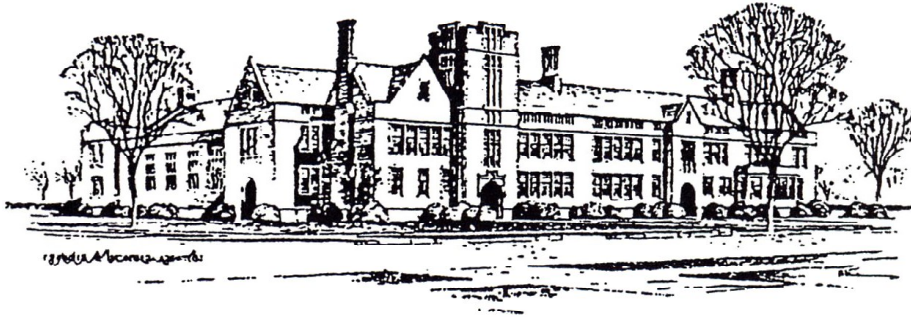


**Charles Carroll School No. 46
Parent Handbook**



**250 Newcastle Road
Rochester, NY 14610-1399
(585) 288-8008 (phone)
(585) 654-1078 (fax)**

**<http://www.rcsdk12.org/Schools/elementary/46.htm>
(District)
www.rcsdk12.org/46 (School)**

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Welcome to School No. 46

Dear Parents and Guardians,

Our staff welcomes you and your family to our learning community at Charles Carroll, School No. 46. Our professional staff works daily to provide each student with differentiated, purposeful, rigorous and engaging learning opportunities that will prepare them for future opportunities and challenges.

You are a valued member of our school community. Your role in supporting your child's academic success is critical. Making sure they attend school in uniform, providing us with feedback and input to support your child, monitoring nightly reading, and ensuring the completion of homework can assist us in helping your student succeed. In addition, volunteering, attending school events, and participating in our established PTA will support the success of our partnership. Together, as a team, we can make your child's stay at School No. 46 an exciting and rewarding experience.

The Parent/Student Handbook is intended to provide you with important information regarding School No. 46. The handbook will serve as a guide for you and help answer questions you may have around our policies and procedures. A solid understanding of school guidelines by you and your child(ren) will reinforce the home/school connection. The following values guide us:

- Responsibility for ones' own choices and actions
- Restorative philosophies
- Consideration/respect for others' feelings
- Respect for each other and his/her school property and belongings

We look forward to our work together. If you have any questions, please call us at 288-8008.

Sincerely,

Dr. Gina DiTullio, Principal

Unity

By Cleo V. Swarat

I dreamed I stood in a studio

And watched two sculptors there,
The clay they used was a young child's mind
And they fashioned it with care.

One was a teacher:

the tools she used were books and music and art;
One was a parent
With a guiding hand and gentle heart.

And when at last their work was done,

They were proud of what they had wrought.
For the things they had worked into the child
Could never be sold or bought!

And each agreed she would have failed

if she had worked alone.
For behind the parent stood the school,
and behind the teacher stood the home!

The School Day

Hours:

PRE-K: 8:00 - 2:00

K-6: 8:30 - 3:00

OUR SCHOOL BELIEFS AND PRACTICES

We believe that:

- The achievement gap between student groups must be reduced by implementing educationally sound instructional practices and developing deep socio-cultural understanding for supporting the intellectual and social development of all students.
- The school community promotes a climate where diversity is valued, respected and celebrated.
- It is critical for the success of each student that we apply pedagogical strategies that recognize the diversity of the student population.
- The school will foster a stimulating environment which embodies concern for the success and well being of each student.
- Commitment to our students requires a collaborative effort in which each staff member, family, and student assumes and is accountable for the school's success.
- All students must have access to high quality instruction which will enable them to meet content and performance standards.
- The curriculum reflects the challenges of real life problems, presents material in a context relevant to students, and is free from hidden bias.
- Lifelong professional development and learning is a critical element in creating and sustaining a culture committed to equity and excellence.

OUR SCHOOL MISSION

Our mission at School No. 46 is to develop a positive attitude toward learning in our students, and a commitment to acquiring the skills necessary to become independent and responsible adults. Our students will be provided with the necessary academic and social scaffolds so that they can learn, access information, and apply knowledge in decision-making and problem-solving endeavors, both individually and cooperatively with others. We will develop students who exhibit a strong sense of self and personal heritage while acknowledging and appreciating cultural diversity and responsible citizenship.

OUR SCHOOL VISION

We will accomplish our mission in a collaborative and supportive culture where all members of the school community, staff, parents, students, and the community at large share in the responsibility and accountability for school success that is enhanced by our commitment to lifelong professional development and growth.

The curriculum will be challenging and meet rigorous standards. We will hold high expectations for all children, regardless of their socioeconomic status, race, or gender. Our instructional program will honor individual learning styles and needs, and will be grounded in the belief that all children have the potential and capacity to learn.

The staff at School No. 46 will nurture an environment that is safe and secure, and responsive to the overall needs of each student, teacher, support staff and parent.

HISTORY OF OUR SCHOOL BUILDING

Charles Carroll School No. 46 is situated on a quiet, tree-lined residential street in the heart of the city's Browncroft section. Much of the area near the school was originally part of the Brown Brothers' Nursery, started in the 1800s. When the land was subdivided into home lots, the Brown brothers landscaped them generously with ornamental trees, many of them still standing.

The City of Rochester annexed the Browncroft area from Brighton in 1914, and the site of the present school was acquired in 1921. The Board of Education authorized a new school building at the corner of Newcastle and Dorchester Roads.

