

# **IROQUOIS SCHOOL**

***“Our community welcomes each child,  
nurtures each mind, and inspires each  
other to peak performance.”***

## **STUDENT/FAMILY HANDBOOK**

**2020-2021**

## **Handy References/Resources**

- How to contact a staff member

Dial 342-3450 and listen carefully to the following menu options:

Attendance Office

Health Office

Guidance Office

Main Office

Dial by Name Directory

**Link to district Website      →      [Westirondequoit.org](http://Westirondequoit.org)**

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## GENERAL INFORMATION

### SCHEDULE

The school day extends from 8:15 a.m. until 2:30 p.m., with a homeroom period and a 35-minute lunch/recess period. **Students who do not ride buses should not arrive at school before 8:00 a.m.** Parents driving students to school should drop them off at the sidewalks on Washington Avenue, Colebrook Drive or on the west side of the building closest to the fourth-grade wing. **Students should not be dropped off in the parking lots or the bus loop.** Students may enter the building at 8:00 a.m. and must leave at 2:30 p.m. unless under the supervision of a teacher for make-up work or a scheduled activity. Anyone entering the school is required to be masked. Should one be needed, the main office can supply one. Students temperatures are monitored by an infra-red camera upon entering the building.

### SCHOOL SCHEDULE – ALL GRADES

Homeroom 8:15 – 8:25

Announcements: 8:20

Period 1	8:25 – 9:00
Period 2	9:00 – 9:35
Period 3	9:35 – 10:10
Period 4	10:10 – 10:45
Period 5	10:45 – 11:20 (6th Gr Lunch)
Period 6	11:20 – 11:55 (5th Gr Lunch)
Period 7	11:55 – 12:30 (4th & 5th Gr Lunch)
Period 8	12:30 – 1:05 (4th Gr Lunch)
Period 9	1:05 – 1:40
Period 10	1:40 – 2:15

### HOMEROOM PROCEDURES

The homeroom period is from 8:15-8:25 during which time:

- Attendance is taken
- Lunch count is taken
- Pledge of Allegiance is recited
- Attention is given to announcements
- Excuses for absence, tardiness, and early dismissal are collected

The homeroom period is an important part of the schedule during which students prepare themselves for the day as well as accomplish the tasks outlined above. It is a quiet time. When children are tardy, they lose the opportunity for a positive start to the day that homeroom provides.

### ARRIVAL AND DISMISSAL PROCEDURES

- Arrival – 8:00-8:30
  - Buses: Students will arrive on campus by bus between 8:00 and 8:30.
  - Walkers/Car-Riders: We will have staggered arrival times as follows...
    - 8:00-8:07 – Last names A-M
    - 8:08-8:15 – Last names N-Z
- Dismissal – 2:00-2:30
  - Buses: Staggered bus pick-ups will occur between 2:00 and 2:30. Students will wait in their classrooms and be called down as buses arrive.
  - Walkers/Car-Riders: We will have staggered dismissal times by Homeroom teacher as follows...
    - 2:05 – Passero/Copp-Allard; Bonanno; Alberti; Sawh
    - 2:10 – Boomer; Greco/Geesler; Armstrong; Barlette
    - 2:15 – Gottfried; Perez; Calderon; Woodall; Avallone
    - 2:20 – Castellano; Riesenberger; Alaimo; Berbert; VerWeire; TA
    - 2:25 – Kuhn; Joyce; Lennertz; Truesdell; Davis
- Protocols
  - Masks must be worn as students arrive on and leave campus and while riding the bus.
  - Markers will be displayed as visual reminders for students to maintain 6-feet of social distance as they enter and exit the building.
  - Students in Grades 5 and 6 will enter and exit via the Main Door facing Colebrook Drive. Students in Grade 4 will use the 4<sup>th</sup>-Grade Door facing Washington Avenue.

