

Helen C Peirce School of International Studies

an IB World School



2017-2018

Family Handbook

Peirce School
1423 W Bryn Mawr
Chicago, IL 60660
Peirce.cps.edu
(773) 534-2440

MISSION:

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.

VISION:

Through our rigorous Primary & 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.

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) in July 2017 and Middle Years Program (6th-10th) in collaboration with Nicholas Senn High School. We are the only school 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 every child who attends Peirce Elementary.

Peirce School prides itself in its commitment to the arts, library and technology. In addition to staffing full time Spanish, Art, Music, Dance, Technology, Library and PE teachers, the school has partnered 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 has a computer lab and we are 1-1 with chromebooks to students in 3rd-8th grades. Kindergarten-2nd grade classrooms have access to (4) Chromebook Carts and (3) i-Pad Carts.

Peirce School has two buildings, the “old” 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 whom have supported the addition of the turf, playground, community garden and mosaic at the front entrance on Bryn Mawr. All classrooms in the original building have been equipped with air-conditioning units (August, 2013). The Peirce School Fieldhouse is now 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 paint in the spring of 2014. The Fieldhouse renovation was generously financed by our current 48th Ward Alderman, Harry Osterman.

Peirce School Communications

Communication is an essential component of the educational experience. We ask that parents/guardians remain in constant contact with their child(ren)’s teacher(s), attend all parent conferences, and remain informed of all Peirce activities/events, etc. We ask that parents/guardians make individual appointments with teachers if there are any questions or concerns regarding a child’s academic progress throughout the year. Many Peirce teachers send out classroom newsletters or announcements and many communicate information to families via classroom websites or blogspots.

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](#).

~It is our hope that this parent/guardian 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 parents/guardians. 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 Parents.

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

Staff Member	Contact Information	Can support questions related to...
Lori Zaimi	Principal LZaimi@cps.edu	Oversees all school operations, Student behavior and supports.
Dr. Talyia Riemer	Assistant Principal MYP IB Coordinator (6th-8th) TERiemer@cps.edu	IB Curriculum for 6th-8th Grades
Kim Lebovitz	PYP IB Coordinator (PK-5) KCLEbovitz@cps.edu	IB Curriculum for Pre-K through 5th Grades Instructional Coach
Joshua Lerner	Instructional Coach JDLerner@cps.edu	Instructional Coach with a focus on Bilingual Education & Math Instruction
Melissa Amaro	Counselor MHernandez10@cps.edu	Counseling Supports, High School Applications
Anne Choe	Counselor APark1@cps.edu	*On leave for the 2017-2018 School Year Counseling Supports, High School Applications
Athanasia Kolontouros	Case Manager/EL Liaison ATKolontouro@cps.edu	Special Education, 504 Plans, Bilingual and ESL Supports
Brooke Thompson	After School All Stars BTThompson@cps.edu	Free After School Programming through After School All Stars
Lynn Carro	Main Office LCarro@cps.edu	Enrollment, Building Rental, General Questions, Lunch & Recess

Sally Suarez	Main Office EBelizario@cps.edu	Enrollment, Fee Based After School Programs, Volunteering, General Questions
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 - Parent 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	peircevolunteers@gmail.com mariaceciliabocanegra@gmail.com	Peirce Service Organization - Volunteers
Joe Dunne	jrduenne@hotmail.com	Local School Council - Chairperson Friends of Peirce - Chairperson
Eilene Edejer	eaedejer@gmail.com	Local School Council - Vice Chairperson
Adolfo Ramirez	adolforamirez89@gmail.com	Bilingual Advisory Council
Anya Kompare	anya@kompare.us	Parent Advisory Council

Frequently Asked Questions

What are the hours of the school day?

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).

Pre-Kdg. Hours: Morning Session 8:00-10:40am ~ Afternoon Session 12:20 -3:00pm.

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.

Where does my child enter the school each day?

Students may enter the school building beginning at 7:55am. All students will enter on the Gregory Side of the building at their grade/classroom designated location below. On days where there is extreme rain or cold students will be able to enter the building at 7:50am through the Inclement Weather Entry.

Grade Level	Regular Entry	Inclement Weather Entry
Pre-Kindergarten	Door 4	Door 4
Kindergarten Rooms 101 & 110 1st Grade Room 102	Door 10	Door 10
Kindergarten Rooms 126 & 128	Door 5	Door 4
1st Grade Rooms 103, 104, 105	Door 8	Door 8
2nd & 3rd Grades	Door 6	Door 4
4th Grade & 8th Grades	Door 7	Door 8
5th, 6th & 7th Grades	Door 9	Door 8

What if my child is absent?

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 IMPACT system for attendance. Per Board of Education policy, a vacation **cannot** be noted as an excused absence in the IMPACT 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 two days per week (days of availability are designated from year to year). 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.

What if my child is tardy?