School No. 46 opened its doors in September, 1932, and at its dedication ceremony was named in honor of Major Charles Carroll. Major Carroll, was one of the three original purchasers of the 100-acre tract of land that was the beginning of Rochester.

ARRIVAL AND DISMISSAL PROCEDURES

ARRIVAL AND DISMISSAL TIMES

8:30 — Students Arrive/Breakfast

8:45 — Bell Rings/Instructional Day Begins

3:00 — Staggered Dismissal by Grade (Monday—Friday)

- K: 2:45
- 1&2: 2:50
- 3&4: 2:55
- 5&6: 3:00

Please keep in mind that prior to 8:30 no staff members are available to supervise your children. As such students will not be able to enter the building prior to 8:30am.

ASSIGNED ENTRANCES

- All bussed students — Exit 1
- Walkers/Parent Pick Ups at dismissal and All Parent Drop-Off in the morning — Exit 2

Safety members are assigned to entrances/exits and hallways to support arrival and dismissal procedures. Parents are to pick up students at Exit 2. Teachers will exit the building and take students to the buses before bringing walkers to exit 2.

PARKING FOR STUDENT DROP OFF AND PICK UP

- Vehicles can drop students off in the morning on Dorchester Rd, outside of exit 2, staff members will be posted along the sidewalk to receive your children. If you would like to park and walk your child in you must park in the parking lot, not on Dorchester Rd.
- Vehicles may line up along Dorchester Rd where signs permit, in the afternoon, to pick children up or park in one of the available spots in the parking lot. There is also parking along the surrounding streets excluding Newcastle Road directly in front of the school due to School bus parking.

ATTENDANCE/LATE ARRIVALS/EARLY DISMISSAL

- As per district requirements, continual phone calls and home visits will occur until contact regarding absence is made.

- In case of absence, we request that a parent or guardian call the Main Office, as per district protocol, before the day's session begins. **A written excuse is required from a parent or guardian for all absences.** The written excuse must be sent within 5 days of the absence. If it is not received, the absence will remain entered as illegal.
- The Rochester City School District Attendance Reporting System (PowerSchool) automatically generates attendance letters that we are required to mail home when a child is absent 3, 5, 10 and 20 days regardless of if they are excused or unexcused. Please call the office if you receive a letter in error.
- Please avoid scheduling vacations when school is in session. Students who are absent due to family vacations, sporting events, etc. are marked as having an illegal absence.
- After 8:45 A.M., students must first check in to the office and obtain a completed pass (late to school) before admittance to class.
- In order to minimize interruption and distractions for all students, parents should not walk students down to the classrooms.
- If you will be picking up your child early from school, we ask that you arrive at least 15 minutes prior to dismissal which is at 3:00. If you arrive after 2:45, we will not be able to call your student out of class, as the dismissal process will be in progress.
- Office staff are instructed to report frequent late pick up issues with the administrators. Please see administrators if any foreseen issues with transportation arise.

BREAKFAST, SNACK AND LUNCH PROCEDURES

- Students may bring their lunch, obtain a free school lunch/breakfast, or buy milk only.
- Children have a supervised 30-minute lunch period daily.
- Monthly menus are sent home with the students so they will know in advance what meals will be served.
- We encourage parents to join their children for lunch, but as always, parents need to sign in at the Main Office before going to the cafeteria.
- Please refrain from sending in soda or sweetened drinks. Also, no glass containers are allowed.
- The lunch room staff can not microwave student lunches.
- We have a well planned school day. While we acknowledge student birthdays, please refrain from planning student birthday parties within the school day. Our goal to ensure we utilize valuable instructional time to the fullest.

HOME BAKED/COOKED FOODS

As a precaution from the County Health Department, home cooked/baked foods cannot be served to students in school.

NATIONAL SCHOOL LUNCH PROGRAM

All students receive a breakfast, lunch and healthy snack at no charge for the entire school year. Please advise the main office of any special diet needs or food allergies. Food distribution sites will remain open for families in need.

STORE BOUGHT SNACKS

Classes may enjoy a store bought snack break during the school day. We ask that parents purchase healthy snacks and drinks. Please check with your child's teacher for snack guidelines.

ZONES OF REGULATION RESTORATIVE PRACTICES

RESTORATIVE PRACTICES

A framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right."

Restorative Practices is not a program or an add-on; it is a philosophy. It focuses on separating the deed from the doer. "To be 'restorative' means to believe that decisions are best made and conflicts are best resolved by those most directly involved in them. The restorative practices movement seeks to develop good relationships and restore a sense of community in an increasingly disconnected world.

ZONES OF REGULATION

- The Zones of Regulation is a curriculum geared toward helping students gain skills I consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behavior approach, the curriculum's learning activities are designed go help students recognize when thy are in different states, called zones, with each of the four zones represented by a different color. Students explore calming techniques, cognitive strategies, and sensory supports so they will develop a toolbox of methods to use to move between zones. Students learn to recognize how it feels to be in each zone, what potential triggers are that move them between zones, and self-regulation strategies they can use to successfully move between zones.
- When students can read, we teach. When students cannot calculate, we teach. When students cannot self-regulate, we must teach them how.

CONDUCT OF OUR STUDENTS

Refer to RCSD Calendar and school website for The Rochester City School District Code of Conduct.

CELL PHONE USE; GUIDELINES FOR STUDENTS

- Cell phones must be turned off prior to entering school.
- Cell phones must remain in students' book bags while there are in school building.
- If your child needs to contact you or you need to contact your child, please follow school protocol by contacting the main office.
- If the cell phone policy is not followed, the cell phone will be confiscated and returned at the end of the school day. Multiple infractions may require parent pick up.