### ATTENDANCE/ABSENCE PROCEDURES

All attendance procedures are handled through the Health Office at Iroquois. If your child will be absent or tardy, please call the school Health Office directly (336-3091) rather than the Main Office. Voicemail is available 24 hours per day for your convenience. It is most important that you call so that we can properly monitor your child's attendance. If a student is absent and the absence is not reported, the school will attempt to contact the parent by phone. On the day of return to school following an absence, the student must bring a written excuse from the parent giving the date(s) of and specific reason for the absence. A similar statement is required for all instances of tardiness, appointments during the school day, and/or early dismissal. **Please be aware that the written excuse is required by State Law.**

If a student arrives at school after homeroom starts (8:15 a.m.) s/he **MUST** sign in at the Health Office and obtain a hall pass before going to class. Students having appointments during school hours or students leaving school before regular dismissal **MUST** sign out at the Health Office and **MUST** be accompanied by a

parent or other designated adult. No student will be allowed to leave the building without a parent or guardian identified by the parent in writing or confirmed by phone.

Absence or tardiness can interfere significantly with academic progress. If a persistent pattern of absence or tardiness becomes a chronic problem for a child, we will contact the parent(s) and work together to ensure that the child is in school and on time. In extraordinary cases, we are obligated to report the attendance issue to Child Protective Services.

### **MAKE-UP WORK**

We often receive questions from parents as to what is expected in terms of lost instruction when children are absent from school for an unapproved absence, such as for a family vacation when school is in session. We hope the following considerations will be helpful.

The instruction and learning that occur daily in the classroom is central to our mission. The tasks that are assigned and completed during class generally cannot be duplicated through outside activities or assignments.

Classroom interactions and the learning that occurs through them form the basis for homework assignments. It is difficult to anticipate how these interactions will affect homework assignments when a child is absent for an extended period. Said another way, teachers plan assignments in advance but regularly make changes in response to a class's instructional needs. Therefore, during several days of instruction, assignments may change dramatically.

Teachers may prepare assignments for students and parents based on their intended instructional plans or they may provide information to students upon return from the absence. Written materials and classwork that are given to the class during the absence will be provided to the student upon his/her return to school. Teachers may choose to work with the student before or after school depending on the nature of the assignments and work missed. Students are expected to make up all assignments within a reasonable time, and teachers will make appropriate efforts on their behalf. Our teachers continue to be committed to the success of all our students.

Parents should make every effort to plan family vacations during school recesses and around New York State assessments. If this is not possible, it is important to recognize that it is the parents' responsibility and their children's responsibility to make up missed work and assignments.

### **PARENT RESPONSIBILITIES**

**Reporting student absences** - Parents are responsible for reporting student absences to the school by telephone before 9:00 a.m. (336-3091) and by written excuse upon the student's return from an absence. (See Absence Procedures)

**Permission slips** - If an activity is sponsored off school grounds during the school day (i.e. field trip), a parent or guardian must sign a slip giving or declining permission for the child to attend the event. The child must remain at school if no slip is received.

### **PROCEDURES FOR STUDENTS LEAVING OR TRANSFERRING**

Please inform the school counselor about a transfer and provide addresses for your new home and school. Parents must sign a release of records form so that records can be forwarded to the new school.

### **LOCKS AND LOCKERS**

Due to our current environment, lockers are not being used at this time. Students remain in their Homeroom classroom throughout the day so all items remain with them.

### **BICYCLES / SKATE BOARDS / ROLLERBLADES / SCOOTERS**

Children can ride their bicycles to school with permission of their parents. We are very concerned that children know and follow safety rules on their bicycles. Parents should be certain that their children:

- walk their bikes once on campus
- lock bike on bike rack in cage
- are skilled riders
- follow lane markings
- use hand signals
- obey crossing guards
- obey traffic signs and signals
- ride in a straight line
- watch for cars pulling out
- avoid road hazards
- ride a safe, well equipped bike
- choose a route with few cars, slow traffic, few intersections
- **wear a safety helmet**

**STATE LAW REQUIRES THAT ALL CHILDREN WEAR BICYCLE HELMETS**

**Skate boards, roller blades, and scooters may not be used on school property. Motorized vehicles are not permitted on school property.**

### **LOST AND FOUND**

The school is not responsible for damage or theft of personal belongings. A student who finds items of value in the school building or on school grounds should turn them in to the office. Lost items may be claimed before and after school in the office or the Lost and Found box on the lower level.

