

PreK Counts (PKC) Program
in Erie's Public Schools Handbook



www.eriesd.org

About Us.....	3
What is PreK Counts.....	3
Eligibility.....	3
Enrollment/Registration.....	3
Mission.....	4
Program hours, Toileting, Transportation.....	4
Arrival and Dismissal Procedures.....	4
Our Staff.....	5
Curriculum.....	5-6
Policies.....	6
Screenings.....	6
Confidentiality.....	6
Attendance and Illness.....	6-7
Non-Instructional Days/Weather Emergencies/School Closings.....	7-8
Emergency Contact Information.....	8
Emergency Procedures.....	8
Dress Code.....	8
Outdoor Play.....	8
Lavatories.....	9
Classroom Expectations.....	9
Communication and Conferences.....	9
Positive Behavior Support and Expectations.....	10
Early Intervention.....	10
Inclusion.....	11
Challenging Behaviors.....	12
Suspension and Expulsion.....	12
Nutrition/Mealtime.....	13
Field Trips/Guest Speakers.....	13
Toys.....	13
Birthday Parties.....	14
Celebrations/Holidays.....	14
Cultural Responsiveness.....	14
Kindergarten Registration for PreK students.....	14
How to Prepare your Child.....	14
Office of Early Learning.....	15
Elementary Schools.....	15

Pennsylvania Pre-K Counts Overview

Pennsylvania Pre-K Counts (PKC), established by the Pennsylvania Department of Education, is bringing quality half-day and full-day pre-kindergarten to nearly 19,000 three- and four-year-olds in Pennsylvania.

What can I expect from a PA Pre-K Counts classroom?

Pennsylvania Pre-K Counts classrooms will:

- be led by teachers with the education and expertise to teach young children.
- use a curriculum that will help your child grow academically and socially.
- regularly review your child's progress and choose teaching and learning activities that are best for your child.
- help you and your child adjust to pre-kindergarten and smoothly transition to kindergarten.
- offer a small class size (no more than 20 students per one teacher and one classroom aide) so that your child has plenty of one-on-one time with the teacher.
- operate on a school-year calendar of 180 days.

Who is eligible for Pre-K Counts?

- Children must be 3 or 4 years old by September 1st of the enrollment year.
- Children are only eligible for the Pre-K Counts program for the 2 years preceding their eligibility for kindergarten.
- Income eligibility is up to 300% of the Federal Poverty Level. (Federal Poverty level charts are available at the district office.)

Upon enrollment all parents are asked to provide:

A completed Pre-K Counts application and district registration packet

Proof of child's age

Immunizations required by law

Parent's photo identification

Proof of residency (2)

Proof of income as required by the Pre-K Counts application

Registration

Our school's Pre-K registration will start towards the end of April and will continue through summer. Registration information can be found on the school website and Child Accounting office. Parents will be notified at the end of July/beginning of August of their child's acceptance/enrollment status into the district's PreK Counts Program. Enrollment is based on PreK Application information including risk factors and needs. Waiting lists are created when classroom slots become filled. Children on the waiting list will be contacted as spaces become available throughout the year.

Children Served

Our Pre-K Counts program is located in all EPS elementary school buildings. We follow the 2023 PA Pre-K Counts Statute, Regulations and Guidelines and EPS guidelines in determining eligibility for enrollment. Classroom space is limited, and eligibility is determined based on income and risk factors of children living in the City of Erie. Four-year-old children will be enrolled first. If space allows, children who are three by September 1st and meet all eligibility criteria will be considered.



Mission Statement

The mission is to provide family centered, developmentally appropriate education, assessment, intervention and support services to children and their families. The goal of the PreK Program is to educate and empower all children to develop as well-rounded students and, ultimately, to instill a life-long love of learning. Individual learning styles are addressed within small group settings so that children can learn to function independently, develop a strong sense of self-worth, and become critical thinkers.

Program days and hours/Toileting/Transportation

PreK classrooms follow the Erie Public School's elementary school bell schedule.

8:00am start time

2:30pm dismissal time

Toileting

It is highly recommended that students are potty trained prior to starting PreK except for students with developmental delays/medical reasons. Parents of students who have challenges with potty training are encouraged to communicate this with staff at enrollment/on the PreK enrollment packet. Parents and school staff can then develop consistent training plans to be used both at school and at home.