IN SCHOOL SUSPENSION (ISS) ROOM

- A disciplinary, educational tool where a student is under the supervision of the ISS monitor. Parents/ families will be notified if their child(ren) are assigned to ISS Room for any time that does not fall under preventative support. The goal of ISS is to help the student stay on top of his/her work while helping them figure out what may be causing the behavior that keeps him or her from succeeding.
- Students are assigned ISS by school administration in accordance to the Range of Disciplinary Responses and Delineation of Authority section of the Rochester City School District Code of Conduct pgs. 24-26 and the Levels of Interventions and Disciplinary Responses of the Code of Conduct pgs. 28-39.
- Work is to be sent with the student to be completed in the ISS room when the teacher has received notice in advance of the consequence and duration. The ISS room is equipped with technology stations to provide intervention with the teachers' direction.
- Students are permitted to call home to speak to a parent upon approval from Mr. McCloud and/or administration.

TIME TO THINK ROOM (B4 or 212)

- School No. 46 has a Time to Think Room.
- The Time to Think Room is a room where students take time to reflect and take responsibility for their actions.
- The goal of the Time to Think room is to provide a calming and safe space for students to relax, regroup, and return to class.
- Students will engage in reflection activities and other restorative practices such as peace circles, check and connect services, mentoring, peer mediation, social-emotional learning and skill building groups, and make a plan for improving their choices.

DAYTIME VISITS TO SCHOOL No. 46

For safety reasons and per Rochester City School District Board Policy 1240:

To minimize interruption of classroom instruction, parents, guardians, and authorized educational support individuals are required to coordinate classroom visits with school staff at least 24 hours before the requested classroom visit. This requirement pertains specifically to classroom visits, and does not apply to meetings or discussions with school staff outside of the classroom.

General Requirements for Visiting Schools

*During COVID-19 we are unable to have visitors in the building. - Please report to the office using exit 2.

Anyone who is not a student of District staff member or officer shall be considered a visitor and shall enter through the designated single entry point for the school. All visitors must report immediately to the school office to obtain a visitor's pass. The visitor's pass must be worn at all time while in the school or on school grounds. Expect to provide your state issued ID.

Visitors attending school functions that are after school hours and open to the public are not required to register in the school office, but may be asked to sign in for the event.

Only the Visitor's Entrance (Exit 2) is accessible during the daytime. Please use the bell to contact the Main Office staff; they will buzz you in after you identify yourself and ask you to sign in at the Office and pick up a Visitor's Pass.

DIGNITY ACT

Bullying: An intentional act done willfully, knowingly and with deliberation, by individuals or an individual which harms another person physically or emotionally. Bullying includes intentional conduct (including verbal, physical, or written conduct) or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school. Bullying is characterized by an imbalance of power between two students. If two students **are equally engaged** in an altercation, this is not a bullying situation, but instead considered a "conflict" between the two students. When an imbalance of power is present; it can be seen in small ways over a long period of time or in a large way all at one time.

Please contact Dr. Waters, Assistant Principal, at 288-8008 ext. 2081 or at Theodora.waters@rcsdk12.org with any concerns related to bullying. As the Dignity Act coordinator, she keeps ongoing record of investigated incidents that have been investigated and fall under this definition.

EMERGENCY PROCEDURES

School No. 46 practices emergency procedures on a regular basis. Refer to RCSD Calendar for more infor-

mation.

EMERGENCY SCHOOL CLOSINGS

All information related to school closings will be announced by the district on local TV, radio stations, and Connect Ed, the district robo-calling system.

EMERGENCY SITUATIONS (BEFORE OR AFTER SCHOOL)

- In the event of an emergency please do not rely on one mode of contacting the school, and if there is

EMERGENCY Response Procedures				
ROCHESTER CITY SCHOOL DISTRICT				
<p>Shelter-In-Place</p> <p><i>Used for weather emergencies, chemical or other disasters occurring outside the building that effect HVAC with the building or ability to safely evacuate the building due to health or safety of life.</i></p> <ul style="list-style-type: none"> • Students stay in their classrooms • Parents listen for public address announcements and monitor email and phone for updates. 	<p>Hold-In-Place</p> <p><i>Used to limit movement of staff and students while dealing with a short term potential or actual emergency situation.</i></p> <ul style="list-style-type: none"> • Students continue with instruction and stay in the classroom until the emergency is cleared 	<p>Evacuation</p> <p><i>Used when the building needs to be evacuated quickly</i></p> <ul style="list-style-type: none"> • Students will be evacuated to School No.28 • Parents listen for public address announcements and monitor email and phone for updates. 	<p>Lockout</p> <p><i>Used to secure the building during incidents that pose a potential imminent threat <u>outside</u> of the building.</i></p> <ul style="list-style-type: none"> • All exterior doors and windows are locked and a school personnel are posted at the front door. • Identification must be shown to enter building. • Students required to have parent permission to leave the building. • Classes continue 	<p>Lockdown</p> <p><i>Used to secure the building during incidents that pose an imminent threat <u>inside</u> the building.</i></p> <ul style="list-style-type: none"> • All exterior doors and windows are locked and badge access is disengaged • No one is allowed to enter the building • Students are behind locked doors, out of sight, quiet

no response, call Central Office at 262-8100 or the Transportation Dept. at 336-4000 and in the case of a true emergency do not hesitate to call 911.

SAFETY ISSUES

- Smoking is not allowed on school property.
- The use of alcohol is not allowed on school property.
- Please leave your pets home when dropping off and picking up your children.
- Please alert the main office immediately if you notice a safety issue that threatens our school community.