## **EMERGENCY DRILL PROCEDURES**

**Fire drill procedure:** At the sound of the fire alarm all students must leave the building single file, in good order, and in silence and move at least 100 feet from the building. An all-clear signal indicates when it is safe to return to the building. Students who are not in a classroom must observe the same procedure.

**Lock Down:** exterior and interior doors to the building will be secured and locked with students remaining in their classrooms.

The purpose for conducting these drills is to ensure that our students will know what to do in the event of an emergency. Our goal is to provide a safe, orderly and calm environment during the drills and in the event of a real emergency.

## **EMERGENCY CLOSING**

There may be times, due to adverse weather or other emergencies, when it will be necessary to close school. If the decision to close is made before the opening of school in the morning, local radio and television stations will carry the news. **Automated phone calls will be used also to notify parents/guardians of necessary school closings.** If school is closed on successive days, the announcement will be repeated each day.

Should it be necessary to close school during the day, staff will follow instructions designated by parents on the emergency school form. These forms must always be kept updated by parents.

## **VISITORS**

**ALL** visitors must report to the school office upon entering the building and must wear a visitor's badge in classrooms and halls.

## **LUNCH**

The student lunchroom sells a variety of complete lunches. Currently all breakfast and lunch meals are free to all students. If a student chooses to get milk only, there is a charge of .50. Students may pay daily, or parents may choose to pay for lunches in advance. Students may bring a lunch from home and supplement it with a la carte items such as milk, cereal, yogurt, bagels, chips, crackers, cheese, etc. The lunch/recess period lasts for 35 minutes. During this time, students eat lunch and attend an organized recess activity.

## **TRANSPORTATION**

Resident students in Grade 4, 5 and 6 are eligible for school transportation if they live over a mile and a half from school. Transportation is handled through the District Administration Building (336-2992). Students being bused to Iroquois School are scheduled to arrive at about 8:10 a.m. and depart at about 2:35 p.m. If a bus riding student wishes to ride a different bus home with a friend, parents must make this request in writing. If a bus rider will not ride the bus home, this must be indicated on the emergency card completed by the parent. If there are questions concerning the Urban-Suburban school buses during a snow emergency or at any other time, call the Transportation Hot Line at 336-4000. Non-bus riding students are not permitted on the buses for any reason.

## **STUDENT ACTIVITIES**

Normally, there are a variety of activities offered to students at Iroquois School ranging from musical groups to intramural and special interest clubs, however due to the environment, many activities are on hold. Please see our activity list below. Students are invited to join in any of the following activities which meet their interests:

**Ski Club** – SMALLER GROUP -Ski Club operates during the winter months on Fridays after school for students in grades 5 and 6. Discount ski packages and transportation are arranged by the school.

**Intramurals** – NOT AT THIS TIME - Intramural sports are held after school on a regular basis. The activities are directed by our physical education staff and support and extend the physical education program. Days set aside for grade levels are regularly communicated to students and parents.

**Math Olympiad** - NOT AT THIS TIME - The Math Olympiad Club is offered to any interested 5<sup>th</sup> or 6<sup>th</sup> grade student. The emphasis is on having fun, thinking mathematically, and problem solving. Flyers will be sent home before the first session to let parents and children know of the schedule.

**Chorus** – – NOT AT THIS TIME - Any 5<sup>th</sup> or 6<sup>th</sup> grader can extend his/her musical knowledge and ability while having a wonderful time singing challenging music by joining the chorus. Rehearsals are on alternate mornings from band and orchestra beginning at 7:30. Fourth graders work toward their spring choral concert in their general music classes.

**Band and Orchestra** –5<sup>th</sup> and 6<sup>th</sup> Graders lessons begin in Mid October, Groups within cohorts with mixed instruments. Will follow social distancing and safety guidelines for playing instruments. 4<sup>th</sup> Grade participation is being studied and will be communicated.

**Chess Club** –. For the 2020-21 school year Iroquois Chess Club will be fully virtual. We will be meeting (on Zoom) on Wednesday (twice a month in most months) and the students will be doing follow up activities on ChessKid (an online chess site). For the first time ever, we have one club strictly for beginners (9:45-10:15) and one club for intermediate/advanced players

**Service Club** - – NOT AT THIS TIME - Representatives for student government are elected in each 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade homerooms. The student government meets on a regular basis to make decisions concerning student activities, school improvements, and charitable fund raising.

