

# **Helen C Peirce School of International Studies**

*an IB World School*



## **Family-Student Handbook**

Peirce School  
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# WELCOME!

Welcome to Helen C. Peirce School of International Studies. You have selected a unique, culturally diverse, school that continually works to enrich the entire instructional program by enabling every student, teacher, parent, and guardian to feel proud of his/her ethnic and cultural heritage. For 100+ years, Peirce has been in the heart of the vibrant and thriving residential and commercial Edgewater Community. Peirce has established a reputation for providing a quality academic and enriching educational experience for local neighborhood children and their families. Many children and their parents, relatives, or caregivers walk to school and live nearby. Helen C. Peirce is proud to have obtained International Baccalaureate World Status by becoming a fully authorized International Baccalaureate Primary Years Program (Pre-K through 5th) and Middle Years Program (6th-10th) in collaboration with Nicholas Senn High School. We are the only school partnership on the northside of Chicago where students can complete a PK-12th Grade IB Education without leaving the Edgewater Community. The administration, teachers and staff are dedicated to providing a high quality learning experience for the whole child for every student who attends Peirce Elementary.

Peirce School prides itself in its commitment to ensuring an inclusive environment for all students where we intentionally work to create a Racially Just school community. We believe in providing a curriculum that focuses on the arts and technology integration. Peirce offers specials classes in Spanish, Art, Music, Dance, PE and Technology. The school partners with local arts agencies to provide in-class teaching artist experiences. We will continue to support arts integration in the classroom which align to our IB units of study. The school is 1:1 with its technology using a mix of iPads and Chromebooks in K-8th grades.

Peirce School has two buildings, the "original" building which was built in 1915 and the "new" building which was built in 1995. Over the years, Peirce has benefited from the work of local officials, parents and teachers who have supported the addition of the turf, playground, community garden and mosaics throughout the campus. The Peirce School Fieldhouse is ADA compliant with the construction of a new ramp in the fall of 2013. Additional renovations included new windows in the fall of 2013 and turf replacement completed in the fall of 2018. The Fieldhouse renovation and turf replacement was generously financed by our current 48<sup>th</sup> Ward Alderman, Harry Osterman.

Peirce School expanded their Pre-Kindergarten Program in 2019 from three to seven classrooms. The school received a Pre-K Branch location in Fall 2021 where four of the seven classrooms are located. The branch is located at 5300 N. Broadway.

*~It is our hope that this family handbook will provide you with important information regarding Peirce School's curriculum, events, policies, procedures, and regulations to help you make informed decisions regarding your child(ren's) education. We appreciate the support of all of our families.*

**Feel free to contact us at (773) 534-2440 with any questions you may have. We look forward to our partnership with you, our valued, Peirce Families/Caregivers.**

## OUR MISSION & VISION

Our mission is to guide students to take ownership of their learning through experiential engagement and reflective thinking. We provide a balanced curriculum designed to meet the academic, cultural, and social-emotional needs of our diverse student body. All members of the Peirce community are committed to grow as productive, globally-minded citizens.

Through our rigorous Primary Years and Middle Years Programmes and a differentiated instructional approach:

- We challenge our students to become critical thinkers while meeting their individual academic needs.
- We cultivate a learning environment that fosters intellectual, social, and emotional growth.
- We aspire to develop parental and community partnerships in order to nurture a holistic learning environment and create life-long student achievement that will prepare our students for real-world experiences and higher education.

## KEY CONTACT INFORMATION

### Key Contact Information - School Staff

The chart below indicates the leadership team at Peirce - if you have questions about something not listed, please reach out to Lynn or Sally in the main office so that they may put you in contact with the correct team member

<b>Staff Member</b>	<b>Contact Information</b>	<b>Can support questions related to...</b>
Lori Zaimi	Principal LZaimi@cps.edu	Oversees all school operations
Samuel Lee	Assistant Principal MYP IB Coordinator (6th-8th) swlee@cps.edu	5th-8th Grades IB Curriculum 6th-8th
Kristen Muñoz	Assistant Principal KMMunoz2@cps.edu	PreK-4th Grades
Kim Lebovitz	PYP IB Coordinator (PK-5) KCLebovitz@cps.edu	IB Curriculum for Pre-K through 5th Grades Instructional Coaching
Lynn Carro	Main Office LCarro@cps.edu	Enrollment, Building Rental, General Questions, Lunch & Recess
Sally Suarez de Duran	Main Office ESSuarezdeDuran@cps.edu	Enrollment, Programs, Volunteering, General Questions
Athanasia Kolontouros	Case Manager ATKolontouro@cps.edu	Special Education, 504 Plans
Joshua Lerner	Instructional Coach JDLerner@cps.edu	Instructional Coach with a focus on Bilingual Education & Math Instruction

		Bilingual/ESL Coordinator
Anne Park	Counselor APark1@cps.edu	Counseling Supports 5th-8th, High School Applications, culture and climate
Nana Adu	Counselor naadu@cps.edu	Counseling Supports PreK-4th
Shelton Jackson	Restorative Practices Coach sjackson143@cps.edu	Restorative Practices, Student behavior, Culture and Climate, Attendance, Lunch & Recess
Brooke Thompson	After School All Stars BTThompson@cps.edu	After School Programming (Fee Based & CPS Funded Programs)
Yesenia Rivera	Lunchroom Manager YRivera24@cps.edu	Lunch/Breakfast
Classroom Teachers	Email addresses in the staff directory of the website	Classroom level questions

### Key Contact Information - Family Organizations

The chart below indicates the parent leadership team at Peirce - if you have questions about something not listed, please reach out to Lynn or Sally in the main office so that they may put you in contact with the correct parent volunteer.