Family Education Rights and Privacy Act (FERPA)

In compliance with the Family Education Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA), the Board of Education is committed to protecting the rights and privacy interests of parents/guardians and students. Under FERPA, the parents/guardians of a student under 18, or an emancipated student, have a right to inspect and review any and all official records, files and data, including all material that is incorporated into each student's cumulative record folder and intended for school use or to be available to parties outside the school or school system and specifically including, but not limited to, identifying data, academic work completed, level of achievement, (grades, standardized achievement test scores), attendance data scores on standardized intelli-

gence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

FOOD POLICY

It is the policy of Charles Carrol School No. 46 staff and students to serve and consume nutritious foods, in line with the RCSD Wellness Policy and in compliance with state and federal legislation governing food served during reimbursable meal times. Food served during the day will meet the nutrition standards set forth by the RCSD Wellness Policy, Superintendent Regulations, and federal and state regulations of school food. The RCSD Wellness Policy can be found on the RCSD website at www.rcsdk12.org.

GOALS FOR OUR FOOD POLICY:

Charles Carroll School No. 46 will develop and support equitable, healthy, and safe habits around food and nutrition, including emphasis on moderation/balance and long-term decision-making skills.

RATIONALE FOR FOOD POLICY: EQUITY IS PRIMARY

Research on obesity and poverty, low income people are vulnerable to poor nutrition and obesity. Obesity/Overweight in children ages 4-11 is about 35%. Obesity increases the risk of Type 2 diabetes, cardiovascular disease, cancer, and high blood pressure and cholesterol. Obesity can trigger mental health problems such as low self-esteem and depression, impact attendance, and interfere with academic performance.

REINFORCING POSITIVE EATING

As a partner with the Greater Rochester Health Foundation, School No. 46 recognizes that food preferences are developed early in life and parents play a pivotal role in encouraging healthy food choices. Food is a part of the cultural fabric of our society.

We acknowledge the equitable differences in socio-economic status and increasing allergies in our school. For those reasons, our school strives to observe birthdays, holidays and some special events with non-food celebrations. A list of non-food celebrations some classes may choose to use can be obtained in the Main Office. Celebrated birthdays will be acknowledged during morning announcements.

In addition, we appreciate your support as you decide what kinds of items you are packing for your child's lunch. Here are some recommendation to continue to help us reinforce healthy eating habits. Instead of sending in high sugar items such as candy, soft drinks, or desserts please consider low to no sugar items. We believe these choices influence our learning environment. As of September 2018, our school cafeteria will discontinue the sale of ice cream. Please reinforce that student should never share food items.

The RCSD Wellness Policy 4-6 states that planned units of teaching shall include health instruction where pupils become more self-reliant in solving their own health problems. Health education should be taught by the regular classroom teachers. In addition, we offer several programs that encourage healthy eating. All 6th grade students engage in a 6 week program called Cooking Matters where they learn how to prepare health meals. We will continue to celebrate our diversity and cultures through food in units of study as we teach about different cultures.

STATE AND FEDERAL REGULATIONS TO INFORM OUR DECISIONS

For more information on regulations and policies that informed our decision making process please see the documents: RCSD Wellness Policy- 5409, Nutritional Standards and Guidelines for Sale of Food Items

HEALTH OFFICE PROCEDURES

Our school health provider is Dawn Byers and she can be reached at ext. 1200

COVID - 19

- Student temperatures need to be taken at home prior to coming to school
 - Temperatures will be taken in building as needed
- Students with a temperature higher than 100°F will be isolated in our quarantine room and will be sent home.

FOOD ALLERGY AWARENESS

Food allergies are on the rise. According to data included in the CDC's guidelines, nearly 1 in 5 students (16-18% of children) with food allergies has had a reaction at school. 25% of severe reactions experienced at school are among children having no previous diagnosis of food allergy. Children with food allergies need your support to ensure their safety and inclusion. From classroom parties, to school family nights, to after-school fundraisers, keep in mind that all students in the community should be able to participate safely. As such, we are requesting that parents refrain from bringing food related items for school celebrations. Some alternative suggestions would be bringing a book for your child to read to the class, a game to play with the class, gel pens, or "dollar store" prizes such as pencils, stickers, etc. As students with food allergies sit with their classmates in the lunchroom, we also ask that parents be mindful of any lunch items sent in from home. We appreciate your support in this matter. For more suggestions and to find out whether a student in your child's classroom has any food allergies, please contact your child's teacher or our school healthcare provider.

ILLNESS IN SCHOOL

Please contact our nurse when students experience any prolonged illness. If a child is ill, the nurse contacts the parent and arrangements are made to have the child picked up from school. The nurse's extension is 1200.

IMMUNIZATIONS

- When there are updates on immunizations, medications, etc., please notify our Health Office ASAP, and add your phone number (288-8008, ext. 1200; Fax # 794-5406).
- Parents are asked to notify the School Nurse of any specific problems a child may have. For example, it is very important that specific allergies be noted, as well as other conditions such as asthma, hearing loss, medications being taken other than in school, or school limitations.
- Remember there are strict rules regarding immunizations that must be followed in order to avoid exclusion from school.

INJURY IN SCHOOL

In case of serious injury, parents are notified, usually by the school health provider.

MEDICATION

In order for a child to receive any medication (whether prescription or over-the-counter) in school, you must provide the following:

(a) Written authorization from the family physician

(b) Written permission from the parent

(c) The bottle of medication, labeled with the child's name, dosage, and time medication is to be given

- Medication must be transported by an adult.
- Please be sure to monitor the need to refill prescriptions so that your child is always ready to have a productive learning experience.

Note: Do not send in any medication with your child.

HIPPA

Under the Health Insurance Portability and Accountability Act (HIPPA) the school makes every effort to protect the private health information related to the child and the family.

- Protection of health information stored at the school.
- Training staff members about guarding the privacy of health information

Parents are requested to only share health information when the sharing of the information provides for the protection of the health and safety of their child. A HIPPA needs to be signed by parent in order to gain any health related information.