**Odyssey of the Mind** – A SMALLER NUMBER OF TEAMS - The O.M. program is an international creative problem-solving opportunity. Each year Iroquois sponsors teams which compete in local (and sometimes State) competitions. While the culmination is a competition, the emphasis is on teams working cooperatively to solve fascinating problems. The O.M. teams are coached by parent or teacher volunteers. Specific information concerning the details and scheduling of all the above activities will be communicated through newsletters, morning announcements, and/or flyers.

There are additional student activities scheduled that vary from year to year.

## **STUDENT RESOURCES**

### **THE LIBRARY**

Library instruction supports curriculum-based learning activities. Research skills are taught using the online catalog, the Internet, and other research tools. Note-taking and bibliography skills are also taught. Reading is highlighted with special activities such as the Summer Reading Promotion, Battle of the Books, The Iroquoite Club, book talks, genre reviews, and peer reviews. Books are loaned for a three-week period. Overdue fines are not charged, although students are expected to pay for lost books. Students have access to the Library daily from 8:15 a.m. to 3:00 p.m.

Visit our Library on the Internet at: <http://westirondequoitms.ss8.sharpschool.com/library>

### **TECHNOLOGY**

Each Iroquois student will be provided with a laptop device for their use while here at school. Students will pick up their device every morning in homeroom; use them throughout the day as part of the academic program; and then return them to homeroom for storage, charging, and updating at dismissal.

## **STUDENT BEHAVIOR**

### **PHILOSOPHY**

Every child shall have the right to a safe, orderly, and productive educational experience at Iroquois School.

### **IROQUOIS SCHOOL RULES**

1. We will show respect for other people by demonstrating polite, courteous behavior (i.e. please, thank you, excuse me).
2. We will show respect for other people by avoiding name calling, teasing, or inappropriate language.
3. We will show respect for other people by refraining from inappropriate gestures or physical provocation.
4. We will show respect for everyone's safety.
5. We will show respect for authority by following directions from staff members.

### **CELL PHONES, ELECTRONIC DEVICES AND SOCIAL MEDIA**

The responsible use of electronic devices, cell phones and social media before, during and after the school day is critical to promoting healthy decision making and a positive climate and culture at Iroquois Middle School. Inappropriate use that includes but is not limited to harassment, bullying, threatening or intimidation of any kind or that creates a disruption to the normal business of the school day will result in

school-based consequences to include in-school or out-of-school suspension. If the conduct occurs off school grounds and causes or threatens to cause ill will towards a student, the building, or its staff, the conduct will be treated just as if it had occurred at school, and the school administration will impose consequences in accordance with the inappropriate conduct.

### **ELECTRONIC DEVICES**

Cell phones, IPODS, sound producing equipment, cameras and novelty items such as laser pointers, are prohibited from use during the school day in classrooms or in halls. Students are discouraged from bringing this type of equipment into school, since the equipment could be damaged or stolen, as well as cause disruptions to the instructional day. Teachers may confiscate such items if they are worn or used during school hours. The teachers or principal will return them to students at the end of the day. If a second violation occurs, the equipment will be held until the parent comes and picks the item up in the office. If a third violation occurs, the item will only be returned to a parent and it will not be allowed to be brought back into school for the remainder of the year.

### **CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR**

In general, the children respond positively when a person in charge points out misbehavior. In cases of severe or repeated misbehavior such as fighting, theft, or defying authority, students will be referred to the school principal.

Follow-up action/consequences for continued or severe misbehavior could be one or more of the following:

- Conference with administrator
- Arrange to keep the child after school
- Community service (help around the school)
- Parents notified in writing of offense and consequence
- Phone call to parents (infractions needing parents' immediate attention)
- Replace/restore damaged property
- Suspend from certain school activities
- In-school suspension
- Out-of-school suspension
- Follow-up with school counselor, psychologist or social worker

In all our dealings with student behavior, we strive to preserve the child's dignity. It is important that school personnel and parents work closely together to help children learn appropriate modes of behavior.