Parent Volunteer	Contact Information	Organization
Cecilia Bocanegra	<a href="mailto:peircevolunteers@gmail.com">peircevolunteers@gmail.com</a> <a href="mailto:mariaceciliabocanegra@gmail.com">mariaceciliabocanegra@gmail.com</a>	Peirce Service Organization - Volunteers ( <b>PSO</b> )
Javier Searight	<a href="mailto:javierforperice@gmail.com">javierforperice@gmail.com</a> <a href="mailto:peircelsc@gmail.com">peircelsc@gmail.com</a>	Local School Council - Chairperson
Joshua Lerner	jdlerner@cps.edu	Bilingual Advisory Council ( <b>BAC</b> ) <b>*Include Parent Chair once elected</b>
Dori Makundi	makundid@gmail.com	Racial Equity Parent Group ( <b>REP</b> )
Chad Curry	chad@friendsofpeirce.org	Friends of Peirce Chairperson ( <b>FOP</b> )

## DAILY OPERATIONS AND PROCEDURES

### School hours and attendance:

School is in session Monday-Friday from 8:00 a.m. - 3:00 p.m. The after school enrichment program takes place from 3:00 p.m. - 4:00 p.m. (Program offerings and times may vary from year to year depending on grant funding).

All Peirce students are expected to arrive on time no later than 8:00 a.m. and must leave the school grounds immediately at dismissal (3:00 p.m.). Students may remain on the playground after school if they are supervised by a parent/guardian. We want all Peirce students to be safe, therefore we ask parents to adhere to these guidelines and consider the risks to their child(ren) in regard to personal safety, if unsupervised after school.

**Late pick-up**

A staff member will stay with the child in the main office until a family member is reached. According to CPS policy, If the staff member is unable to reach the parent/guardian or parent/guardian has not arrived by **4:30pm**, the police may be contacted and the student may be turned over into police custody until a parent is able to be reached. **While we acknowledge the importance of timely pick up, we know that there are sometimes situations which will impact a parent/caregivers arrival at school on time. We make it a practice to care for the child while attempting to contact the family and any other emergency contacts. In the past, we have walked children home and often stayed with a child until late hours in the evening. We avoid contacting outside agencies to the greatest extent possible.**

**Arrival and Dismissal**

Please help us keep students safe! Students are the only ones that will enter the building through the doors listed below. Visitors to the school will enter at door #1, sign in at the office and request a visitor's pass. Due to COVID 19, most inquiries will be handled at the door and not in the school building.

**FIRST DAY ONLY-**

Teachers will meet students in their designated exterior location at 8:00am. On days where there is extreme rain or cold, students will be able to enter the building at 7:50am through their same entry door, but will wait in the Inclement Weather Entry Location.

	<b>Everyday Entry &amp; Dismissal</b>	<b>Inclement Weather Waiting Location</b>
<b>Pre-Kindergarten 121 &amp; 123 Kindergarten 126 &amp; 128</b>	Door 4	Lunchroom
<b>Pre-Kindergarten 122 AM</b>	Door 4	Lunchroom

<b>Pre-Kindergarten 122 PM</b>	Door 1 - Entry Door 4 - Dismissal	Main Entrance
<b>Kindergarten</b> Rooms 101 & 110 <b>1st Grade</b> Room 102	Door 10	Door 10 Hallway
<b>1st Grade</b> Rooms 103, 104, 105	Door 8	Gym
<b>2nd Grade</b>	Door 5	2nd Grade Hallway
<b>3rd &amp; 7th Grades</b>	Door 9	Gym
<b>4th &amp; 8th Grades</b>	Door 7	Gym
<b>5th &amp; 6th Grades</b>	Door 6	5th & 6th Grade Hallway

**Peirce Pre-Kindergarten Branch, 5300 N. Broadway**

Entry: Families are able to drop students off at 7:45am for early entry. An early entry time is available for families who will have children at both the Branch Location and the Main Campus. At 8:00am teachers will meet students on the Berwyn side of the building to bring students in who did not arrive early.

Dismissal: Teachers will line students up on the Berwyn side of the building for dismissal for families to pick up their child.

**Beginning Monday, August 30, 2021:**

**Daily Health Screening**

Staff and students will conduct daily health screenings at home before they come to school. All staff and families will self-screen using the CPS [health screening questions](#) each morning to ensure they can safely come to school. **NOTE:** Staff and students will **not** be required to submit an online health form to be checked at school upon entry.

**Attestation Forms**

Parents and guardians must submit a quarterly attestation form (forthcoming) for their children in which they agree to perform a quick health screening of their student each day. The attestation will ask parents and guardians to:

- (a) agree to screen their child for possible symptoms or COVID-19 exposure at home each day prior to school,
- (b) confirm that they will not send their child to school if they answer yes to any of the CPS [health screening questions](#), and
- (c) inform their child's school if their child will be absent from school because they are sick or have been exposed to a confirmed COVID case. Attestation forms will be printed and delivered to schools for distribution during the first week of school.

### **Temperature Checks**

Schools are no longer required to check each student's, employee's, or visitor's temperature upon entry to the school. Over the last 18 months, public health experts have determined that temperature checks are not an effective means of screening for COVID-19, so widespread mandatory temperature checks will no longer be conducted.

### **Student Absences:**

If your child is ill, please call the school between the hours of 7:30 and 8:00 a.m. to inform the office staff that your child will not be in attendance that day. In the interest of keeping parents/guardians informed, the Board of Education automated phone system will contact a parent/guardian when their child is not in school. If your child is legitimately ill, please keep him/her home until he/she gets well.

- If your child has stayed home from school due to a fever, be sure that your child has been fever free for 24 hours before returning to school.
- If your child has an illness that may be potentially contagious (e.g. strep throat, ringworm, flu, scarlet fever, etc.), take your child to the doctor and ask for a note stating when your child will be ready to return to school.

