



WELCOME TO Laurelton-Pardee Intermediate School

Student's Name

Dear LP Student:

This is going to be a great year at Laurelton-Pardee at the best school around. I hope you will take advantage of all that we have to offer, such as activities in the STEM Lab, chorus, band, recorders, student council, the school play... the list goes on. Our community is as rich and as vibrant as you make it. Let's have a great year together! Your first assignment of the year is to read this entire handbook (8 pages) with a grown-up at home. When you are done, you both will need to sign off to tell me that you have read them.

Sincerely,

Mr. Hiley

School Information

Principal:	Dr. Lucas Hiley	Fax Number:	585-339-1379
Secretary:	Mrs. Lisa Lohrberg	Nurse's Office:	585-339-1381
Clerical Assistant:	Mrs. Jennette Delly	Attendance Office:	585-339-1376
Nurse:	Mrs. Rosemary Magill	School Hours:	8:45 a.m. – 3:15 p.m.
Main Office:	585-339-1370	Office Hours:	7:30 a.m. – 4:00 p.m.

Our Mission Statement

We will develop lifelong learners with active, inquiring and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs.

We will provide challenging programs that promote and measure growth in order to ensure that our students become successful member of a global community.

International Baccalaureate Primary Years Program (PYP)

We are proud to be an authorized International Baccalaureate School. The International Baccalaureate Primary Years Programme (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging, and significant educational framework for all children.

The Learner Profile

The aim of all IB Programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, and help to create a better and more peaceful world. The Learner Profile, which is the heart of PYP, helps to develop those students.

PYP learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

SCHOOL RULES

(A complete list of school rules will be emailed to parents and posted on the LP website each September.)**

DRESS CODE

The following information is begin taken directly from the District's published Code of Conduct: *Acceptable and appropriate attire may be defined as clothing or accessories that are suitable and not distracting to the educational environment or school sponsored events.*

Any outfit which is deemed to be unfit for school or school sponsored activities may result in requiring the student to change outfits, or the removal or covering up of the unacceptable outfit or accessory.

Unacceptable and inappropriate attire may include the following:

- 1. Clothing which may be construed as disruptive or distracting (such as midriffs, see-through garments, short sleeves).*
- 2. Clothing or accessories, that may include offensive images, or slogans of sex, drugs, or violence, or discrimination on the basis of race, color, religion, religious practices, creed, national origin, ethnic origin, ethnic group, weight, disability, gender (including gender identity and expression), or sexual orientation.*
- 3. Clothing or accessories that may be considered gang related such as hats, beads, bandanas, etc.*
- 4. Hats, bandanas/doo-rags, or any other head gear may not be worn in school. However, the wearing or coats of bookbags may be allowed at the discretion of the building principal.*
- 5. Outerwear (coats) are to be put in lockers/clothes closets upon arriving and not worn during the school day.*

At Laurelton-Pardee, decisions regarding appropriate attire will be made by the building principal. We recommend refraining from wearing short shorts and spaghetti strap shirts and dresses. These can become very disruptive, especially during physical education classes and during recess.

CELL PHONES/PERSONAL TECHNOLOGY

We do not condone student use of cell phones at school. In the event of an emergency, students are permitted to use school phones. All electronics brought to school from home are done so at the students' own risk. Broken, misplaced, or stolen items are not the responsibility of the school. If brought to school, **cell phones must be kept in lockers/backpacks for the entire school day.** If a child has his/her cell phone in the classroom, it will be confiscated by their teacher and returned to the students at the end of the day. If they should have it out a second time, it will be confiscated, given to the principal, and must be picked up by an adult.

Students are not permitted to bring handheld games for use at recess and lunch. If a child brings in a device to use on the bus, it must then be stored in locker/backpack as a cell phone would.

***Lockers are never locked so valuable items should not be brought to school.

PLEASE REMEMBER: Cell phones and handheld games may never be used to photograph students and staff as this violates the privacy mandate in the district code of conduct. Cyber bullying using these devices is subject to investigation and consequences according to the district code of conduct.