## **WEST IRONDEQUOIT SCHOOLS CODE OF CONDUCT**

In compliance with the New York State *Project SAVE* legislation, the purpose of the *Code* is to assure the orderly functioning of our schools, the safety of all persons involved with our schools, and the security of school property. The *Code* governs the conduct of all persons, including students, on school grounds and at school functions. The *Code* describes appropriate conduct, prohibited conduct, responses to violations, and other related issues. It seeks to establish and maintain an atmosphere of mutual respect, self-restraint, civility and trust.

***Appropriate Conduct*** - Appropriate conduct is that which respects, protects, and enhances the district's educational mission and procedures, the authority and dignity of school personnel, and the rights of all persons associated with the district to a safe, secure, and productive environment.

The Board of Education encourages and expects all persons to exhibit appropriate conduct. Personal or issue-related differences of opinion are welcome; however, they are to be resolved through respectful, reasoned dialogue and/or through established channels for addressing complaints or resolving disputes. Additionally, parents bear the responsibility of helping to guide their children toward appropriate conduct in school.

Just as Board of Education members and all district personnel are expected to uphold the terms of this *Code* in their behaviors, they have a right to civil, decent, respectful treatment in their transactions with students, parents and others. The administration is authorized to intervene in instances where actions or behaviors toward staff members fall short of this standard.

A summary of the *Code of Conduct* is sent to parents each year. If you need an additional copy, please call the school office.

The following are two important School District Policies designed to ensure a safe, respectful school environment for our students:

### **Policy Regarding Weapons on School Grounds**

No person shall have in his/her possession on School District property, at school events, or on school buses any object, whether licensed or not, that can reasonably be considered a weapon, and which could be used to inflict any physical harm, property damage, and/or disturbance of the public order. This prohibition shall also include any object which would reasonably be considered a realistic facsimile of a weapon. Exceptions to these prohibitions are not possible without the explicit permission of the Superintendent of Schools.

These prohibitions shall not be construed to interfere with the right and obligation of all law enforcement officers to retain possession of their firearms in accordance with regulations requiring them to have firearms in their possession.

Unlawful possession of a weapon upon school grounds may be a violation of the New York State Penal Law and is a violation of School District policy and the Student Discipline Code of Conduct.

### **Policy Regarding Sexual Harassment**

The West Irondequoit Central School District is committed to creating and maintaining a learning environment, which is free of discrimination and intimidation.

## **ACADEMIC INFORMATION**

### **STUDY SKILLS AND HABITS**

A study skill is a method or technique which helps a student to learn more efficiently. Such skills may include how to memorize essential facts, math problem solving or analyzing a piece of text. A study habit is a regularly practiced routine such as studying independently, studying at the same time and place, and regular application of study skills. Study skills lessons are taught throughout the school year.

Study habits and skills which have proven to be effective include:

1. Carefully writing assignments in the assignment book
2. Organizing all materials and supplies needed for each assignment
3. Setting up a study schedule
4. Keeping up to date on assignments
5. Requesting assistance from the teacher or other resource people if additional help or explanation is needed
6. Preparation for long-term assignments and studying for exams are more successful if done in segments over a period of time

### **HOMEWORK**

**Purpose** - homework is an effective aid to learning when assigned for the following reasons:

- To reinforce skills learned in the classroom
- To provide independent practice
- To complete work not finished in the classroom
- To make up work missed due to absence
- To develop self-discipline, responsibility and organizational skills
- To allow enough time for creative projects

All children are given a special Iroquois School planner, which they carry from class to class and home each night. Parents can easily survey the assignments and check to see that the work is complete by reviewing the assignment book each night.

The amount of homework assigned generally increases with the grade level. If you have questions about the amount or nature of your child's assignments, please contact his/her teacher. If there is no written work assigned, students should review material or study ahead for quizzes and tests. Also, independent reading or reading to or with your child, regardless of his/her age, is a wonderful academic and family activity which we strongly encourage.