The school **MUST** also receive a note from the parent/guardian regarding an absence in order for the absence to be noted as an excused absence in the Board of Education electronic ASPEN system for attendance. Per Board of Education policy, a vacation **cannot** be noted as an excused absence in the ASPEN attendance reporting electronic system. Please reserve family vacations for the winter and/or spring break sessions, so as not to interrupt your child(ren's) learning throughout the year.

**NOTE:** Peirce School has a Board of Education nurse available in the building daily. If a child becomes ill or gets hurt, at any time during the day, the nurse is called, if she is in the building. If the nurse is unavailable, the main office is immediately notified. The principal, assistant principal, and/or school clerks make decisions on whether or not to call an ambulance for the child (depending on severity of the illness or injury). The parents and/or guardians are immediately contacted to inform them of the status of their child's condition and the action that was taken. If there is a need to call an ambulance for a child, the paramedics usually transport the child to the nearest hospital. We ask all parents/guardians to have accurate phone numbers on file for notification in case of emergency.



## **Tardy Arrivals:**

**Students who do not enter the building before 8:10 a.m.** are considered **tardy**. If your child is tardy, he/she will enter through entrance number **one** on the Bryn Mawr side of the building (front of school) and will receive a tardy slip before walking to class.

- Arrival after 11:00 a.m. or early dismissal before 2:45 p.m. is considered a ½ day absence. Absences and tardies become part of a student's permanent record. *Attendance Counts!* Please ensure that your child(ren) attends school every day and that he/she/they arrive *On Time*.
- **Early Dismissal Procedures:** Parents/Guardians must report directly to the main office and inform the office clerk of the early dismissal. The student will be called down to the main office. The parent/guardian should not go directly to the classroom to pick up the child.

Tardies and Early Dismissals are strongly discouraged. It is extremely important that all students receive the appropriate amount of instructional minutes each day.

## **What days and holidays does my child not attend school?**

View both the Peirce and Chicago Board of Education calendars on our web-site for specific dates of non-attendance for students. Non-attendance days will also be noted in the monthly Peirce Family Newsletter.

## **Visitors:**

If parents/guardians have important business needing immediate attention, have scheduled an appointment with a staff member, or need to sign a child out for an early dismissal, the entrance to the building will be through door number **one on Bryn Mawr Avenue**. For security purposes, ALL VISITORS to the school ***MUST*** obtain a "***Visitor's Pass***" from the security personnel or the clerks in the main office before proceeding to any location in the school.

## **School Communications:**

Communication is an essential component of the educational experience. We ask that families remain in constant contact with their child(ren)'s teacher(s), attend all parent conferences, and remain informed of all Peirce activities/events, etc.

### **School Wide Communication:**

- Paper Color coding system

- On-line communication: **Most school communications will be sent electronically - it is very important that we have all families email addresses. If you are not yet receiving communications via SMORE - please sign up [here](#).**
- Peirce regularly distributes a parent newsletter with important information. The Peirce Service Organization (PSO) will also send home an email communication monthly for families that have signed up for our electronic newsletters. Separate flyers are usually sent home for various events that are held throughout the year. Peirce has a school marquee on the corner of Bryn Mawr and Glenwood. Important school information is posted each month. In addition, Peirce will communicate current information to parents/guardians via text message and email through the robo call system. All Peirce parents/guardians have access to our school web-site to find current information regarding school events and more.

### **Family and School/Teacher Communication**

- Classroom teachers are the primary point of contact in supporting students' academic and social development.
- We ask that families make individual appointments with teachers if there are any questions or concerns regarding a child's academic or social progress throughout the year. This includes any questions related to curriculum and instruction.
- Many Peirce teachers send out classroom newsletters or announcements and many communicate information to families via classroom websites or blogspots.
- If you are unsure who to contact regarding a situation, please refer to our [staff contact list](#) for a description of staff members and the areas they oversee within the school.
- If parents/guardians need to schedule a meeting with a Peirce staff member, they can either send an email to the staff member requesting a meeting date/time or call the main office to schedule a meeting. Please allow up to 48 hours response time.
- If a response has not been received within 48 hours, reach out to Lynn Carro, [lcarro@cps.edu](mailto:lcarro@cps.edu) or Sally Suarez de Duran, [essuarezdeduran@cps.edu](mailto:essuarezdeduran@cps.edu) in the main office. There may be times when staff members are out of the building for multiple days, causing a delay in response, Lynn and Sally will know which staff members are available to support the situation presented.

**Lockers:**

MYP students will be able to use lockers. Students must use a school issued lock and at the end of the year return the school issued lock. A fee of \$10 dollars will be assessed for lost locks.

**Recess:**

All students, at Peirce, attend recess daily (weather permitting). During inclement weather days, students will have recess in their classrooms where they will have options for indoor play (board games and/or movement activities). All Peirce students are expected to exemplify the Peirce school rules for being Respectful, Responsible, Safe and IB while at recess. Teachers in the primary grades will often hold a second recess period later in the afternoon or use tools such as Go Noodle and Brain Breaks to increase activity.

**Lunch & Recess Schedule (Update when finalized)**

Lunch in Classroom		Recess
PK	10:45 - 11:30	10:20-10:40 & 2:35-2:55
K	10:45 - 11:30	11:32-11:55
1	11:32 - 12:17	11:10-11:32
2	11:32 - 12:17	12:17-12:40
3	12:19 - 1:04	1:04-1:30
4	12:19 - 1:04	1:04-1:30
Lunchroom		Recess
5th	11:42 - 12:05	12:05-12:27
6th	11:16 - 11:39	11:39-12:01
7th	10:50 - 11:13	11:13-11:35
8th	12:08 - 12:31	12:31-12:53

**Student Fee:**

The Local School Council approved a student fee of \$50 per student or \$100 per family. School fees are used to purchase supplemental educational supplies and materials that the various classrooms utilize throughout the school year. The Peirce School student fee is a very nominal fee compared to many other Chicago Public Schools. Please help Peirce School by complying with payment of the student fee. Payment can be made online by [clicking here](#). For questions regarding the student fee, please feel free to contact us at (773) 534-2440.