HOME/SCHOOL COMMUNICATION

CONNECT ED

- The district's automated calling system is used to provide families with important information related to district wide and school based information, such as, school closings and school events.
- In order to receive calls, we must have a current phone number. Please call the main office to remove or add a phone number.

CONTACTING STAFF

- An easy and effective way to communicate with your child's teacher is to send a written note with your child in the morning, Classroom Dojo or Remind (if teacher utilizes), or send an email.
- By calling the Main Office at 288-8008, you can request to leave a voice mail message for your child's teacher. Office hours are 8:00 AM until 3:15 PM. Contact information is available on the school's website.
- Another option for parents is to leave a message for your child's teacher with the Main Office staff. These telephone messages are placed in the teachers' mailboxes in the Main Office.

INFORMATION YOUR CHILD BRINGS HOME

- General (School-Wide) announcements are sent home
- Classroom (Grade-Specific) announcements are sent home
- Planners and Nicky folders are utilized to support home communication between you and your child(ren)'s teacher(s)

PARENT CONTACT INFORMATION

- It is critically important that the school has current contact information for all students who attend School No. 46. Please call immediately when an address and/or phone number changes.

PARENT LIAISON

- Mr. Charlie McCloud is our school's Parent Liaison. He is a support and advocate for children and their parents. His role is to facilitate communication between home and school for example: completing home visits, uniform follow-up, coordinating volunteers. He can be reached at 288-8008, **ext. 2112**.
- We encourage you to contact the school with any questions or concerns you may have; however, in the event that you feel your needs are still not met or you need further assistance, the Office of Parent Engagement is available at 262-8359.

RECIPROCAL COMMUNICATION

School No. 46 values reciprocal communication between parents, students and staff. Reciprocal communication is defined as two-way communication. This reciprocal process enables parents and teachers to support students more effectively. Communications are sent home on a regular basis in your child's backpack and it is important to review these materials and respond as needed. Don't hesitate to contact your child's teachers for any questions or concerns by calling 288-8008, or emailing. Staff email addresses are located on Charles Carroll, School 46's homepage. To remain up to date with current events and communications from School 46 you are also encouraged to:

- Read, Dr. DiTullio's Monthly Newsletter (www.RCSDk12.org/46), Here you can locate information regarding current events and initiatives happening in our school.
- Join, Dr. DiTullio and Mr. McCloud for the Principal's coffee hour. This is an opportunity to hear the latest information, share your thoughts, and ask questions for clarity of understanding and informally interact with the staff here to serve you. Dates for the occasions will be communicated using various venues.
- Lastly, Join Class Dojo, or Remind-These are online communication tools your child's teacher may use. Additional information will be forthcoming from your child's teacher if they use it. While it is not required, many of our families have had positive experiences with tools such as Dojo and Remind.

SCHOOL WEBSITE

- Visit School No. 46's website for detailed information about the school, including teacher webpages with home learning suggestions and instructional websites. Please visit the website for updated information regarding school wide events on a regular basis. If you notice any inappropriate content regarding school No. 46 on the internet, please contact our office immediately.. **Our website is: www.rcsdk12.org/46**.

LANGUAGE ASSISTANCE

In order to provide language assistance to LEP parents/guardians, School No. 46 will

- Conduct an evaluation of home languages. (ENL Staff)
- Conduct parent interviews for new families to assess home language needs. Complete a request to Interpret Request mailbox. Contact prior schools (ex. RIA) for information on useful supports. Contact RCSD interpreter resources.
- ENL teachers will secure Interpreting services for parent/teacher conference, permission slips in the home language, disciplinary issues, NYSESLAT letters home in the home language.
- Staff on occasion will use technology to support some general language interpretation needs.
- ENL and teaching staff will notify administration if they encounter problems with interpreter services.
- Copies of all Interpreter Request forms and communication are kept on file with the ENL teacher.
- Staff with second language experiences at School No. 46 have been identified.

- All CR 154 regulations are reviewed with teaching staff annually

If a parent needs translation or interpretation services, requests can be made through the classroom teacher and/or ENL teacher.

LOST AND FOUND ITEMS

Located in the cafeteria. Please check the Lost & Found box frequently for missing items.

PARTNERS

All partners have gone through a rigorous process to be considered for our school. We have annual Memorandum of Agreements which include expectations for training, program coordination, and protocol for working with our school and families. School partners must be registered and those working directly with students must be fingerprinted.

Liberty Resources: Provides school-based mental health services to help children manage stress, anger, develop healthy coping and social skills, and cope with changes such as divorce or death.

Nazareth College: Partners for Learning Program, The Fellows at Nazareth

Xerox Consultants: Brings science to life for our students in the classroom through reading science labs in collaboration with the classroom teacher.

Women's Club of Pittsford: Supports specialized technology projects and school donations as well as various school activities

RECESS

School No. 46 will honor the Rochester City School District Policy (5405.40 Physical Education and Physical Activity) that states: Given the strong connection between physical exercise and academic achievement, in addition to physical education classroom time, all elementary classrooms will provide at least 20 minutes a day of supervised recess. Staff should promote moderate to vigorous physical exercise as appropriate to the individual student needs and safety. As a Greater Health Rochester Health Foundation grant recipient, teachers log and schedule daily recess. Please engage with teachers regarding their recess schedule.

RESPONSE TO INTERVENTION (RtI)

RtI is a school process used to determine if a student is responding to classroom instruction and progressing as expected. In an RtI process, a student who is struggling receives additional instructional support provided by matching instruction to a student's individual needs through a multi-tier instructional model. Each level, also known as a tier, provides instruction with increased intensity such as smaller groups or instructional time focused on specific areas. RtI focuses on the early **prevention** of academic and social/emotional difficulty by:

- Ensuring appropriate instruction for all students
- Monitoring students' progress
- Providing additional levels of instructional assistance (intervention) for students who require support.