Transportation

District transportation is not available for PreK students. If your child attends a childcare facility that has transportation to/from school, please notify the school so that they can coordinate procedures with the childcare facility.

Arrival and Dismissal Procedures

Each school has their own arrival and dismissal procedure. Your child's PreK teacher will share this information, or you can contact the school. Children will be released only to the parents or persons identified by the parents as emergency contacts. Parents need to contact the school with any changes to student pickups and emergency contacts.



Our Staff

Each Pre-K classroom is staffed by a certified Early Childhood Education (ECE) teacher and a highly-qualified paraprofessional. Our teachers and paraprofessionals are required to attend professional development seminars in ECE throughout the school year. In addition, they are observed and evaluated on an annual basis by an administrator of Erie's Public Schools.



Curriculum

The Pre-K Counts classrooms use The Creative Curriculum® for Preschool, a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. Our goal is to develop confidence, creativity, and lifelong critical thinking skills. The Creative Curriculum® for Preschool allows children to master skills at their own pace. It enhances social/emotional, physical, cognitive and language development. It also uses steps that sequence the development of a child as an approach to learning. All lesson plans are aligned with Pennsylvania Early Learning Standards. The classroom is arranged in centers. A description of each center is listed below:

Art

Art is a creative outlet for students to help express their emotions and ideas. Children can experience different textures and use different materials as they create their works of art. Fine motor skill development and improved hand-eye coordination are developed in this center.

Blocks

Block play enables children to improve their motor skills, practice problem solving, and to learn how to work with their classmates. It allows children to explore their creative side by building unique structures and communities with blocks, block people, and block animals while teaching children about basic engineering and architecture concepts.

Literacy

Literacy is a quiet area where children practice their reading, writing, and comprehension skills. This area helps children express their ideas, explore their interests, and learn about the world.

Technology

The technology center has a variety of engaging educational resources that can be utilized to teach children new subjects in a fun and interactive way. The goal of this center is to help children become digitally literate, explore information about their world, and can use technology to accomplish various tasks.

Dramatic Play

The dramatic play center allows children to role play as adults in everyday situations and explore a variety of careers. Dramatic play encourages creativity, self-expression, and knowledge of the community. It is also used to help teach children about other countries, cultures, and customs.

Sand and Water

Children can explore with sand and water to learn to share with others as they play in this learning center. This center broadens children's sensory play experiences and encourages creativity.

Nature and Science

This center brings the outdoors indoors and gives children opportunities to explore nature and science concepts.

Music and Movement

This center encourages children to be physically active and gives them opportunities to experiment with sound and music. A music and movement center can also promote self-expression, foster creativity, and help children relax.

Math and Manipulatives

Children can practice problem-solving skills and improve their hand-eye coordination in this center. This center also fosters a positive attitude about math.

The Pre-K classrooms in EPS offer daily instruction in reading, math, gross and fine motor development skills, science, music, and art. The children also have scheduled “free choice” center time to allow them to develop social skills and friendships. The goal of our curriculum is to teach children the skills necessary to be successful in kindergarten. Part of the day includes a rest time where mats and blankets are provided by the district for students to use during rest and reflection.

Screenings

Pre-K Counts classrooms will complete a developmental screening known as Ages and Stages (ASQ). Input from parents is very important. We will either meet with you to fill out the screenings or send them home for you to complete. All children receive an initial screening which includes a developmental, vision, hearing, and review of general health information. Our school nurses will conduct vision and hearing screenings. The screening results are used to individualize instruction and to help identify student strengths and needs. Screening information is also used to facilitate appropriate referrals. Please contact your child’s teacher at any time if you have any questions about these screenings and your child’s development.

Confidentiality

All information obtained from families enrolled in the Pre-K Counts Program will be kept confidential. No information regarding your child or family will be released to another agency or individual without the written consent of the parent or guardian.

Attendance

Attendance is taken daily in the Pre-K classroom. If your child is not attending school on a given day, you are requested to contact the school. “Attendance” is the presence of a student in school on days Pre-K is in session. “Absence” is the failure of a student to attend school on those days, half days and the hours school is in session. Attendance shall be required of all students enrolled in the school during the days and hours that school is in session, except when the absence is “excused.” An “excused absence” includes the absence of a student for any of the following reasons:

- | | |
|--|---|
| Illness | Court appearance |
| Death in the Family | Delay or absence of school bus |
| Religious holidays and religious instruction | Emergency |
| Impassible roads | Educational tour/trip |
| Quarantine | Family vacation (two weeks’ notice is required) |

When a student returns to school, the parent/guardian is required to give a written note to the Pre-K Counts teacher that includes the student’s full name and the dates and reason for the absence. The

parent/guardian must sign and date the note and indicate details of where they can be reached. When children have 3-5 consecutive unexcused absences, a meeting will be held with an administrator, the teacher and family members to discuss reasons for the absences with the family and offer support, as appropriate. Unexcused absences that total more than 10 consecutive days will result in removal from the Pre-K Counts program.