## **Dress Code:**

Approved on June 16, 2016 by the Peirce LSC. Helen C Peirce School of International Studies is a PK-8th grade IB school with a diverse student body. The school has the responsibility to provide students with a safe and orderly learning environment. It is the parents/guardians/students responsibility to ensure that students come dressed appropriately for school. Students are to dress in clothes that promote a safe and respectful learning environment. Please note the following rules and guidelines when selecting clothing for school.

### Policy Specifics

- Clothing or accessories cannot promote profanity, alcohol, drugs, tobacco/smoking, cannabis, weapons, violence, gang activity, or gang signs.
- Clothing cannot portray imagery that threatens the safety of other students and openly persecutes students based on race, color, gender, sexual orientation, religion, nationality, or disability.
- Clothing must cover underwear/gym shorts and skin between the upper chest and mid-thigh.
- Pants can't be worn below the waist.
- No pajamas.
- Hoodies are allowed, but you CANNOT wear the hood at any time.
- Headwear that has been approved for health, safety, or religious reasons is allowed.
- All clothing should be worn to allow students to access the curriculum - ex: run during gym, participate in dance class, etc.)

The school administration reserves the right to determine whether students' attire is within the limits of the above standards. The administration may allow exceptions for medical situations, religious obligations, school-wide programs, or special classroom activities. Parents/guardians or students requesting an exception for religious, cultural, or health reasons should contact the administration.

# **ACADEMICS**

## **Peirce School's International Baccalaureate (IB) Program**

The International Baccalaureate® (IB) aims to create a better world through a high-quality international education. Helen C. Peirce School of International Studies began the process to become an IB World School in 2010. Peirce is proud to have become an authorized IB Middle Years Program World School in collaboration with Senn High School in June of 2013. Peirce became a full continuum IB World School in collaboration with Senn High School, when our

Primary Years Program became authorized in 2017. The full continuum will be going through an evaluation process in 2022.

IB World Schools share a common philosophy—a commitment to high-quality, challenging, international education. Only schools authorized by the IB Organization can offer any of its academic programmes.

### The International Baccalaureate Learner Profile Attributes

<b>Inquirers</b>	<b>Knowledgeable</b>	<b>Thinkers</b>	<b>Communicators</b>	<b>Principled</b>
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

<b>Open-minded</b>	<b>Caring</b>	<b>Risk-takers</b>	<b>Balanced</b>	<b>Reflective</b>
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in	We approach uncertainty with forethought and determination; we work independently and cooperatively to	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and

range of points of view, and we are willing to grow from the experience.	the lives of others and in the world around us.	explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.	well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.	personal development.
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For further information about the IB programs of study visit <http://www.ibo.org>.

### **International Baccalaureate Primary Years Programme (PYP)**

Peirce School was authorized during the summer of 2017 in the Primary Years Program (PYP), which is available to all students in Pre-Kindergarten through 5th grades. Students in the Edgewater community now have access to an IB program from Pre-K through 12th grades as Peirce and Senn continue the IB Middle Years Program from 6th-10th grades and then the Diploma Program through 12th grade.

What is the Primary Years Programme?

The IB Primary Years Programme (PYP) is a curriculum framework designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is defined by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry-based learning. The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme.

PYP at Peirce

An aim of the PYP is to create a transdisciplinary curriculum that is engaging, relevant, challenging, and significant for learners in the 3-12 age range. The IB Primary Years Programme:

- Addresses students' academic, social and emotional well-being.
- Encourages students to develop independence and to take responsibility for their own learning.
- Supports students' efforts to gain understanding of the world and to function comfortably within it.

- Helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.

### **International Baccalaureate Middle Years Programme (MYP)**

Peirce School has obtained International Baccalaureate World Status for the Middle Years Programme (students aged 11 to 16). The IB Framework provides academic challenges that encourage students to embrace and understand the connections between traditional subjects and the real world. The MYP is designed to guide students toward becoming critical and reflective thinkers. The IB MYP consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education, and technology. In the final year of the Programme students will engage in a personal project that will allow them to demonstrate the understandings and skills they have developed throughout the MYP.

Nicholas Senn High School is in partnership with Helen C. Peirce School of International Studies. Both schools share a common philosophy: A commitment to a high quality, challenging, international education that we believe is important for our students as we prepare them for college and career.

\*Only schools authorized by the IB Organization can offer any of its three academic programmes: The Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme.

For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org).

### **Multi-Tiered System of Supports (MTSS)**

Chicago Public Schools (CPS) is committed to supporting the academic progress of all students. The purpose of this letter is to provide you with an understanding of how we support individual students through structured intervention, how you can engage in that process, and how you can remain informed about your child's progress. Many children successfully learn at school with universal instructional practices. However, some children need extra or intensive support in order to succeed. The Multi-Tiered System of Supports (MTSS) is a framework that helps schools and teachers give all CPS students the support they need to learn, grow, and succeed.

The MTSS framework helps schools create ways to:

- Identify each child's needs and provide support as early as possible.
- Use research-based strategies and provide evidence-based interventions.
- Align supports to meet each child's needs.
- Regularly check each child's progress to know if instruction, strategies, and interventions are effectively meeting their needs.
- Adjust instruction, strategies, and interventions as needed.

- Include parents or guardians while developing and implementing supports.

