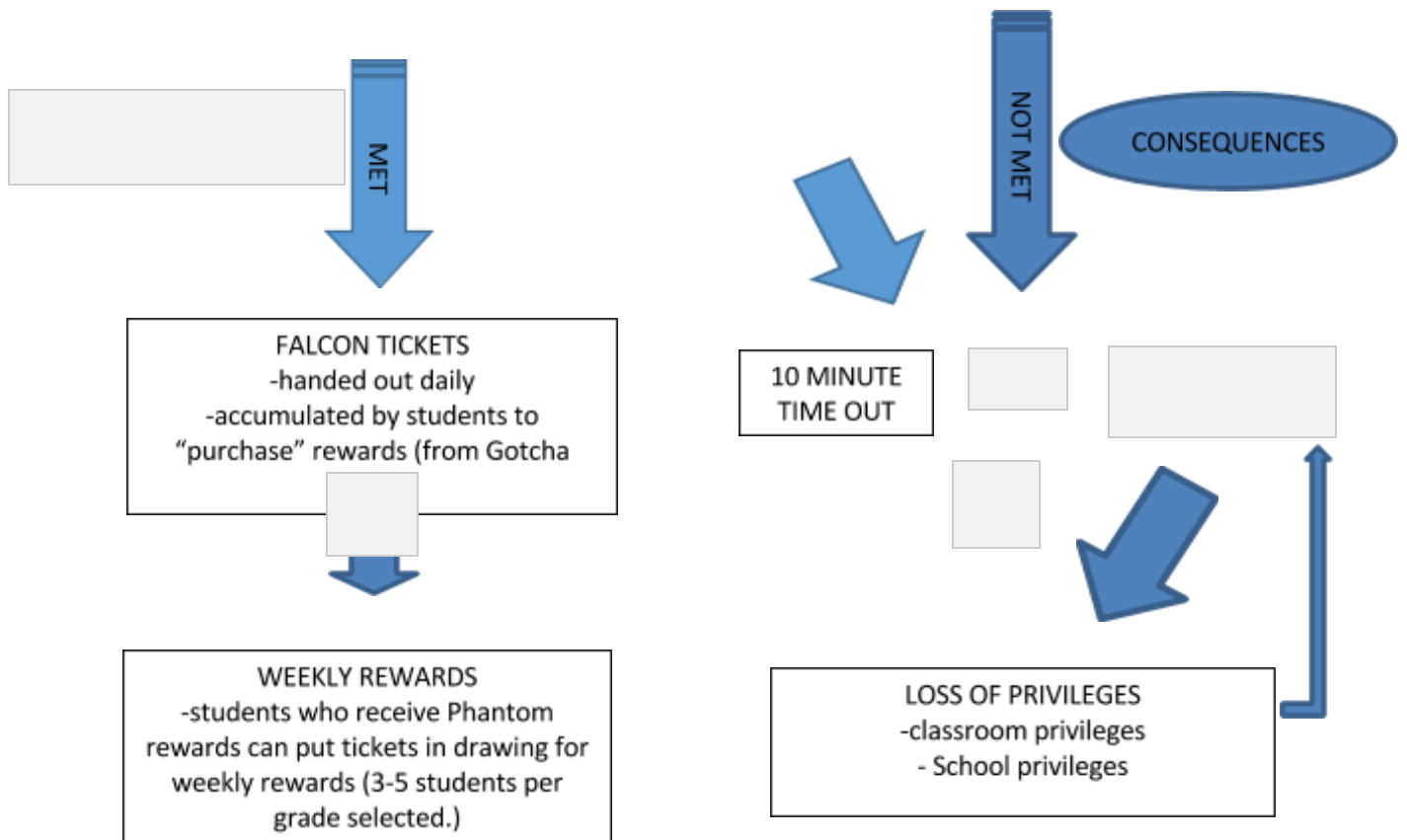
One final Restorative Practice guiding principle that we often utilize here at Phillips is the use of “affective statements”. An affective statement is a means to convey how someone else’s behavior is affecting oneself; it is essentially another way of saying “express your feelings”. However simple it may appear, this strategy has been very effective in getting students to understand the impact of and take responsibility for their actions. An example of this is, instead of saying “good job, Max”, you can say “Max, it made me very happy to see how hard you worked during class today”. The latter statement holds much more meaning, and shows students how much we are personally invested in their success.