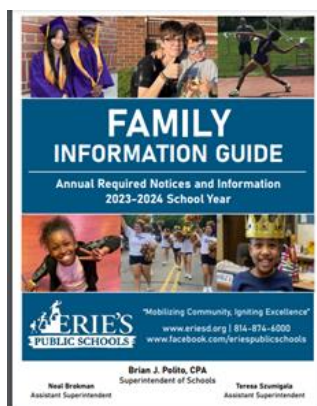
Illness

For the protection of all children and staff members, alternative arrangements for the care of your child should be made when your child is sick. Certain symptoms in children may suggest the presence of a communicable disease. Children who have the symptoms listed below will be excluded from the Pre-K setting until 1) a physician has certified that the symptoms are not associated with an infectious agent or that they are no longer a threat to the health of the other children OR 2) the symptoms have subsided.

- Fever - 100 degrees F. or higher. Child must be fever free for 24 hours before returning to school.
- Respiratory – Difficult or rapid breathing or severe coughing.
- Eye/Nose – Thick yellow or green mucus draining from the eyes or nose. Excluded from the Pre-K program for 24 hours or until mucus is normal for the child.
- Sore Throat – When fever, swollen glands or rash are present.
- Vomiting – Two or more episodes of vomiting within 24 hours.
- Diarrhea – An increased number of abnormally loose or watery stools. Excluded until diarrhea is gone for 24 hours or a doctor gives clearance.
- Skin – Undiagnosed or contagious such as: varicella (chicken pox), measles, rubella, scarlet fever, or infected sores that cannot be covered by a bandage or clothing. Excluded until all lesions are crusted or one week after onset.

Non-Instructional Days/Weather Emergencies/School Closings

Each family will be provided with a calendar of school days and school closings through the district Family Information Guide and through the school district's website www.eriesd.org. PreK Counts classrooms will be closed when EPS schools are closed due to inclement weather/emergencies. Families are responsible for finding suitable care for their child on non-attendance days. Families will be notified in advance of any attendance days that the Pre-K classroom varies from Erie's Public Schools' District calendar. School-specific communication may be sent home as a flyer or sent via One Call telephone communication.



The students in Pre-K Counts are required to attend 180 days of school, which is different than students in grades K-12. In order to meet the 180-day requirement, PreK Count programs with approved FID (Flexible Instruction Days) from the Pennsylvania Department of Education, can utilize Act 80 days/Teacher Professional Development days as part of the 180-day requirement. Section 1506 of the Public-School Code allows public school entities to develop an FID program to meet the 180 instructional day requirement of section 1501. An FID program may be online, offline, or a combination of both.

PreK teachers will send home several assignments/activities prior to the Act 80 days. Students may be asked to complete assignments on the district-provided iPads or paper/pencil/crayon activities. Families without internet connection will be given paper/pencil activity options. Students must complete the assignments to the best of their abilities in order to be marked 'present' on these FID days. Teachers will not prepare assignments that consist of new material on FID days. Students can complete the assignments at their own pace and at any time during the FID day. Student iPads are to be returned to school the next school day following the FID day.

Emergency Contact Information

It is essential that we have current emergency contact information for your child at all times. **Please let us know immediately if you or any authorized person has a change in telephone number or address.** Only those persons authorized by the legal guardian on the Emergency Contact form are permitted to pick up your child. If we do call you to pick up your child we expect that you would do so in a timely manner. We do not provide child care if your child is ill or unable to be picked up at dismissal.

Emergency Procedures

Parent/guardian will be notified immediately of any illness or injury to their child and informed of any action being taken. If the parent/guardian cannot be reached in case of an emergency, the staff member will contact those people designated on the Emergency Contact portion of the enrollment form.