MTSS has three tiers of instruction/intervention and support:

- Tier I includes the instruction and support provided to all children.
- Tier II (Supplemental) serves children needing more help. Additional instruction or intervention and support are provided to these children in small groups.
- Tier III (Intensive) is for children who need intensive support in order to succeed. Additional instruction, intervention, and support are provided to these children in even smaller groups or in one-on-one settings.

Every child’s progress is assessed multiple times per year to check whether their needs are being met, what additional resources may help them succeed, and then to adjust their supports as needed. You should expect to see benchmark assessments such as TRC, mCLASS, Star360 reports and/or Fountas and Pinnell shared according to the assessment schedule. The evidence-based support and instruction children receive within each tier is based on assessment data and will vary according to each child’s learning levels. If your child is identified as needing Tier II or Tier III support, you may be invited to help us develop a plan for supporting your child, and you can request your child’s MTSS data from our school at any time.

When we implement MTSS, it helps us provide each student the support they need to be successful. For additional information, please contact Kristen Muñoz Bowden, [kmmunoz2@cps.edu](mailto:kmmunoz2@cps.edu)

### Field Trips

Students in each grade go on field trips that connect classroom units of study with real world community experiences. Most field trips include a ride on a school bus. Parents/guardians are usually asked to accompany students and act as chaperones for the trips. The fees are generally nominal (\$3.00-\$5.00). Peirce teachers take advantage of the many cultural destinations around the city of Chicago. If a family is experiencing hardships and cannot pay, please notify the teacher via email and the school will pay for the field trip.

### Assessment Policy

Teachers will regularly update grades in the gradebook, which can be viewed by students and parents through the parent portal. Reach out to the student’s teacher with any question regarding student progress. Peirce’s categories for grading are:

- Summative Assessments
- Formative Assessments

Content Teachers	Specialists
Categories: <ul style="list-style-type: none"> <li>• Summative: 30% (100 points each assignment)               <ul style="list-style-type: none"> <li>○ 2-3 assignments</li> </ul> </li> </ul>	Categories: <ul style="list-style-type: none"> <li>• Summative: 30% (100 points each assignment)               <ul style="list-style-type: none"> <li>○ 1 assignment</li> </ul> </li> </ul>



minimum per unit	minimum per rotation
<ul style="list-style-type: none"> <li>● Formative: 70% (10 points each assignment)             <ul style="list-style-type: none"> <li>○ 1-2 assignments minimum per subject, per week</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Formative: 70% (10 points each assignment)             <ul style="list-style-type: none"> <li>○ 1-2 assignments minimum per subject, per week</li> </ul> </li> </ul>

Students in Kindergarten-2nd Grade will not be assigned nightly homework, each family can work with the classroom teacher around supports for students and homework by request. Some minimal phonics homework may be assigned in 1st grade.

Teachers in grades 3-8 have been encouraged to assign homework based on the IB unit of study and to avoid assigning “ busy work”. If homework ever becomes an issue at home, make sure to communicate with the teacher to create a plan of support.

The Board of Education of Chicago maintains a homework policy for CPS. At Peirce, we expect that our students develop work habits that prepare them to be successful in life. These work habits may present themselves in the form of assigned homework which students should complete to the best of their abilities but may become assignments, projects or other work related to their IB unit of study. Work habits also include reviewing what was done in class, reading ahead for the next day, note taking or revising work independently. In addition, students are expected to read or be read to (primary grades) for a minimum of 20 minutes each evening. Parents are encouraged to set aside a regular time each evening to discuss homework assignments, any papers children may have brought home and the learnings/events of the day.

### **Grading Information**

Progress reports and issues every 5 weeks during the 5<sup>th</sup>, 15<sup>th</sup>, 25<sup>th</sup> and 35<sup>th</sup> weeks of school. Report cards are issued every 10 weeks per CPS Policy. The Board of Education of Chicago also requires parents/guardians to pick up the report cards in November and April. The Peirce grading system is: A=90%-100%; B=80%-89%; C=70%-79%; D=60%-69%; F=50-59%. If you have a concern regarding your child’s academic progress, you are welcome to make an appointment with your child’s teacher to discuss areas that may need academic improvements.

**NOTE:** In order to be eligible to participate in any extra-curricular activities such as sports, etc. students must maintain a passing grade in all subjects.

During the 1st and 3rd quarters Peirce teachers will encourage students to lead their parent-teacher-student conference through a Student-Led Conference. Classroom teachers will provide more information on this format.

## Report Cards and Progress Reports

*\*\*Please note that changes have been made to distribution as a result of remote learning. Administration will communicate with families about any changes\*\**

### QUARTERS—

Each quarter ends on the following day:

Q1 ends November 4, 2021

Q2 ends January 27, 2022

Q3 ends April 7, 2022

Q4 ends June 14, 2022

### PROGRESS REPORT DISTRIBUTION DAYS—

Schools will distribute progress reports on the following dates:

Q1 on October 1, 2021

Q2 on December 17, 2021

Q3 on March 4, 2022

Q4 on May 13, 2022

### PARENT-TEACHER CONFERENCE DAYS—

Parents are asked to pick up report cards and conference with teachers after the first and third quarters. Parent-Teacher conference days are non-attendance days for students

Elementary

Wednesday November 17, 2021

Wednesday April 20, 2022

### REPORT CARD DISTRIBUTION DAYS—

Please note that report cards for the second and fourth quarters will be sent home:

Q2 on February 4, 2022

Q4 on June 14, 2022

## Promotion Policy

[SY 20-21 CPS Promotion Policy](#)

## Diverse Learners

### Grading

- For students with Individualized Education Plans that contain a Modified Grading Scale, all teachers will ensure that the grades in Aspen reflect the modified scale on the Progress Report (at the end of week 5 of the quarter) and the Report Card (at the end of week 10 of the quarter). Grades entered in between weeks (1 through 5 and 5 through 10) will reflect the CPS standard grading scale, as they have not yet been modified.