The transition from traditional, more punitive disciplinary practices to Restorative Practices has not been without challenges. However, we believe in these principles here at Phillips, and will continue to implement them throughout this school year, and for at least 2 more school years to come. The pairing of Restorative Practices with our School Wide Positive Behavioral Interventions and Supports (PBIS, 5P’s) has proven to be an effective way to improve the school climate here at Phillips. We know that in order for students to make lasting, positive changes in their attitudes and behaviors, we have to help them learn to care about how these things impact others. We care deeply for every member of the Phillips community, and believe that growing their ability to form positive relationships with those around them will aid them in becoming contributing members of their communities, for many years to come.

**Pittsburgh Phillips K-5
School-Wide Behavior Response System**



Tier 1



The P's of Phillips



Present

Prompt

Prepared

Polite

Productive

Parent Resources



Pittsburgh Phillips K-5

1901 Sarah Street

Pittsburgh, PA 15203

Main Phone Number: 412/529-5190

<http://discoverpps.org/phillips>

<http://pghboe.net>

<http://tinyurl.com/phillipsk5>

PA Common Core Standards

http://www.portal.state.pa.us/portal/server.pt/community/state_academic_standards/19721

Pennsylvania Department of Education

http://www.pde.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237

Transportation

Questions regarding bus stops, bus drivers, and schedules should be directed to PPS Transportation Department at **(412) 529-8125** or to First Student according to the following assignments:

Requests for alternate PM drop-off must be made using the "Request for Alternate PM Drop-Off" form found on the PPS website. These are approved by Pupil transportation.



Concerns about student behavior on the bus should be directed to the main office at (412)529-5190.

Pittsburgh School District
Important Health Information
Required for all New Kindergarten Students



1. COMPLETE IMMUNIZATIONS

To be completed by a private doctor

2. PHYSICAL EXAMINATION

To be completed by a private doctor

Forms will be sent home by
the school district.

Our school nurse is:
Irmgard Franzke-Vogel,
CRNP

Phone: 412/529-5198

Fax: 412/224-4721

3. ENTERING STUDENTS HEALTH HISTORY

To be completed by parent

4. EMERGENCY CARE FORM

To be completed by parent

5. DENTAL FORM

To be completed by dentist

Kindergarten Suggested Reading

The Library Department encourages students to explore additional titles written by these and other authors.



Alborough, Jez

Bayer, Jane

Brett, Jan

Brown, Marc

Bryan, Ashley

Carle, Eric

Cohen, Miriam

Crews, Nina

Dillion, Leo

Eastman, P.D.

Ehlert, Lois

Falconer, Ian

Fleming, Denise

Friend, Catherine

Henkes, Kevin

Jenkins, Steve

Keats, Ezra Jack

Lehman, Barbara

Martin, Bill

Murphy, Jill

Numeroff, Laura Joffe

Prelutsky, Jack

Rosoff, Meg

Seuss, Dr.

Taback, Simms

Willems, Mo

Wilson, Karma

Wells, Rosemary

Yolen, Jane

Duck in the Truck

A My Name is Alice

The Three Snow Bears

Arthur for President

Beautiful Black Bird

The Very Hungry Caterpillar

When Will I Read?

The Neighborhood Mother Goose

Rap a Tap Tap

Go Dog Go!

Oodles of Animals

Olivia Forms a Band

Beetle Bop

The Perfect Nest

Old Bear

Move!

Peter's Chair

The Red Book

Baby Bear, Baby Bear, What do You See?

Five Minutes Peace

If You Give a Pig a Party

Read A-Loud Rhymes for the Very Young

Jumpy Jack and Googily

Horton Hears a Who

There Was an Old Lady Who Swallowed a Fly

Knuffle Bunny: A Cautionary Tale

Bear Snores On

Yoko

How do Dinosaurs go to School?