HOMEWORK

Student completion of homework is an important part of solidifying skills and building student responsibility. Students may occasionally need parental assistance with homework but should generally be able to complete it independently. Please contact your child's classroom teacher if your child consistently needs assistance.

Each teacher will assign homework on a regular basis. We hope you are able to provide a suitable place, a set time, and check to see that assignments are completed. Homework should not be new work, but rather a review and practice of what has already been taught in the classroom.

DIGITAL CITIZENSHIP/ iPad USAGE

It is the expectation of Laurelton-Pardee staff that students will use their iPads primarily as learning tools. They are provided to help students collaborate, create, read, write, and explore their educational world in deeper and richer ways. The iPads are NOT provided for students to take pictures, play games, or to use social media. Please remember that the iPads are property of the school district and subject to review at any time. Students may be required to delete photos and/or unnecessary applications.

Misuse of the iPad is taken very seriously. Consequences for misuse will align with our District Code of Conduct. Cyber bullying will not be tolerated and treated with the most severe consequences. Instances of cyber-bullying will also be reported as violations of the Dignity for All Students Act if applicable.

We are requesting that parents partner with us to help monitor their child(ren)'s use of the iPad. The internet has wonderful potential to open doors for learning, but it can put students in uncomfortable and unfamiliar situations. Please monitor your child's use of the iPad. If you are finding it difficult to manage this at home, please consider requiring your child to leave his/her iPad at school. You can work this out with your child's teacher. We are providing education and monitoring for proper use of digital tools at school, but successful management of this matter requires sufficient parental involvement.

As a school policy, **NO student** will be allowed to take the iPad home until you have agreed to the terms of the iPad user agreement policy and protection plan. The nonrefundable cost of the iPad Protection Plan is \$25 per school year. (iPads cost \$329 so it is well worth the cost). You can complete this on line as well at <http://www.eastiron.org/ipad> with a credit card. **We encourage you to consider this option, as it will be processed immediately and save you from having to fill out any paperwork.** Please call our main office if we can assist you with this process. We supply school applications (apps) and backup Apple IDs. Parents can create an Apple ID for their student for downloading personal apps.

EAST IRONDEQUOIT CENTRAL SCHOOL DISTRICT
Code of Conduct – Plain Language Summary

The Board of Education (Board) is committed to providing a safe and orderly school environment where students may receive, and District personnel may deliver, quality educational services without disruption or interference. Responsible behavior by students, parents, District personnel, and visitors is essential to achieving this goal. The complete Code of Conduct (Code) and supporting Board of Education policies are available on the school district website (www.eicsd.org). Please also refer to each school's handbook for specific details.

Student Discipline

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that is viewed as fair and impartial by the student. Therefore, before seeking outside assistance, teachers will first use all their resources to create a change of behavior in the classroom. When the teacher has made every effort to bring about positive behavioral change, and has been unsuccessful, the student will be referred to the administration. At that point, the administration will decide what further action will be taken.

1. Detention, Suspension, and Removal of students.

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following: the student's age; the nature of the offense and the circumstances that led to the offense; the student's prior disciplinary record; the effectiveness of other forms of discipline; information from parents, teachers and/or others, as appropriate; other extenuating circumstances.

Procedures and Progressive Discipline

2. Procedures by which violations are reported and determined, and by which discipline measures are imposed and carried out.

In East Irondequoit Central School District, routine procedures exist for reporting and investigating violations of the Code. Depending upon the nature of the violation, it is the desire of the Board that student discipline be progressive. That is, a student's first violation should merit a lighter penalty than subsequent violations. However, individual behavior management plans or severe infractions may preclude a gradual process.

3. Consequences for the possession and use of illegal substances or weapons, the use of physical force, vandalism, violation of another student's civil rights and threats of violence.