Dress Code

Please send your child in comfortable play clothes that allow freedom of movement. Keep in mind that we encourage children's creativity in the classroom. Although paint smocks are provided for art activities, the children will regularly use non-toxic, washable paints and markers, as well as glue, sand, and water. You will be asked to provide a complete change of clothing, including socks and underwear, to keep in your child's cubby for emergency moments. Please label every item with your child's name.

Outdoor Play

Outdoor play is an important part of a child's development and, weather permitting, the children will frequently go outside to play or take walks. Please make your best effort to dress your child appropriately for the weather each day. Students will be taken outdoors based on state mandates regarding outdoor gross motor activity and temperature. Students will have indoor gross motor activity under the following conditions:

- Wind chill temperature below 25 degrees
- Temperature above 95 degrees
- Rain
- Blizzard
- High Winds
- Icy Conditions

Lavatories

Most PreK classrooms include a student lavatory. Students in classrooms that do not have lavatories will have scheduled times during the day for lavatory breaks. Students will always be escorted to the lavatory by staff, during both scheduled and unplanned times/emergencies. It is important for your child to inform their teacher if they need to use the lavatory, especially at a time that is not scheduled, to avoid accidents and allow staff to escort them.

Classroom Expectations

The parent-home connection is very important, especially when it comes to reinforcing good behavior. Our classroom behavioral expectations are listed below and your child's teacher will refer to these common classroom rules and redirections throughout the school day.

1. Walk in school (Go back to where they started running and practice walking)
2. Share (With teacher support, explain reasons for sharing toys and materials)
3. Hands to yourself (Moved to a new location in the group, hands in lap when seated in a group, hands at your side when walking in line and throughout the school and playground)
4. Treat classroom materials with care (Adults will model how to treat materials with care. If mistreatment of materials continues, the child may lose the privilege of using those materials for a brief period)
5. Use inside voice (Reminders to use quieter voice)

Communication and Conferences

Parent involvement is the key to your child's success, so we encourage you to attend parent-teacher conferences! Teacher and parent input is used by Pre-K Counts and the school to set long-term program goals. Ongoing communication occurs throughout the year regarding student progress. Our school district will hold parent-teacher conferences in November for all students and as needed throughout the year. Parents can request a conference at any time.

Staff communicate with parents via communication notebooks, newsletters, phone calls and emails. Two-way communication is emphasized. A folder will be sent home in your child's book bag or backpack each week. These folders contain newsletters, permission forms and other important notices of upcoming events for families. Please keep the papers that are sent home for your reference throughout the week, sign permission slips or other important papers, and return the folder with your child on the next day the student is in attendance. Teachers may also use email and/or communication apps (optional) that parents may choose as an additional form of communication.



Positive Behavior Support and Expectations

Erie's Public Schools use of Positive Behavior Support is designed to establish student conduct that reflects self-control, self-regulation, and self-discipline. These expectations support the creation of positive self-image in students. The outgrowth of positive self-image leads to greater academic success and more positive peer interactions. One way our PreK students are learning positive behavior support is through the district's 'Respectful Ways' program. 'Respectful Ways' lessons focus on establishing a positive classroom climate. All of our staff have been trained with the 'Respectful Ways' program. 'Respectful Ways' for PreK addresses young students' developmental needs.

Erie's Public Schools PreK Counts classrooms strive to create an environment in which all children are successful and challenging behaviors are minimized. The first approach used for behavior management in the Pre-K classrooms is redirection. Redirection is used to teach children how to behave appropriately with themselves and with others. Young children need to be reassured that the people who care for them will guide them and protect them. Discipline is used to teach children, not to punish them. The following procedures for managing behavior have been established for instances when several attempts at redirection are unsuccessful, Teachers will:

- Document at least three instances of behavior that is disruptive and/or dangerous.
- Contact parent/guardian regarding the behavior.
- Schedule a parent/guardian meeting and institute a daily correspondence log.
- Schedule an outside observation with district support staff followed by a parent/guardian meeting.
- Initiate an Early Intervention consultation.
- School behavior and mental health support staff provide outside resources and agency contacts.

When students with disabilities have behaviors that interfere with learning, specific interventions will be used to address the behaviors.

Early Intervention

Once a parent agrees to an observation of their child by Early Intervention, and an Early Intervention Specialist determines there is a need for further support, a meeting will be scheduled with the parent/guardian, teacher, and the Early Intervention Specialist. In this meeting, goals will be determined for the child's behavior. The Early Intervention Specialist and the classroom teacher will work with the child and his/her family to help the child attain these goals. For Early Intervention information, please contact the Early Intervention office at 814-874-6058.