## English Learners

### Grading

- Teachers can't discriminate against students due to their English language proficiency.
- Students should receive content instruction appropriate for ELs (depending on their program and English language proficiency, that instruction may include native language instruction or support, or sheltered English accommodations, etc.).
- Classroom assessments should also be modified to allow for testing the content knowledge with as little interference of language proficiency as possible (WIDA's CAN-DO descriptors can be used when determining ways in which students with various language proficiencies might be able to demonstrate their content knowledge).

### Graduation

We will strive to provide meaningful experiences to capstone the 8th grade year. Information will be forthcoming as things are being developed. If you are interested in giving input please email Sam Lee @ [swlee@cps.edu](mailto:swlee@cps.edu).

### Continuous Improvement Work Plan (CIWP) SY 2020-2022

Over the the next 3 years, Peirce will focus on 3 areas of improvement:

- Theory of Action 1: Formative Assessment
- Theory of Action 2: Culturally Relevant Practices
- Theory of Action 3: Differentiation

To learn more about the CIWP, the goals created, and the participants, please visit the [2020-2022 Peirce CIWP](#)

## SOCIAL EMOTIONAL LEARNING

Peirce teachers and staff are committed to developing the social, emotional, physical, and intellectual needs of our students. Peirce School utilizes Restorative Practices as our approach to supporting student behavior and developing school community. We use Second Step as our Social Emotional Learning Curriculum, which teaches a variety of SEL skills and teach an array of strategies designed to keep students connected, safe, responsible, and engaged in their learning through classroom community building. The Education through Music (ETM) method is used in some Pre-K - 2nd grade classrooms and utilizes artful teaching and the process of learning through song and play. ETM activities build the imaging system and symbolization process through the synergy of language, song, movement, and interactive play, thereby laying the foundation for the building of

intelligence. Children who learn and use the above-mentioned skills achieve academic success.

### **Student Rights and Responsibilities, Including the Student Code of Conduct**

[The Student Rights & Responsibilities](#) is adopted by the Chicago Board of Education each year to help create a safe and supportive learning environment for all students and school personnel. The handbook contains the Student Code of Conduct (SCC), which sets forth clear expectations for responsible student behavior. The SCC also provides a transparent and restorative disciplinary process that addresses the root causes of behaviors, repairs harm, and promotes social and emotional development.

We ask that parents or guardians review the SCC with their children and encourage their children to make responsible decisions and engage in safe, respectful behavior that promotes learning. Students are also expected to [sign the SCC receipt](#) and exhibit appropriate behavior by following all school rules and Board policies.

The SCC is only a resource. It will take the collective efforts of students, parents, teachers, and administrators to create a safe learning environment where all students can excel.

### **[Transforming Bias-Based Harm](#) CPS handbook**

Your children have a right to learn in a safe and supportive environment that is free of discrimination and other forms of bias-based harm. As a district with an incredibly diverse student body, we strive to celebrate together as a community all that makes us unique.

### **Positive Behavioral Supports (PBS)**

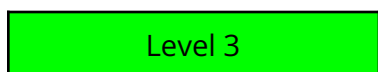
Peirce's PBS plan is composed of two components:

**1. Whole school:** Peirce Panther Paws will be used to recognize students for following our school core values of "Be Respectful, Be Responsible, Be Safe, and Be IB". Panther Paws will help reinforce positive behaviors across the school, any staff member in the building can give these away at any time.

**2. Classroom:** Each K-5 grade level has a system of monitoring positive behaviors and distributing Panther Paws within their classrooms, as well as how they will celebrate individual student success in their classroom.

**3. Voice Level and Common Area Expectations:** The PBS team created shared expectations for voice levels and common area expectations. Please see the key and table below for more information about the expectations.

#### ***Voice Level Key:***



OUTSIDE VOICE
LEVEL 2 CONVERSATION VOICE
LEVEL 1 WHISPER
LEVEL 0 SILENT

In \_\_\_\_\_ location Peirce Panthers use voice level \_\_\_\_\_.

Location	Voice Level
Stairways	0 (Silent)
3rd Floor hallways	2 (Conversation voice)
Cafeteria	2 (Conversation voice)
Bathrooms	1 (Whisper)
2nd Floor Hallways	0 (Silent)
1st Floor Hallways	0 (Silent)
Playground	Outside Voice

[Student Behavior Handbook](#)

**Restorative Approaches to Discipline**

Restorative Practices involves a mindset that is driven by key values which includes relationships, collaboration, communities, multiple truths, respectful dialogue, being vulnerable, accountable, healing, restoration, and constructive solutions. It involves placing relationships at the center, recognizing that relationships are critical for making progress. These relationships are developed in the classroom through community building activities. Using Restorative Practices means to recognize all peoples’ voices and engage all stakeholders rather than a few individuals. It is to acknowledge multiple truths and that each individual has a unique perspective which should be shared, honored, and heard. When relationships are built and there is a safe space a respectful dialogue can occur and allows individuals to be vulnerable and engage in honest conversation.

Teachers at Peirce will be using restorative practices in the form of Restorative Conversations, Student Reflection, or by Peace/Talking Circles. Restorative Conversations are used to address conflicts and misbehaviors with an individual student. This involves a conversation with the student to recognize the harm they have caused, how to repair the harm, and focus on not making the same choice moving forward. Upon continued violation of a classroom rule, the teacher will ask the student to fill out a reflection form. An ensuing discussion will help make a learning opportunity of the situation and help the student understand why what they did was inappropriate and what they need to do to make peace with the classroom community. Peace Circles can be used to resolve a conflict between multiple students and can be led by the school counselor or classroom teacher. The goal of Restorative Practices is to help students reflect on the results of their choices, recognize the harm they may have caused, attempt to repair the harm, and reduce the probability that the behavior will occur again.