### **RECOMMENDATIONS FOR PARENTS**

1. Provide a comfortable place for study with minimum distractions or interruptions.
2. Help the student to set aside time for homework on a regular basis.
3. Encourage the student to strive for quality and completion of each assignment. Starting with the assignment considered most difficult and proceeding to the easier ones will help.
4. Assist the student while encouraging independence.
5. Show an interest in homework assignments by praising good study habits and quality of work.
6. Remind students to seek make-up work after an absence from school and/or music lessons.
7. Assist the student and reinforce the efforts of the school by supporting homework.
8. Contact your child's teacher if there is a question regarding homework.

### **TEXTBOOKS**

All textbooks are owned by the school district and loaned to the student for the year. Each teacher keeps a record of all textbooks issued. The record includes the student's name, the number of books, and the condition of the book at the time issued. If a student loses or seriously damages a textbook, the family will be charged the replacement cost.

### **REPORT CARDS**

There are 4 ten-week marking periods in the school year:

1 <sup>st</sup> marking period	September - November
2 <sup>nd</sup> marking period	November - January
3 <sup>rd</sup> marking period	January - March
4 <sup>th</sup> marking period	March - June

All students will carry report cards home at the end of the first three marking periods. Final 5<sup>th</sup> and 6<sup>th</sup> grade report cards will be mailed home in June, after school ends. 4<sup>th</sup> grade students will carry report cards home on the last day of school.

## **INTERIM REPORTS**

Teachers send home interim reports regarding student progress as needed. The purposes of the interim reports are to keep parents notified, to make recommendations for improvement, or to recognize improvement.

## **AWARDS**

Each year Iroquois students' whose achievements in the areas of academics, music, service, and extracurricular activities are recognized at an awards assembly in June.

# SCHOOL SERVICES

## HEALTH OFFICE SERVICES

The Health Office, staffed by the school nurse and health clerk, is open each school day from 8:00 a.m. to 3:00 p.m. The Health Office handles students' specific medical needs as well as illness or injuries that occur during the school day. The school nurse's role is to provide a healthy environment for your child at Iroquois. Please feel free to contact the school nurse with any questions or concerns you may have (336-0816). All information is handled with complete confidentiality.

The following guidelines are used to determine when a student's illness or injury necessitates notification:

*ILLNESS* – In the event that there is a temperature higher than 100.4°F, vomiting, or diarrhea the student will be sent home from school to have symptoms monitored. The child may return to school when there have been no symptoms of illness for **24 hours**.

*INJURY* – Any injury that interferes with or prevents a child's ability to learn or that may require follow-up care outside the school warrants a call home at the nurse's discretion.

When it is necessary to send a student home from school, parents will be contacted. A child may be released only to a parent or an adult authorized by the parent. Therefore, it is very important to keep emergency contact information current and accurate. Please call Iroquois School with any changes in address or phone numbers.

## Medication Policy

When it is necessary to administer any **prescription or non-prescription** medication to students by school personnel, the following procedures are required and strictly adhered to.

\*Any medication, including over the counter medication, must be handled through the process outlined below:

1. The school nurse must receive an order from the physician indicating the medication to be given, the frequency, and the dosage.
2. The school nurse must receive a written note by the parent to administer the medication at school.
3. The medication **MUST** be in the original prescription container labeled by the pharmacy. If it is an over-the-counter medicine, (i.e. Tylenol, cough medicine, etc.) it must be in the original container.
4. Medication **MUST** be delivered to the school by a parent or other authorized adult. **Do not** send medication to school with a student. This is a violation of district policy. \*
5. Medication requests must be renewed annually.

\*If you and your physician feel your child is capable to "**self-carry**" their ordered medication, the forms are located on the district website. A physician's order, plus parental documentation, must be completed prior to student carrying medication to and from school.

## **Health Screenings**

Your child will receive basic health screenings based on their grade and NYS standards:

1. Vision Screening – near vision checked (new entrants)/far vision checked (5<sup>th</sup> grade)
2. Hearing Screening – 5<sup>th</sup> grade
3. Scoliosis Screening – 5<sup>th</sup> & 6<sup>th</sup> grade

If any concerns are detected a referral form will be sent home. This form should be returned to the school nurse after a physician has evaluated your child.