Inclusion

Erie's Public Schools supports the inclusion of children with disabilities as active members in early childhood programs and community settings. The district's PreK Counts program supports the PreK Count Regulations Inclusive Environments statement and the US Department of Health and Human Services policy:

Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities.

The vision for inclusion in early childhood programs and recommendations provided in the policy statement build on the principles and definition set forth in the joint position statement from the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children's Division for Early Childhood (DEC).⁶ While NAEYC and DEC's position statement focuses on the inclusion of young children in society more broadly, the purpose of this policy statement is to focus on the inclusion of children with disabilities in general early childhood programs.

All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities."

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child, and his or her family, to participate as full members of families, communities, and society in a board range of activities and settings. The desired results of inclusive experiences for children include a sense of belonging and membership, positive social relationships and friendships and learning to reach their full potential.

EPS supports the inclusion of all children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities; facilitating individualized accommodations; and using evidence-based services and supports to foster development, build friendships with peers and a sense of belonging. EPS provides families with information regarding quality early childhood program options and supports families through the decision making process.

Challenging Behaviors

The policies set forth in the EPS Discipline Policy (available at www.eriesd.org) apply to all students enrolled in Pre-K Counts classrooms. However, we recognize that children in PreK are of the age and developmental level that requires discretion when assigning consequences for the discipline of the students. In our Pre-K Counts Program, we strive to create a classroom environment in which all children are successful and challenging behaviors are minimized.

When challenging behavior arise, our teachers and administrators assess the situation including the examination of triggers, trauma, and patterns in behavior, and then tailor the response to the needs of each child. In addition, our staff works closely with families to communicate their concern and create plans for solutions. The teacher has a variety of support within our schools to call upon when needed including administration, mental and behavior specialists, and counselors. We will help families connect with Early Intervention and other community resources when needed. Our goal is to provide a positive, high-quality introduction to school for all our students, and to communicate and work closely with families when situations arise. It is helpful when families communicate with the classroom teacher about any concerns they are having as they arise at home.

Suspension and Expulsion

Suspension and expulsion do not teach appropriate behavior and deny children the opportunity to access the benefits of an early childhood program. Erie's Public Schools PreK Counts Program promotes the implementation of appropriate positive behavior support practices to reduce suspension and expulsion. Teachers work with families, teacher assistants, and early childhood program staff to develop and implement positive behavior strategies including:

- referral to EI or other community-based services to help support the child in their current early childhood program.
- resources regarding child development, behavior, social development and other topics.
- training activities and support based on the current needs of the staff, children and families being served.

Expulsion is the complete and permanent removal of a child from an early childhood program. Students cannot be expelled because of the following:

- challenging behavior
- non-infectious health condition
- he or she is "not a good fit" with the program.

Suspension is an action that is administered as a consequence of a child's inappropriate behavior and requires that a child not be present in the classroom or the program for a specified period of time (Morrison & Skiba, 2001). All of the following actions are included in this definition of suspension:

- Excluding a child from the classroom, whether by placing him/her in another part of the building or excluding the child from the building.
- Sending a child home early or limiting the number of hours per day (s)he can attend.

Reasonable steps will be taken to avoid removal from the program; however, Erie's Public Schools' Pre-K Counts sites may terminate services for the following reasons: failure to honor the obligations as outlined in this handbook, actions by parents or children that adversely affect other students and our program, or consistent unexcused absences.



Nutrition/Mealtime

Nutrition is a very important factor in the growth and development of a child. Menus are posted each month in the classroom and a copy is sent home. They are also available on the district website. Breakfast and lunch are served daily to the students in the classroom at no charge to the parents. PreK Counts provides healthy snacks to the students, daily. If your child has any food allergies or is not able to eat certain foods due to cultural reasons, please let us know. We will strive to accommodate the child as much as possible.

Children gather together at the tables for breakfast/lunch. Staff will help to ensure that the breakfast/lunch times are a pleasant social experience as well as an opportunity for learning. Staff will help the children only if needed, and encourage them to use the proper utensil and exhibit good table manners. The children clean up after themselves.

Field Trips/Guest Speakers

The Pre-K classrooms plan occasional field trips for the children each year. Notices will be sent home for parental consent. Please sign these forms and return them as soon as possible. Your child may not attend a field trip without the proper parent's consent. In addition to field trips, we schedule guest speakers for age-appropriate programs. Notices will be sent home announcing these events and parents are welcome to attend.