Please contact our Counselor at 228-8008 for more information.

SCHOOL CURRICULUM

Please take part in your child's academic progress. You can do this by:

- 1) Participating in Parent-Teacher Conferences.
- 2) Staying in communication with your child's teacher.
- 3) Inquire about extra support your child may be qualified to receive.

GRADING AND REPORT CARDS

Marking Period	Marking Period Starts	Marking Period Ends	Report Cards Sent Home
1	September 8	November 12	Week of November 22
2	November 15	January 28	Week of February 7
3	January 31	April 8	Week of April 25
4	April 11	June 23	Week of June 23

HOME LEARNING (HOMEWORK)

Homework helps to reinforce learning, and encourages self discipline and responsibility. Reading nightly is always a component of Home Learning. Parents, please discuss your child's individual circumstance with the class teacher. We believe that each child is unique and based on their individualized learning needs, homework may be adjusted. As always, establish open communication about the amount of homework with your child's teacher.

NEW YORK STATE TESTING DATES

Grade	Test	Test Dates
Grades 3 –6	English Language Arts	March 29-31
Grades 3—6	Mathematics	April 26-28
Grade 4	Science Performance	May 24-June 3
Grade 4	Science Written	June 6

SPECIAL SUBJECTS/ENRICHMENTS/INTERVENTIONS

These special subjects are currently offered at School No. 46:

- Physical Education
- Art (Additional art will be offered utilizing integrated arts approaches—See Frequently used terms for description)
- Music (K-6)
- Chorus (Optional elective—Grades 4-6)
- Instrumental Music (Optional elective—Grades 3-6)
- Computers/Technology
- Library

TRANSPORTATION

The school bus is considered to be an “extension of the classroom” in terms of expected student behavior. Transportation of students is a significant element of day-to-day operations. Recognizing its responsibility to provide safe and efficient transportation for students, the Rochester City School District has set Transportation Safety and Discipline as a high priority.

- In alignment with the RCSD Transportation Department we will use the steps below in processing student discipline on school buses:
- **Offense:** Jumping seats, failure to remain seated, eating, drinking, horseplay, profanity, yelling, screaming, name calling, taking items belonging to other children, inappropriate hand gestures, spitting, throwing items, etc.
 - First & Second Offense Warning Letter to parent
 - Third Offense One (1) day Suspension
 - Fourth Offense Suspension Pending Conference at Transportation Dept.
 - Subsequent Offense Possible Termination of Bus Service – recommend transfer to home school
- **Immediate Suspension from transportation privileges for all students in Grades K-8 will result for the following because of the nature and possibility for continued threat: Physical Assault/Fight, Threat of Physical Assault, Harassment, Possession or Use of Weapon (including toy replicas), any act of Sexual Nature**
 - First Offense Immediate Suspension Pending Conference at School (minimum 3 days)
 - Second Offense Immediate Suspension Pending Conference at School (minimum 5 days)
 - Third Offense Termination of Bus Service – recommend transfer to home school
- Transportation Department Office phone number is 336-4000

UNIFORM POLICY

(See page 20 for pictures)

- **School 46 is a uniform school** and the school uniform must be worn by all students every day.
- The uniform includes navy blue or khaki pants, walking shorts (just above the knee), skirts or jumpers; white, baby blue or navy long or short-sleeved shirt (no writing or pictures); navy or white sweater or sweatshirt **with minimal writing** (exceptions for spirit wear).
- School 46 spirit wear - t-shirts, sweatshirts, etc. with school logo can be worn at any time.
- Unless there is a note from home stating the circumstance, students out of uniform will be asked **to change into a uniform provided by the school. If refused parents/guardians will receive** a call home.
- Additionally, all RCSD expectations regarding school attire must be followed (see district calendar).

PHYSICAL EDUCATION DAY ATTIRE

On physical education days, please follow these rules for choosing safe and appropriate clothing for Physical Education class. The monthly calendar will assist you on planning for your child's PE class. Here are a few school expectations:

- Wear shorts or sweatpants if possible, but students must wear the shorts underneath if they are not in uniform colors (tan, white, navy blue). Sweatpants must be uniform colors. Students will not be allowed to

change in bathrooms; it is a health violation.

- Jewelry and purses should be left in the book bag or at home on PE days.
- Wear sneakers that are not clog-style. They must have a back on them and a non-marking sole. Boot/sneaker hybrids such as ACG's are not permitted.

VOLUNTEER OPPORTUNITIES AT SCHOOL No. 46

We encourage all parents to participate in school-based activities as much as possible. There are many volunteer opportunities available before, during, and after the regular school hours. Any parent volunteering in a class must be trained by the district. Please see our assistant principal for information.

- Building Committees - School-Based Planning Team, Sixth Grade Moving Up Ceremony, Artists in Residence (AIR), Parent & Community Involvement Committee
- Chaperones - Field Trips
- Classroom Volunteers
- PTA Events - Fall Meet 'n Greet, Holiday Bazaar, Book Fair etc.

* Due to COVID - 19, we cannot currently accommodate visitors in the building.

PARENT TEACHER ASSOCIATION (PTA)

The Parent Teacher Association is always in need of volunteers to help organize and run events. The PTA is an all-volunteer organization that sponsors fun and educational activities for the school. It also supports classroom education by helping to fund field trips, purchasing classroom equipment, and recognizing student achievement. There are numerous opportunities to participate, from serving on the Board or as an event chairperson, to volunteering for individual activities.