The East Irondequoit Central School District will not tolerate violence, threats, bullying, and substance abuse. Students who break the law; use, possess, sell, transfer or facilitate these activities with regard to alcohol and/or drugs, tobacco products, weapons or explosive devices; attend school or school functions under the influence of drugs or alcohol; or use vulgar language; or exhibit inappropriate behavior (including sexual misconduct) will be held accountable not only to the District Code of Conduct, but may also be referred to the appropriate law enforcement agencies.

4. Removal of individuals from classrooms, buses and school property.

Removals from the classroom, buses or school property occur when an individual is substantially disruptive or violent at school or a school function, in the professional judgment of staff or administrators. For the purposes of this Code, the following definitions apply:

Disruptive Student - "Disruptive Student" means an elementary or secondary student under the age of 21 who: continuously interferes or substantially disrupts the educational process; continuously interferes with the teacher's authority over the classroom; demonstrates a persistent unwillingness to comply with the teacher's instructions; intimidates, bullies or defames others in word, action or dress; harasses others on the basis of race, color, religion, religious practices, creed, national origin, ethnic origin, ethnic group, weight, gender (including gender identity, sexual orientation, disability, or makes an audio and/or video recording, including still photographs during any portion of the school day without the express authorization from appropriate school personnel; or fails to comply with school rules related to cell phones or other electronic devices.

Violent Student - "Violent Student" means an elementary or secondary student under the age of 21 who: commits, or attempts to commit, an act of violence upon a school employee; commits, or attempts to commit, while on school property, on buses or at a

school function, an act of violence upon another student or any other person lawfully on school property, on buses or at a school function (including reckless behavior); possesses, while on school property, on buses or at a school function, a weapon, or an object used as a weapon; displays, while on school property, on buses or at a school function, what appears to be a weapon; threatens, while on school property, on buses or at a school function, to use a weapon, or to inflict bodily harm, or communicates acts of violent intent; intimidates others in word, action or dress; or knowingly and intentionally damages or destroys personal or school property of any school employee or any person lawfully on school property or at a school function.

5. Minimum Suspension – Disruptive Student.

When a student engages in conduct which would define that student as “repeatedly substantially disruptive” (i.e., engaging in conduct requiring removal from classroom on four or more occasions during a semester), a suspension will be considered on a case-by-case basis, based upon the particular circumstances present.

6. Minimum Suspension – Violent Student.

Where a student engages in conduct which would define that student as “violent”, the suspension will be determined on a case-by-case basis, based upon the particular circumstances present.

7. Notification of Parent or Guardian.

Notification of parents/guardians in parental relation that a Code violation has occurred will be accomplished in accordance with the procedure for removal of disruptive students and the due process rights of students.

8. Safety and Security.

The East Irondequoit School District considers school safety an essential priority. The District cannot tolerate behavior that is violent, disruptive, and insubordinate. The District is committed to addressing issues regarding harassment/bullying and inappropriate communication.

The Board of Education prohibits all acts of harassment and bullying (including “cyber-bullying”) of students as well as retaliation by school officers and employees, volunteers, other students, or visitors on school property or at school functions. The same actions occurring off-campus are also prohibited if the action or actions adversely affect the educative process and/or endangers the health, safety or morals of students.

“**Harassment**” is inappropriate conduct or speech, including but not limited to, verbal threats, intimidation or abuse that can interfere with a student’s educational performance and/or deny or limit a student's ability to participate in or to receive benefits, services or opportunities in the school’s programs. It includes such inappropriate conduct or speech based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or gender expression, as well as any other characteristic protected by applicable federal, state and/or local law. It also includes inappropriate conduct or speech that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

“**Bullying**” is a form of harassment that consists of inappropriate persistent behavior including, but not limited to: threats of intimidation of others, treating others cruelly, terrorizing, coercing, stalking, or habitual put-downs and/or badgering of others, whether done directly, indirectly, face-to-face or remotely through electronic communication (i.e., “cyber-bullying”).

“**Cyber-bullying**” is a form of bullying which occurs via electronic communication on the Internet, on cellular phones or other electronic media. It can involve, but is not limited to: sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad.

