

# Family and Student Handbook 2025-2026



**Principal:** Mr. Richard Smith  
[Richard.Smith@rcsdk12.org](mailto:Richard.Smith@rcsdk12.org)

**Assistant Principal:** Ms. Carla Roberts  
[Carla.Roberts@rcsdk12.org](mailto:Carla.Roberts@rcsdk12.org)

**School Hours:** 9:00 AM- 3:30 PM  
**100 Farmington Road, Rochester, New York 14609**  
**Phone:** (585) 482-9614 **Fax:** (585) 654-1079  
<https://www.rcsdk12.org/52>

## **Important Phone Numbers**

**Main office:** (585) 482-9614

**Fax:** (585) 654-1079

**Nurse Office:** (585) 482-9614 **EXT 1130**

**Transportation Office:** (585) 336-4000

The vision of the Rochester City School District is to ensure all students have equitable access to a high-quality education and to graduate each student as a productive member of society.

Our mission is to be in partnership with parents and the community. We are committed to preparing our students to value themselves and others, attain their highest level of achievement, become lifelong learners, and serve as productive citizens.

### **Attendance Policy:**

**New York State Law requires student attendance at school. Student success is related to regular attendance.**

- Report the absence to the student teacher via email or the teacher's preferred method of communication and send a **written note** to the child's teacher upon the child's return.
- **Tardiness:** After 9:15 am, students must report to the "Main Office" for a late pass.
- Breakfast is available until 10:00 am.

**Attendance thresholds are as follows: Satisfactory attendance is less than 5 days absent**

**At-risk attendance is 6-18 days absent**

**Chronic attendance is 19-30 days absent**

**Severe attendance is over 30 days absent**

**Absences exceeding satisfactory will be reported to the Rochester City School District attendance officers for follow-up and Child Protection Services for Educational Neglect.**

### **Arrival Procedures/Protocol:**

The instructional school day starts at 9:00 am. Please do not drop off your child before that time, as there is no supervision. Students must travel directly to their Homeroom as soon as they enter the building. (K-4 Exit #1(main entrance) and Grades 5-6 Exit #4. PreK will exit via Exit 3.

\*\*\* Parents, please remember that we need to get into instruction quickly. Parents should make an appointment with the teacher if they would like to visit the classroom.

### **Dismissal Procedures/Protocol:**

- The instructional school day ends at **3:30 pm**.
- For the safety and security of students, students may not be dismissed at the last minute between 3:00 pm and 3:30 pm. Calling rooms to dismiss students after 3:00 pm disrupts the learning environment.
- At 3:30 pm, all students will exit their respective doors (K-4 Exit #1(main entrance) and Grades 5-6 Exit #4- and be released to the authorized adult by a School #52 staff members.
- All students should be picked up by **3:30 pm**. If no one has arrived to pick up your child by the end of the dismissal process, they will be sent home on the bus.

### **Transportation:**

Maria Rodriguez oversees transportation. She can help by phone at (585) 482-9614 ext-1004 or via email at [Maria.Rodriguez@rcsdk12.org](mailto:Maria.Rodriguez@rcsdk12.org) during school hours.

**\*If you move during the year and your child needs a new bus stop, proof of the new address will be required before any change can be submitted. Proof includes a utility bill and a Valid Driver's license indicating the new address. Please submit evidence at least two weeks before your actual move. This will allow enough time for transportation to change your child's bus assignment.**

### **Bus Discipline Procedures:**

Students must follow all bus behavior expectations to ensure safe travel to and from school. The Transportation Department will oversee all bus discipline.

#### **MINOR INFRACTIONS**

1stBus Infraction = Warning: Student conference and parent phone call

2ndBus Infraction = Warning: Student and Parent Conference

3rdBus Infraction= Bus suspension 1-5 days (Parent/guardian must provide transportation)

#### **MAJOR INFRACTIONS:**

Immediate BUS SUSPENSION with parent conference will occur for behaviors such as fighting, excessively obscene language, and gestures, endangering the safety of the driver or other students due to unacceptable behavior, or if the bus must be stopped to address a student's behavior.