SCHOOL-BASED PLANNING TEAM

- The purpose of the School Based Planning Team (SBPT), which is chaired by the Principal, is to have administrators, teachers, and parents work collaboratively to ensure academic excellence.
- Each year, the school works to accomplish various goals set by the SBPT; these goals are outlined in the School Comprehensive Education Plan (SCEP).

Uniform Examples

Girl's uniform options (School 46 attire is permissible)

DENIM JEANS are **not** an option.



Girl's Jumper in Navy or Khaki



Girl's Skirt in Navy or Khaki



Girl's Pants in Navy or Khaki



Girl's Shorts in Navy or Khaki



Girl's Short or Long Sleeve Polo in Navy, Light Blue or White



Sweaters, Sweatshirts, and hoodies in Navy, Light Blue, or White. Lettering must be kept to a minimum and only refer to the brand.

Boy's uniform options (School 46 attire is permissible)

DENIM JEANS are **not** an option.



Boy's Shorts in Navy or Khaki



Boy's Pants in Navy or Khaki



Boy's Long Sleeve Polo Shirt in Navy, Light Blue or White



Boy's Short Sleeve Polo Shirt in Navy, Light Blue or White

Sweaters, Sweatshirts, and



hoodies in Navy, Light Blue, or White. Lettering must be kept to a minimum and only refer to the brand.

It is expected that students wear a uniform daily. In the event of unforeseen circumstance the child will be expected to change into the uniform provided by the school.

FREQUENTLY USED TERMS

A

ADA: Average Daily Attendance: The average percentage of students that attend the required 180 days of school. This is an important metric because research shows that schools that have 95% average daily attendance are successful and it is also an indicator on School Improvement plans. This calculation is also used in public school funding.

AIMSweb Plus: A popular computer-based program used to screen and monitor progress for students.

AIS - Academic Intervention Services: These are student support services, which supplement instruction provided by the general curriculum and are designed to assist students in meeting New York State Common Core Learning Standards.

APPR: Annual Performance Professional Review: This is a performance evaluation system for teachers required by Education Law §3012-c . Under the new law, NYS will differentiate teacher effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective (HEDI). Education Law §3012-c(2)(a) requires annual professional performance reviews (APPR's) to result in a single composite teacher effectiveness score, which incorporates multiple measures of effectiveness. The results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determinations, termination, and supplemental compensation, as well as teacher and professional development (including coaching, induction support, and differentiated professional development).

AYP: Adequate Yearly Progress: The former measure by which schools, districts, and states are held accountable for student performance under the No Child Left Behind act of 2001.

B

BEDS: Basic Educational Data System: Each year New York State schools must submit school student enrollment and staff counts to this web-based system.

BIG 5: The school districts in New York State schools (Buffalo, New York City, Rochester, Syracuse, and Yonkers). These districts operate as a branch of the local government with no taxing authority. They rely on city, state, and federal aid for funding.

BIP - Behavior Intervention Plan: A plan that is designed to teach and reward positive behaviors and helps prevent or stop problem behaviors in school. A Functional Behavior Assessment (FBA) is conducted to determine the function of the problem behavior and the Special Education Team uses that information to create the plan. It is important to for parents to work collectively with your child's Special Education team to develop an effective plan.

BOE: Board of Education

BSP: Behavior Support Plan: This is similar to a Behavior Intervention Plan (BIP) but it is for general education students. It is a behavior plan that assists students in building positive behaviors to replace or reduce challenging/dangerous behaviors. It is important to for parents to work collectively with school personnel to develop an effective plan.

C

CBA: Collective Bargaining Agreement: the agreement (contract) of the terms and conditions of employment

between the employer and the union.

CCSS/CCLS: Common Core State/Learning Standards: An education reform initiative in the United States that details what K-12 students should know in English Language Arts and Mathematics at the end of each grade.

CO: Central Office: The district office located at 131 West Broad Street Rochester, NY 14614

Code of Conduct: It details the Rochester City School District's policies about appropriate student behavior, as well as procedures for disciplinary action. The Code is designed to emphasize the importance of creating safe, welcoming school environments that support student learning.

CPSE: Committee on Preschool Special Education: Coordinate and carry out the special education process for pre-school children ages 3-5.

CSE: Committee on Special Education: Coordinate and carry out the special education process for students ages 6 and up. This is an excellent resource for parents and can be found on the Internet at: <http://www.p12.nysed.gov/specialed/publications/policy/parentguide.htm#InRef>.

CT: Consultant Teacher: A teacher who is certified in special education that provides direct/or indirect services to a student classified with a disability who attends a general education classroom.

CTE: Career and Technical Education: In New York State, career and technical education are organized in the areas of agricultural education, business and marketing education, family and consumer sciences education, health occupations education, technology education, and trade, technical and industrial education.

D

DASA: Dignity for All Students Act : New York State's act that seeks to provide the state's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

DI: Differentiated Instruction: Method of instruction that ensures the curriculum is targeted toward the varied needs and abilities of all students.

DOB: Date of Birth

DOK (Depth of Knowledge): A way to think about content complexity of an assignment or task in education. There are 4 levels that increase in complexity: 1: Recall/ Recognition 2: Using a skill/concept 3. Strategic thinking: Non-routine problem solving 4. Extended thinking that requires work over a period of time, including gathering information, analyzation of findings, preparing reports, and presenting findings.

DRA: Developmental Reading Assessment: A test that can be given to students to determine their reading level.

E

ELA: English Language Arts: The class where students received literacy instruction (English class)

ELL (ESL, ESOL, ENL, LEP): English Language Learners: Students who are unable to communicate fluently or learn effectively in English, who may come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both English language and in their academic courses.