“**Retaliation**” is a separate and distinct violation of this policy in which any employee, student, or visitor mistreats any person because he/she reported in good faith, testified about, or otherwise assisted in an investigation, proceeding or hearing related to alleged harassment or bullying.

“**School Property**” means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus or other school vehicle.

"School Function" means a school-sponsored extra-curricular event or activity.

9. Provisions for Students with Disabilities.

The Board recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities have certain procedural protections in disciplinary matters. The Board is committed to ensuring that the procedures followed for suspending, removing, or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

10. Provisions for Students, Parents, Employees and Visitors Conduct, Dress and Language.

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students, their parents, staff members and visitors have the primary responsibility for their own conduct and for acceptable student dress, conduct, and appearance as outlined in the Code.

Each building principal or his or her designee shall provide information to all students and their parents of the student dress code at the beginning of the school year through the student handbook and /or an assembly.

11. Involvement of Law Enforcement Agencies and Criminal Investigations.

In consultation with local law enforcement, the District understands that the following types of conduct are generally considered criminal offenses and referable to law enforcement as crimes: disorderly conduct; forcible sexual offenses; use or possession of weapons; drug offenses; assaults resulting in serious physical injury; serious credible threats which a reasonable person would perceive as placing a person or persons in danger

12. Referrals to Human Service Agencies.

When any student need is beyond the scope of the district's resources, a referral to appropriate human service agencies will be made. All administrators, faculty, pupil services personnel, and other support staff will serve as mandated reporters of child abuse or neglect. They will communicate these and other referrals through the principal or his/her designee.

Dignity for All Students Act (DASA)

The Dignity for All Students Act (DASA) requires that school districts adhere to the following guidelines.

The East Irondequoit Central School District will:

- prohibit discrimination and harassment against any student by employees or students on school property or at a school function, that creates a hostile environment by conduct, with or without physical contact and/or by verbal threats, intimidation or abuse, of such a severe nature that:
 - has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or
 - reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex; respond to such acts of discrimination or harassment against students by employees or students on school property or at a school function;
- provide guidelines and programs for in-service education programs for all district staff members to ensure effective implementation of school policy on school conduct and discipline, including but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students by students and/or school employees, and including safe and supportive school climate concepts in the curriculum and classroom; implement a bill of rights and responsibilities of students which focuses upon positive student behavior and a safe and supportive school climate, which shall be written in plain-language, publicized and explained in an age-appropriate manner to all students on an annual basis

Bill of Rights:

- You have the right to a safe environment. You have the responsibility to follow safety rules.
- You have the right to voice your opinion. You have the responsibility to respect the opinions of others.
- You have the right to use school books, materials, and equipment. You have the responsibility to take care of all school materials.
- You have the right to fair treatment. You have the responsibility to treat others fairly.
- You have the right to a good education. You have the responsibility to do your best.

STUDENT'S RIGHTS

1. As citizens and participants in the East Irondequoit School community, it is recognized that all students have the right to:
2. Expect an orderly school environment.
3. Personal protection.
4. Protection of personal property.
5. Expect an atmosphere in which learning can take place.
6. Expect an atmosphere that promotes emotional security.
7. Expect Due Process.
8. Be informed of all school rules.
9. Expect fair, appropriate, consistent and timely enforcement of rules.
10. Expect communication and cooperation between home and school.
11. Expect that school personnel will act and make decisions based on each student's best interests.
12. Learn as they become developmentally capable.

STUDENT'S RESPONSIBILITIES

Along with rights, a student has certain responsibilities. With this in mind, all students will learn to accept responsibility for their actions. Therefore, students will be expected to:

1. Respect the rights of others, including the right to secure an education in an environment that is orderly and disciplined.
2. Attend school on a regular basis and be punctual at all times.
3. Recognize the authority of teachers and administrators to govern behavior and discipline students when at school, as well as during any school-sponsored activities.
4. Contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all.
5. Respect school property and help to keep it from damage.
6. Obey school regulations and rules made by school authorities and by the student governing body.
7. Complete class assignments and other school responsibilities by established deadlines.
8. Show evidence of appropriate progress toward meeting course and/or diploma requirements.