Students who do not enter the building before 8:00 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 1/2 day absence. Absences and tardies become part of a student's permanent record. **Attendance Counts!** Please ensure that your child(ren) attend school every day and that he/she/they arrive **On Time**.

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 Parent Newsletter.

How do parents/guardians enter the school?

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.

How do parents/guardians schedule a meeting with school staff?

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.

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.

What is the 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. For questions regarding the student fee, please feel free to contact us at (773) 534-2440.

When do parents/guardians meet their child’s teacher?

- All students will be assigned to a homeroom by Monday, August 28th. Families can log into [Parent Portal](#) to view the teacher's name.
- Back To School Picnic: Thursday August 31st 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 turf for a picnic from 4:00 - 6:00pm.
- Curriculum Night: Thursday, September 28th from 5:00 - 7:00pm.

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).

How does Peirce School communicate meetings, events, or other information to parents/guardians?

Peirce regularly distributes a parent newsletter with important information. The Peirce Service Organization (PSO) will also send home an email communication weekly 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.

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.

What is the Parent Portal?

The Board of Education of Chicago developed the Parent 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. The parent portal requires parents and guardians to log into an account that they must set up with a unique personal identification

number (PIN) designated by their child(ren's) school. This measure helps to maintain the security and integrity of students' personal information. Peirce School hosts a few Parent Portal PIN "Sign-Up" sessions throughout the year. You may also email School Clerk, Sally Suarez at ebelizario@cps.edu or your classroom teacher to request a student PIN. For more information on the Board of Education Parent Portal log onto www.cps.edu.

What is the Peirce 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 CAN NOT 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.

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.

Peirce School's International Baccalaureate (IB) Program

The International Baccalaureate Learner Profile

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. (IB, 2013)

Inquirers

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.

Knowledgeable

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.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

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.

Principled

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.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

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 personal development.

International Baccalaureate Primary Years programme

PYP Curriculum Framework

The aim of the PYP, to create a curriculum that is engaging, relevant, challenging and significant, is achieved through structured inquiry and the development of five essential elements: knowledge, concepts, skills, attitudes and action.

Knowledge: What do we want students to know?

While the PYP acknowledges the importance of traditional subject areas (language, mathematics, social studies, science, personal, social and physical education, and arts), it also recognizes the importance of acquiring a set of skills in context and of exploring content which transcends the boundaries of the traditional subjects and is relevant to students. The PYP has six transdisciplinary themes that provide the framework for learning. These themes are globally significant and support the acquisition of knowledge, concepts and skills of the traditional subjects. They are revisited throughout the students' time in the PYP.

The PYP transdisciplinary themes are:

Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact of humankind and the environment.

Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Students inquire into, and learn about, these globally significant issues through units of inquiry, each of which address a central idea relevant to a particular transdisciplinary theme. Please refer to the annex for ISP's programme of inquiry for more information.

Concepts: What do we want students to understand?

The following key concepts are used to support and structure the inquiries. The exploration of concepts leads to a deeper understanding and allows students to transfer knowledge learned in one area of the curriculum to another.

Form

What is it like? The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

Function

How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

Causation

Why is it like it is? The understanding that things do not just happen, that there are causal relationships at work and that actions have consequences.

Change

How is it changing? The understanding that change is the process of movement from one state to another. It is universal and inevitable.

Connection

How is it connected to other things? The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

Perspective

What are the points of view? The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.

Responsibility

What is our responsibility? The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.

Reflection

How do we know? The understanding that there are different ways of knowing and that it is important to reflect on our conclusions, to consider our methods of reasoning and the quality and the reliability of the evidence we have considered.

In addition to the above key concepts, children will inquire into related concepts in all curriculum areas. Instead of simply gaining knowledge and skills in mathematics, for example, they will deepen their understanding of concepts such as pattern, multiplication, place value and bias.

Skills: What do we want students to be able to do?

Throughout their learning in the Primary School, students acquire and apply a set of skills which are valuable not only for the teaching and learning that goes on within classroom but also in life outside the school. The PYP identifies five sets of transdisciplinary skills, or approaches to learning:

- Thinking skills
- Social skills
- Communication skills
- Self-management skills
- Research skills

Attitudes: What do we want students to feel, value, and demonstrate?

The Primary School encourages attitudes that contribute to the wellbeing of the individual and of the group. Students develop personal attitudes towards people, the environment and learning. At Peirce we encourage **appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.**

Action: How do we want the students to act?

Students at Peirce are encouraged to take action as a result of their learning. Action can be a demonstration of a sense of responsibility and respect for themselves, others and the environment. Action usually begins in a small way but arises from genuine concern and commitment. Action as a result of learning often happens beyond the classroom, and teachers at Peirce are always keen to know about action that the students take outside of school.