ESEA: Elementary and Secondary Education Act: An extensive statute that funded primary and secondary education and emphasized equal access to education and establishes high standards of accountability. It is reauthorized every 5 years. In 2001, it was the No Child Left Behind Act (NCLB), and currently it is the Every Student Succeeds Act (ESSA).

ESSA: The current statute that funds primary and secondary education and emphasizes equal access to education and establishes high standards of accountability.

E

FAPE: Free Appropriate Public Education: The most important legal rights your child has. It requires the school to provide special education to meet the needs of your child, create an Individualized Education Program (IEP) and teach your child in the least restrictive environment (LRE)

FBA: Functional Behavior Assessment: An approach to figuring out why your child acts in a certain way. It uses a variety of techniques to understand what's behind the inappropriate behaviors as well as looking at non-academic factors that might be contributing to your child's frustration with learning.

FERPA: Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) :A federal law that protects the privacy of student educational records. The law applies to all schools that receive funding under an applicable program of the United States Department of Education.

FOIL: Freedom of Information Law: Public Officers Law §87 et. seq. This law allows members of the public to access records of governmental agencies. There is a process that must be followed.

FRPL: Free and Reduced Priced Lunch: Children qualify, based on parent or guardian financial status, to receive a free or reduced priced lunch through a federal government program

FTE: Full time equivalent: Example 1.0 FTE is a full time employee and .5 FTE refers to a half-time employee

G

GPA: Grade Point Average: An indication of a student's academic achievement, calculated as the total number of grade points received over a given period of time.

H

HIPAA: Health Insurance Portability and Accountability Act: United States legislation that provides data privacy and security provisions for safeguarding medical information.

HOLD IN PLACE: Used to limit movement of staff and students while dealing with a short term potential or actual emergency.

HOT: Higher Order Thinking: In instruction students must engage in higher order thinking, or complex thinking to succeed and be able to transfer the knowledge and skills to new situations.

I

ICT: Integrated Co-Teaching: A class in which students with disabilities receive instruction alongside their non-disabled peers with special education support. Each class must have an appropriately certified and appoint-

ed special-education teacher and an appropriately certified and appointed general education teacher.

IDEA: Individuals with Disabilities Act: A law that makes available a free appropriate public education (FAPE) to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

IEP: Individualized Education Plan: An individualized document created through collaboration of parents, school administrators, related service providers, and students (when appropriate) to improve educational results for children with disabilities.

Integrated Arts: An approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in the creative process which connects art form and another subject area and meets evolving objectives in both.

Intervention: A strategy used to teach a new skill, build fluency in a skill, or encourage a student to apply an existing skill to new situations or settings.

ISS: In-school Suspension: A disciplinary, educational tool where a student is under the supervision of the ISS monitor. Parents/families will be notified if their children) are assigned to ISS Room for any time that does not fall under preventative. The goal of ISS is to help the student stay on top of his/her work while helping them figure out what may be causing the behavior that keep him or her from succeeding. Students are assigned ISS by school administration in accordance to the Range of Disciplinary Responses and Delineation of Authority section of the Code of Conduct pgs. 24-26 and the Levels of Interventions and Disciplinary Responses of the Code of Conduct pgs. 28-39.

IT: Information Technology: The use of computers to store, retrieve, transmit, and manipulate data and information.

L

Lockdown: Used to secure the building during incidents that pose a potential threat outside of the building.

Lockout: Used to secure the building during incidents that pose an imminent threat inside the building.

M

Multi-Tiered System of Support: is used as an umbrella term that encompasses both response to intervention and positive behavioral interventions and supports.

N

NWEA (Northwest Evaluation Association) Tests: Computerized benchmark tests that are adaptive and offered in Reading and Math. When taking the test, the difficulty of each question is based on how well a student answers. If the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become easier.

R

Response to Intervention (RtI): is a school process used to determine if a student is responding to classroom instruction and progressing to meet the NYS standards.

Restorative Practice - A framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right."

It is not a program or an add-on; it is a philosophy. It focuses on separating the deed from the doer. "To be 'restorative' means to believe that decisions are best made and conflicts are best resolved by those most directly involved in them. The restorative practices movement seeks to develop good relationships and restore a sense of community in an increasingly disconnected world.

S

School Based Planning Team (SBPT): The essential role and responsibility of the School-Based Planning Team is to decide how to educate the school's students. The team accepts responsibility to lead and influence others in the school community in a way that creates ownership, collaboration, and support for the school's mission, vision, and goals.

School Wide - Positive Behavior Support Systems: A proactive approach to discipline that promotes appropriate student behavior and increased learning.

Shelter in Place: Used for weather emergencies, chemical or other disasters that affect HVAC with the building or ability to safely evacuate the building due to health or safety of life.

SCHOOL-PARENT COMPACT

Charles Carroll School No. 46 staff and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during this school year.

School Responsibilities

Charles Carroll School No. 46 will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.

Charles Carroll School No. 46 will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least ELA and Mathematics. .
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations .
9. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
10. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as identified in the Parent Handbook.

11. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as identified in the Parent Handbook, website, and via PTA.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Monitoring attendance, behavior, and academic progress.
2. Making sure that homework is completed and return the Reading logs.
3. Monitoring amount of television, video, and social media their children watches and participates in.
4. Participating, as appropriate, in decisions relating to my children's education.
5. Promoting positive use of my child's extracurricular time.
6. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
7. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

Specifically, we will:

1. Do my homework every day and ask for help when I need it.
2. Read at least 30 minutes every day outside of school time.
3. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Thank you for entrusting your child to us. We look forward to working with you and your child.

School Compact Signatures:

Please sign and submit this agreement to your child's teacher pertaining to our Home –School Compact.

School / Teacher

Date

Parent

Date

Parent

Date

Student

Date