## **Physical Examinations**

New York State requires documentation of physical examinations for all students entering a school for the first time, which includes Pre-K and Kindergarten or any new entrant to the School District, and for those entering Grades 1, 3, 5, 7, and 11. Physical forms are available on the district website to update yearly exams.

## **Immunizations**

When a child enters the school district, parents are required to provide proof that the student has been properly immunized according to New York State guidelines. Failure to provide proof of immunization or to obtain the required immunization will result in the student being excluded from school until this requirement has been met.

## **SUPPORT SERVICES/PERSONNEL**

### **School Counseling**

The Iroquois School Counselors provide services and programs that contribute to the social, emotional and educational development of each student. All students meet regularly with the counselors through group guidance within the classroom. Topics discussed in group guidance classes include: school adjustment, peer relationships, child sexual abuse, drug abuse (including alcohol), problem solving, career awareness, educational planning and orientation to the next grade. In addition, students may meet with the counselors individually or in small groups as the need arises.

The counselors help the student to:

- clarify his/her self-concept through information about his/her abilities, achievements, aptitudes and personal characteristics
- learn how to develop responsibility and to make sound decisions by considering all available information
- learn ways to improve relationships with others
- learn to set and strive toward realistic goals

The counselors also communicate and/or consult with parents and teachers as the need arises.

### **School Psychologist**

School psychologists apply expertise in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. They support students' ability to learn and the teacher's ability to teach through services such as group and individual counseling, conducting psychological evaluations, and functional behavior assessments, and providing consultation to parents and teachers. School psychologists' partner with families, teachers, school administrators, and others to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. Parents who have questions about how the services of the school psychologists might support their child may contact the school psychologist.

### **School Social Worker**

The school social worker interacts with parents and students in a variety of situations. The school social worker helps in obtaining information on a new entrant, gathering a social and developmental history prior to a review by the C.S.E. (Committee on Special Education), and/or assisting in identifying community resources available to the family.

### **Speech/Language Pathologist**

The speech and language pathologist assess identified students' strengths and weaknesses in the areas of sound production, social language, use of learning strategies, as well as the use and understanding of language. The speech and language pathologist support staff and students directly and/or through consultation. Parents with questions may call the Iroquois office to contact the speech/language pathologist.

### **A.I.S. –Academic Intervention Services**

Students identified as needing additional support in reading, writing, and/or math are supported in the A.I.S. Program. Placement in A.I.S. is based on test scores, classroom performance, and teacher input. Parents are notified in writing if this extra support is provided to their child.

# **COURSE DESCRIPTIONS**

## **Grade 4**

Fourth grade builds on the K-3 program. Many of the same textbook series are used. The classes include a broad range of student abilities. A brief description of the curriculum follows:

### **English Language Arts**

This program focuses on the development and interaction of reading, writing, listening, word study and public speaking skills. Within the fourth-grade reading program, children develop their skills through chapter books, selected reading, and specific lessons geared to increase their word identification and comprehension skills. The writing program consists of discussion and practice in the following components: pre-writing, drafting, revising, editing, and the final draft. By the end of the year, children will have completed many pieces in the following genre types: persuasive essays and letters, report writing and information essays, response to literature and personal narrative writing.

### **Mathematics**

The fourth-grade mathematics program emphasizes development of the WICSD mathematical understandings in equivalence, measurement, data, probability, statistics, operations, methodology, geometry, number and algebra. There is a strong emphasis on explaining the process used to solve a problem, mathematical fluency and deep understanding of mathematical concepts.

### **Social Studies**

The fourth-grade curriculum includes such topics as maps and globes, the Iroquois Native Americans, settling and establishing America, government, and regional and local history, as related to New York State.

### **Science**

The science program focuses on life sciences – life cycles of animals and plants, math, language arts and science skills. In addition, students cover physical science through studies of objects in motion, electrical current and identification of rocks and minerals. A variety of learning activities in fourth grade integrate math, language arts and science skills to support the science content.

### **Physical Education**

A wide range of learning activities are taught including conditioning, floor hockey, gymnastics, relays, volleyball and basketball. Emphasis is on developing skills with the application in actual games near the end of each unit. Students should wear pants or shorts and sneakers on gym days.