CONSEQUENCES WHEN SCHOOL/DISTRICT RULES ARE BROKEN

(Listed in order of priority)

1. Student is warned by the teacher.
2. A classroom privilege as selected by the teacher is denied to the child.
3. The student's parent is contacted by the teacher.
4. The student is sent to the Principal.
5. Finally, if there is a severe student breach of discipline as judged by the teacher, the child can immediately be sent to the Principal without first going through steps 1-4 as listed above.

*Incidents of physical aggression MAY result in immediate suspension.

Consequences: verbal warning; written warning; written notification to parents; probationary contract; detention; suspension from transportation privileges; suspension from social or extracurricular activities; suspension of other privileges; in-school suspension; suspension from school

Student discipline will be progressive, i.e. a student's first violation should merit a lighter penalty than subsequent violations.

P.B.I.S. - Postive Behavior Interventions and Supports

All East Irondequoit schools are using the acronym of HEART to help students learn expected behaviors in all settings. Students will be taught each expectation in detail and will engage in reflection and reteaching when the behaviors need reinforcement. See the grid on the next page for an outline of taught and expected behaviors throughout the school. The classroom and the school bus columns will be filled in during the year.

H – Honest **E** – Empatheic **A** – Acting Safely **R** – Responsible **T** – Thinkers



Laurelton-Pardee Intermediate School PBIS Behavior Matrix

“I will show HEART at L-P.”



Expectations	Hallways	Bathroom	Arrival/Dismissal	Cafeteria	Classroom	School Bus
	Voice level 0	Voice level 0	Voice level 2	Voice level 2-3		
<u>HONEST</u> Communicators Principled Integrity	<ul style="list-style-type: none"> Go directly to your destination 	<ul style="list-style-type: none"> Ask to use the bathroom only when necessary 	<ul style="list-style-type: none"> Go directly to your destination Be on time 	<ul style="list-style-type: none"> Take only the choice you ordered Ask to use the bathroom or visit the nurse only in an emergency 	•	•
<u>EMPATHETIC</u> Empathy Appreciation Caring Tolerance	<ul style="list-style-type: none"> Use respectful language Respect school property and others' work 	<ul style="list-style-type: none"> Give others privacy If you make a mess, clean it up Respect school property 	<ul style="list-style-type: none"> Greet others and respond to greetings Use respectful language Respect school property and others' work 	<ul style="list-style-type: none"> Include others Use table and conversation manners Use respectful language 	•	•
<u>ACTING SAFELY</u> Risk Taker Independence Respect	<ul style="list-style-type: none"> Stay to the right WALK-go slowly 	<ul style="list-style-type: none"> Keep floors, walls and toilets clean and dry 	<ul style="list-style-type: none"> WALK-go slowly 	<ul style="list-style-type: none"> Eat your food only Stay in your seat Walk 	•	•
<u>RESPONSIBLE</u> Cooperation Balanced Commitment	<ul style="list-style-type: none"> Keep your hands and your feet to yourself Only open your assigned locker 	<ul style="list-style-type: none"> Follow bathroom procedures Remember to flush Keep your hands and feet to yourself 	<ul style="list-style-type: none"> Keep your hands and your feet to yourself Take care of your materials quickly 	<ul style="list-style-type: none"> Follow adult directions Clean up your area Push in your chair Eat your lunch Follow cafeteria procedures 	•	•
<u>THINKERS</u> Reflective Inquirer Knowledgeable Confidence Open Minded Creativity Thinker Curiosity	<ul style="list-style-type: none"> Think before you act 	<ul style="list-style-type: none"> Report problems to an adult 	<ul style="list-style-type: none"> Be aware of your surroundings Think before you act 	<ul style="list-style-type: none"> Stay focused on your personal needs Think before you act Use extra time wisely 	•	•