PYP Programme of Inquiry (TO COME)

PYP Policies (TO COME)

International Baccalaureate Middle Years programme

Peirce School has obtained International Baccalaureate World Status for the Middle Years Programme (students aged 11 to 16). The IB Framework provides academic challenge that encourages 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.

SOCIAL EMOTIONAL LEARNING

Peirce teachers and staff are committed to developing the social, emotional, physical, and intellectual needs of our students. The school uses Second Step as our Social Emotional Learning Curriculum in addition to The Responsive Classroom Approach to Teaching and Learning. Both offer 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 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.

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RTI) is a way of organizing instruction and assessment that has two purposes: **1.** to identify children needing help in math, reading and writing, and prevent the development of serious learning problems; **2.** to identify children who, even when they get extra help, make very limited progress. Peirce School incorporates the RTI model at the K-8 levels in the areas of reading and math through Goal-Based Learning Communities. Peirce's model provides interventions at *universal, targeted, and intensive* levels, with standard intervention protocols for each level of intervention. Within the RTI model, Peirce collects **progress monitoring data** on a schedule that allows comparison of each child's progress to the performance of peers, is appropriate to each child's age and grade placement, is appropriate to the content monitored, and allows for interpretation of the effectiveness of the intervention.

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.

GRADING INFORMATION

Progress reports and issues every 5 weeks during the 5th, 15th, 25th and 35th 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.

Diverse Learner Grading Guidelines

For students with Individualized Education Plans that contain a Modified Grading Scale, all teachers will insure that the grades in Gradebook 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 Language Learning 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).

WORK HABITS (INCLUDING HOMEWORK) POLICY

Teachers will regularly update grades in gradebook, which can be viewed by students and parents through 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
- Skill Building (includes class work, Group Work, Collaborative Assignments, Peer Editing, Guided Practice, etc.)
- Work Habits (includes Homework, Participation, Preparation at home, Guided Note Taking, studying in advance).

Please contact your child's teacher to find how those categories are weighted at their grade level.

Student 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. Students in middle school who continue not turning in homework will be asked to stay an additional hour after school, with parent permission, so we can provide supports that help them develop work habits. Teachers will discuss their grade level homework guidelines during “Curriculum Night” at the beginning of the school year.

STUDENT CODE OF CONDUCT

The Board of Education of Chicago has implemented a Student Code of Conduct for all Chicago Public Schools. At the beginning of each year teachers will review the SCC with students. Parents will receive the SCC during “Curriculum Night.” We ask that all parents/guardians read and discuss the contents of the SCC with their child(ren). Parents/guardians are required to sign the “acknowledgement of receipt” on the front page of the SCC and return it to their child(ren)’s teacher(s). The goal of Peirce School is to create a respectful, responsible, and safe school in order to ensure a positive school climate and culture where students thrive academically. The maintenance of school order and positive behavior are important components in accomplishing this goal.

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 relationship 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, teacher will ask 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.

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. K-8 Classrooms will be recognized by the PBS team and a visit from the Panther Mascot at the end of each quarter or when classroom goal is met.

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.

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. 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, a clinician 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. 8th grade students will be assigned a High School Application Coach in

late September to assist throughout the entire application and acceptance process. If you have any questions please reach out to Anne Choe/School Counselor.

HEALTHY SCHOOL STATUS

Peirce Elementary has obtained “Healthy School” certification per the USDA Healthier US 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 7:55 - 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 15th 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.

RECESS

All students, at Peirce, attend recess before lunch (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). Peirce works with the Playworks, a non-for-profit organization to encourage movement, health and wellness while at recess. All Peirce students are expected to exemplify the Peirce school rules for being Respectful, Responsible, and Safe 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

Grade	Recess	Lunch
Kindergarten	10:35 - 10:57	10:57 - 11:20
1st	10:57 - 11:20	11:20 - 11:42
2nd	11:42 - 12:05	12:05 - 12:27
3rd	11:42 - 12:05	12:05 - 12:27
4th	11:20 - 11:42	11:42 - 12:05
5th	11:20 - 11:42	11:42 - 12:05
6th	12:15 - 12:37	12:37 - 1:00
7th	12:15 - 12:37	12:37 - 1:00
8th	10:35 - 10:57	10:57 - 11:20

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.

PAC:

The Parent Advisory Council (PAC) grew out of the No Child Left Behind (NCLB) movement. PAC is a parent organization whose purpose is to address the educational and social needs of parents/guardians while their children attend public school. PAC receives federal funding to meet these needs. PAC meetings are held on the fourth Friday of every month. The Field House is used for parent meetings, parent trainings, and occasional childcare while parents/guardians attend school events. PAC has sponsored trainings on parent-child communication, strengthening children's reading skills, ESL (English as a Second Language) classes, family nutrition, health, and general parenting topics. PAC funds and distributes a monthly parent resource titled, Home & School Connection®. Elections are held every year.

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.