### **Behavioral Health Team Support**

The purpose of the BHT is to provide support for students when their social-emotional development and/or behavior interfere with their school performance. The BHT members include the school counselor, school social worker, assistant principal, case manager, and school psychologist. Teachers may make a referral to the BHT requesting support after classroom interventions have been tried, they are not working and the issue has been recurring over several weeks. If you would like to make a referral, please start by speaking with the homeroom teacher to share your concerns. Once the homeroom teacher has completed the referral, the counselor will complete a screener with the student and share all information with the members of the BHT. The BHT meets as a team to review, discuss, and determine the most appropriate interventions. Parent and teacher are then notified of the team's decision. The entire process may take up to 3 weeks.

If there is a crisis or a one time event that is urgent (student is in immediate danger to self or others), please contact the main office and request for the counselor or administrator immediately.

If you have any questions/concerns please reach out to the school counselor-Anne Choe.

### **School Counseling**

The school counselor provides supports in social, emotional, academic, and college/career readiness to students in grades K-8. Supports can be provided in the classroom, individually, or in small group settings. If you have any questions please reach out to Nana Adu for PK-4th Grades and Anne Choe for 5th-8th grades.

Email: Anne Park - [APark1@cps.edu](mailto:APark1@cps.edu) - Nana Adu - TBD

# **Safety, Security, and Medical Information:**

## **Healthy Schools Status:**

Peirce Elementary has obtained "Healthy School" certification per the USDA HealthierUS School initiative inspired by Michelle Obama. We ask all Peirce families to help us maintain our "Healthy School" status by bringing in healthy treats for any type of celebrations. We encourage our parents/guardians to touch base with individual teachers regarding classroom celebrations. Per Board of Education of Chicago health guidelines, all food donated given to students during school functions must be pre-packaged from a store. Homemade food items are not permitted.

## **ANNUAL EVACUATION DRILLS**

The Illinois School Safety Drill Act mandates that schools "drill" or practice a variety of evacuations throughout the school year. Peirce students participate in monthly fire evacuation drills, one "Bus Evacuation" drill, one Allergen drill, one "Shelter in Place" (tornado) drill, and one "Lockdown" (emergency) drill. These drills are organized and administered in an effort to teach Peirce students how to respond in emergency situations.

## **TRAFFIC SAFETY**

The safety of Peirce Students is a primary concern. We ask that all parents/guardians use care when driving their vehicles in all areas around the school. We also ask that everyone remain vigilant of children as they are walking to and from school in the morning and the afternoon. At NO time may cars be double parked in front or back of the school. Parents/guardians should go over safety rules for crossing the streets (at the corners only) with their child(ren). Please do not attempt to cut through the alley, on the side of Peirce School, to drop off in the morning as we have many students and families walking through the alley to get to the back of the school on Gregory.

All students should enter through the Gregory Side of the building from 7:57 - 8:10am. Bryn Mawr will be closed going west from 7:50 - 8:10am each morning.

## **MEDICAL COMPLIANCE**

The Board of Education of Chicago requires that a current physical, an up to date immunization record, and dental exam be submitted to the school of attendance each year. Peirce School distributes parent/guardian immunization and exam guides to parents/guardians at the beginning of each year. Families who are out of compliance with

medical information by October 15<sup>th</sup> of each year will be excluded from school until such time as medicals are up-to-date. Peirce asks all parents/guardians to help us in ensuring the well-being of all students by adhering to this important health initiative. If your child(ren) has/have special medical conditions or health concerns, including life-threatening allergies, asthma, diabetes, or any condition requiring administration of medication during school hours, we ask that you make an appointment with the counselor/case manager to establish whether or not your child(ren) need a 504 plan in place at the school. The case manager will distribute all necessary forms that must be filled out. The teacher and the office must be notified of these conditions, so that they will be noted in the child(ren)'s file. The school nurse is available on Wednesdays and Fridays to answer any questions regarding the above-mentioned guidelines and policies. For more information regarding immunization guidelines, visit the Peirce School website or the CPS website.

## **PARENT ORGANIZATIONS**

### **PSO:**

The Peirce Service Organization is a dedicated group of parents/guardians. The group meets monthly and is responsible for the planning and implementation of many extracurricular activities, school events, and family activities. The group is open to all Peirce parents/guardians and encourages involvement in the planning meetings and volunteer efforts at school events. Planning meetings will be scheduled throughout the school year, usually the third Friday of every month. All Schools depend on parental support and involvement to help children succeed and make the school experience positive and enjoyable. The Peirce community is grateful to all parents/guardians, community members, and staff members who have volunteered their time and energy over the years to enrich the school experience for our students. We all benefit when the lives of children have been touched in a positive way. A moment of your time could be the moment of a lifetime to a child.

### **FRIENDS OF PEIRCE:**

The Friends of Peirce (FOP) is a 501c(3) fundraising organization made up of parents/guardians and community members. Through the efforts and collaboration of the School's Administration and Friends of Peirce, we have developed a wonderful partnership with Michael Roper and Louise Molnar, proprietors of the Hopleaf Restaurant and Tony Dreyfuss, proprietor of Metropolis Coffee in Andersonville. The goal of Friends of Peirce



(FOP) is to procure support and involvement from the Edgewater and Andersonville business communities as well as other businesses to fund various school projects intended to augment student learning. We encourage all Peirce families to attend monthly FOP meetings and get involved. For more information, please visit [www.friendsofpeirce.org](http://www.friendsofpeirce.org).