Toys – Toys are discouraged, and toy weapons of any kind are not permitted.

We understand that toys are useful in getting your child out of the house and that it is sometimes hard to say no. However, when toys are brought to school on a regular basis, they present a serious problem. Many times, children become attached to the toy and will not share, creating a disciplinary problem or disruption in the class. A toy may get accidentally lost or broken which might also upset a child. We do understand that the children want to bring their toys to show to their peers. Teachers may schedule a particular day for children to show their favorite toy. You will be made aware of such opportunities in the monthly calendar or newsletter.



Birthday Parties

Birthday parties are a wonderful experience for a child. A child's self-esteem is developed in celebrating that special day. Children are welcome to share their birthday with classmates by providing a special snack. Nutritious snacks are encouraged. Treats must be store bought and in an unopened package. Many children have peanut and nut allergies. All shared snacks should be peanut/nut-free. Homemade treats are not permitted due to possible food allergies. Please help us keep this occasion simple but meaningful for your child. Check with your child's teacher for ideas.

Celebrations and Holidays

We view holidays as a valuable part of our curriculum. Holidays such as Christmas, Halloween, and Valentine's Day will be celebrated at school. However, we realize that not all families are comfortable having their children participate in these holidays. Please let your teacher know if your cultural beliefs conflict with these holiday celebrations and arrangements can be made that respect your family's culture and beliefs.

Cultural Responsiveness

EPS strives to create culturally sustaining practices by hiring and training staff to meet the culturally diverse population of students who attend our schools, and by examining the attitudes or stereotypes that affect our understanding, actions, and decisions when working with our students.

Kindergarten Registration for PreK students

Students in the Erie's Public Schools' Pre-K program are enrolled as EPS students. As a result, they are transitioned into kindergarten through grade level advancement. Kindergarten registration is not necessary if your child completes the PreK program. If your child is in a PreK Counts program at an elementary school that is not your home school based on residency, your child will be enrolled in kindergarten at your home school (based on residence address). The school boundary map can be found on the district's Child Accounting webpage, www.eriesd.org/registration, or call 814-874-6150.

Helpful ways to prepare your child for school:

- *Make sure your child gets plenty of rest each night.
- *Prepare your child with clothing that is appropriate for the weather and play.
- *Practice helping your child follow a routine.
- *Practice helping your child to sit and listen for the length of a story.
- *Practice with your child so they can manage toileting individually or with minimal adult assistance.

Office of Early Learning

Please contact staff at the Office of Early Learning with any questions or concerns that you may have with enrollment or PreK related issues.

Enrollment applications/process: MaryLou Rimpa, secretary, 814-874-6072

PreK Counts grant and program information: Michelle Fiorelli, supervisor, 814-874-6028

Information: Elementary Schools

DIEHL ELEMENTARY SCHOOL (PreK-5)

2327 Fairmont Parkway
Erie, Pa. 16510
Phone (814) 874-6585

EDISON ELEMENTARY SCHOOL (PreK-5)

1921 East Lake Road
Erie, PA 16511
Phone (814) 874-6470

GROVER CLEVELAND ELEMENTARY SCHOOL (PreK-5)

1540 W. 38th St.
Erie, PA 16508
Phone (814) 874-6670

HARDING ELEMENTARY SCHOOL (PreK-5)

820 Lincoln Avenue
Erie, PA 16505
Phone (814) 874-6550

JEFFERSON ELEMENTARY SCHOOL (PreK-5)

230 East 38th Street
Erie, PA 16504
Phone (814) 874-6650

PFEIFFER-BURLEIGH ELEMENTARY SCHOOL (PreK-5)

235 East 11th Street
Erie, PA 16503
Phone (814) 874-6750

PERRY ELEMENTARY SCHOOL (PreK-5)

955 West 29th Street
Erie, PA 16508
Phone (814) 874-6485

McKINLEY ELEMENTARY SCHOOL (PreK-5)

933 East 22nd Street
Erie, PA 16503
Phone (814) 874-6870

JOANNA CONNELL ELEMENTARY SCHOOL (PreK-5)

1820 East 38th Street
Erie, PA 16510
Phone (814) 874-6785

LINCOLN ELEMENTARY SCHOOL (PreK-5)

831 East 31st Street
Erie, PA 16504
Phone (814) 874-6685