## **Library**

Students have access to the library every day. Books are checked out for a three-week period. An orientation session occurs at the beginning of each school year.

## **Art**

Students continue an exploration of the art materials and learn basic techniques in several types of media.

## **Vocal Music**

The fourth-grade program consists of reading, writing, and analyzing music, improvisation, music history and theory as well as singing, playing Orff instruments and dancing.

## **Instrumental Music**

Small-group lessons are offered on brass, string, woodwind and percussion instruments. These lessons are scheduled during the school day and are free of charge. The student must, in most cases, provide the instrument; however, the lesson book will be provided. Once students achieve a basic level of competence on their instrument, a beginning band and orchestra are formed. Rehearsals are scheduled after the school year begins.

## **Grades 5 & 6**

The fifth and sixth grades are organized in a partially departmentalized manner. Students remain with one teacher in an ELA class for half of the instructional day. For the other half of the day students change classes every 45 minutes.

**English Language Arts 5 and 6** – ELA classes focus on Literacy: reading, writing, word study, and language skills, based on District outcomes for English Language Arts. During a portion of the ELA block, students also participate in the District’s Response to Intervention (RtI) program.

**Mathematics 5 and 6** – The fifth and sixth grade math program focuses on District outcomes, where students use the following:

- mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence and construct an argument
- number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas
- mathematical operations and relationships among them to understand mathematics
- mathematical modeling/multiple representation to provide a way of presenting, interpreting, communicating and connecting mathematical information and relationships
- measurements in both metric and English measure to provide a major link between the abstractions of mathematics and the real world to describe and compare objects and data
- uncertainty to illustrate that mathematics involves more than exactness when dealing with every day situations
- patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently

**Social Studies 5 and 6** – Based on the District outcomes for social studies:

- Fifth grade social studies focus on the history and culture of the United States, Canada, and Latin America.
- Sixth grade social studies instruction focuses on a study of Ancient Civilizations, The Middle Ages/The Age of Change, and The Modern World.

**Science 5 and 6** – Students within each grade level will engage in an integrated science curriculum which is focused on concepts of physical science, life science, and earth and space science. They will use the Science and Engineering Practices outline within our curriculum to not only develop their understanding of these core concepts, but also to build the “habits of mind” of scientists and engineers. These include:

- Asking Questions and Defining Problems
- Developing and Using Models

- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

In addition, students will participate in learning experiences aligned with our state-mandated health curriculum with a focus on healthy decision-making and problem-solving skills.

- Nutrition (eating healthy, the food plate, 6 main nutrients to support body functions)
- Fire Safety (Community resource: Irondequoit Fire Department will present at both grade levels and engage grade 5 students in the safety trailer)
- Developmentally appropriate awareness for all substances (Community resource: Irondequoit Police Department will engage with our students while we teach these lessons)
- Healthy me (developmentally appropriate puberty lesson; making healthy choices regarding diet, exercise, and hygiene)

**Art 5 and 6** – Students in grades 5 and 6 actively engage in a variety of art processes and techniques. They have access to increasingly sophisticated media. Some emphasis is placed on critical responses to visual arts and to expanding their understanding of the personal and cultural forces that shape artistic communication.

**Vocal Music 5 and 6** - The music program for grades 5 and 6 consists of reading, writing, and analyzing music, improvisation, music history and theory as well as singing, playing Orff instruments and dancing.

**Instrumental Music** – Small-group lessons are offered on brass, string, woodwind, and percussion instruments in the 5<sup>th</sup> and 6<sup>th</sup> grades. These lessons are scheduled during the school day and are free of charge. The student must, in most cases, provide the instrument; however, the lesson book will be provided. Students will be admitted to the 5<sup>th</sup> grade band or 6<sup>th</sup> grade band or orchestra after reaching an appropriate level of competence on their instrument.

**Physical Education** - A wide range of year-round activities are taught including conditioning, Physical Best Fitness Assessment, floor hockey, gymnastics, relays, volleyball, and basketball. Emphasis is on developing skills with the application in actual games near the end of each unit. Students should wear pants or shorts and sneakers on gym days. Students also participate in the Physical Best Fitness Assessment each year.