### **BAC:**

The Bilingual Advisory Council (BAC) is a multilingual organization of parents and teachers that is open to parents/guardians of children in bilingual classes. BAC has informative meetings regarding academic improvement and participants work to increase parental involvement in the school. BAC holds several meetings throughout the year and is open to all Peirce parents/guardians. BAC members occasionally attend meetings that take place in other schools regarding bilingual education and programs. The information is brought back to Peirce and disseminated to other parents/guardians. Elections are held every year.

### **LOCAL SCHOOL COUNCIL:**

The Local School Council (LSC) consists of the principal, 6 parents, 2 teachers, 1 non-teacher staff, and 2 community members that are elected for a two year term. Members of the Local School Council are responsible for working cooperatively with the principal to discuss and vote on numerous issues, policies, and budget items that affect the daily operation of the school. The LSC assists the principal, parents/guardians, and teachers in establishing a school climate that fosters respect for the entire school community, enrichment of the overall curriculum, and promotion of high student achievement for all students enrolled at Peirce.

### **PEIRCE SUPPORT**

-Box Tops ~ One of the simplest ways to make money for Peirce School is to cut out and collect "Box Tops for Education" coupons off General Mills, Pillsbury, Ziploc, Betty Crocker, Yoplait, Bisquik, and Hamburger Helper products. The coupon is red in color and has a 10¢ symbol on it. Simply cut or tear off the coupon and write your child's name and room number on the back of the coupon. Students may turn the coupons in to their teacher each month or adults may place them in the large box that is located in the school lobby. General Mills will donate 10¢ for each box top that is sent in to them by the school. For a complete list of products, log on to [www.boxtops4education.com](http://www.boxtops4education.com).

# Frequently Asked Questions

## **What school supplies does my child need?**

Please view the school supply list on our [web-site](#) or stop by the school office to request a copy.

## **When do parents/guardians meet their child's teacher?**

- All students will be assigned to a homeroom by the Monday before school starts. Families can log into [Aspen](#) to view the students room number. Please note that some changes to the classroom may be made through the first week of school, we try to minimize any changes, but there are a few cases where changes must be made.
- (Paused for SY22) Back To School Festival: Thursday August 29th from 3:00 - 6:00pm. Families can enter the building and drop school supplies off to the classroom from 3:00 - 4:00pm, then mingle with other families outside on the Gregory side of the building for a picnic from 4:00 - 6:00pm.
- Open House: Tuesday, September 21st from 5:00 - 6:30pm.

A parent/guardian may make an appointment with the teacher at any time during the school year. There are two report card pick-up days each year (November and April).

## **What after school programs are available to Peirce families?**

Peirce hosts an extended day care program that is provided by the Lake View YMCA. The program is available from 7:00-8:00 a.m. and 3:00-6:00 p.m., Monday-Friday. Payments for the program are made directly to the Lake View YMCA. For more information contact the Lakeview YMCA at (773) 248-3333.

Peirce has annually received the Out of School Time grant also known as the After School All Stars Grant. These programs are free to Peirce students and information generally comes out at the end of September with programs generally running from October - April.

Peirce hosts a variety of on-site fee based programs including Chess, Dream Big, Circ Esteem and many others. Class flyers are sent out in September for student sign up.

## **What if my child has diverse needs?**

Parents/guardians who have students with diverse needs may contact the school case manager. The case manager will work with parents to provide the appropriate services for

their child(ren). An inclusive diverse learners program is a high priority at Peirce. Resources for students with diverse needs are available at each grade level. The following related services are available to students as needed: nursing, occupational therapy, speech therapy, physical therapy, and psychological/counseling services.

### **What if a parent/guardian speaks a language other than English?**

Several Peirce staff members are fluent in Spanish and a few other languages. We also have access to outside translation services as needed. We do not want language to be a barrier for communicating with the school.

### **What is Morning Max-Breakfast in the Classroom?**

In support of the Board of Education of Chicago's commitment to serve the needs of the whole child (physical, emotional, academic) while at school, Breakfast in the Classroom (BIC) was implemented in all elementary schools by the end of fiscal year 2011. The primary goal of the BIC program is to promote student health and academic achievement by providing a nutritious breakfast as a routine start of every school day. Research has shown that an effective school breakfast program not only reduces hunger, but also has a range of positive educational outcomes. Breakfast is strictly optional; no student is required to take a school breakfast. Breakfast stations are set up close to the building entrances. As students come into the school, they have a choice of a hot or cold breakfast. For frequently asked questions about Morning Max, log onto the Board of Education website at [www.cps.edu](http://www.cps.edu).

### **What is Aspen?**

The Board of Education of Chicago developed the Aspen Portal to provide parents and guardians with an opportunity to view their children's academic progress as well as absences and tardies that are recorded throughout the year. If you do not have access to Aspen, email Sally Suarez in the main office at [ESSuarezdeDuran@cps.edu](mailto:ESSuarezdeDuran@cps.edu).

### **How can I volunteer and be active at the school?**

Peirce encourages parents/guardians to volunteer at the school. There are various ways to play an active role in your child's school experience. You can volunteer by being on the PSO planning committee, Friends of Peirce, the Parent Advisory Council and the Bilingual Advisory Council, helping at one or several school events, volunteering in a classroom as a room parent, or providing items for the classroom. At the beginning of the school year, you will have the opportunity to fill out a form that indicates your interest or desire to help out. The school community is made much stronger when parents/guardians volunteer. Many dynamic activities and events take place at the school and are only possible through the support of parents/guardians and school staff.

All volunteers must apply through the [CPS Volunteer System](#), there are 3 different levels of volunteering which require different levels of clearance. [Check here](#) to determine which

level you need to apply to/complete the process on. Sally Suarez in the main office is the main point of contact for volunteering related needs and can be contacted at [ESSuarezdeDuran@cps.edu](mailto:ESSuarezdeDuran@cps.edu) or 773-534-2440.