**Visitors:**

MAY ONLY ENTER the building by EXIT #1 - Main Entrance. Upon entering, please report to the Main Office and sign in with the visitor's log. If you are interested in visiting a classroom, please email the teacher.

**Birthdays:**

You must contact your child's teacher to plan your child's birthday treat at least 2-3 days before you would like to send something in. Due to strict health department laws, no homemade treats can be served to children during classroom parties.

**Emergency Drills:**

It is crucial to adequately prepare students for the seriousness of the drills to reduce any potential student trauma or fear during the completion of the drill. Parents, please talk to your child(ren) about the practice drills we will have throughout the year. A letter and/or robo-call will be sent home letting parents know the week we plan to conduct the drills.

**Emergency Information:**

Parents are responsible for updating any changes during the school year, such as phone number, address, custodial, and emergency contact changes.

**Emergency Weather Conditions:**

Radio and local television stations are notified when school closing is necessary. Information can also be obtained by visiting our district website: [www.rcsdk12.org](http://www.rcsdk12.org)

**Health and Wellness:**

A child's overall health and wellness are imperative for academic and future success.

- **Immunizations:** To remain in school, a child must be current and fully immunized by New York State Law. Students can be restricted from attending school if their immunizations are not current.
- All prescription and non-prescription drugs require a doctor's order and signed parent permission in the permanent health record. Medication Authorization forms can be accessed from the Rochester City School District website.

**Physical Examinations:**

New York State Education Law requires physical examinations before entry into Kindergarten, First, and Third grades.

**Infectious Diseases:**

If your child is diagnosed with a contagious disease, please inform the school nurse immediately. According to New York State Educational Law, any child with an undiagnosed rash, temperature over 100 degrees, or suspected infectious disease will be excluded from school until diagnosed and treated. A child must be treated fever-free for 24 hours before returning to school if sick with a fever.

The following are a few situations that warrant watching and conferring with your healthcare provider:

- Persistent fever greater than one hundred degrees orally, including a fever requiring medication control, such as Tylenol.
- The child is too sleepy or ill from an illness, like vomiting and diarrhea, to profit from sitting in class all day.
- A significant cough that makes a child feel uncomfortable or disrupts the class.
- Severe sore throat, accompanied by fever and feeling ill, persists longer than 24 hours after known exposure to a confirmed Streptococcal throat infection.

- Honey-crusted sores around the nose or mouth or rash on other body parts; OR a rash in various stages including boils, sores, and bumps; OR a significant rash accompanied by other symptoms of illness such as fever.
- Red, runny eyes that distract the child from learning.
- A large amount of discolored nasal discharge, especially if accompanied by facial pain or headache.
- Severe ear pain or drainage from the ear.
- Severe headache, especially if accompanied by fever.
- Any condition that you think may be serious or contagious to others.

#### **Lice:**

Once a child has been identified with head lice; to reenter school, the child must receive treatment, pass through the health office, and be examined by the nurse before being sent to the classroom for two weeks after treatment.

#### **Recess:**

Children benefit from vigorous exercise and should play outside whenever possible. Low temperatures are not necessarily a barrier to outside play if children are appropriately dressed unless it snows heavily, or ice is on the playground. Please ensure your child is dressed for the weather daily for outdoor recess.

#### **Cafeteria Services:**

Breakfast is served daily from 9:00 am to 9:15 am in the classroom. Please ensure your child arrives on time before 9:15 am to have adequate time to eat breakfast.

#### **PBIS - Positive Behavioral Interventions and Supports:**

PBIS is an initiative-taking systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. As a Response to Intervention (RTI) model, PBIS applies a three-tiered system of support and a problem-solving process to enhance the capacity of schools to educate all students effectively.

##### **Tier 1/Universal:**

In Tier 1 of the PBIS model, universal or primary preventative approaches are implemented. These approaches are for all students, staff, and settings and include the development of school-wide expectations, a behavior matrix, and reinforcement systems to reward desired social behavior. When providing universal support, outcomes, systems, data, and practices are continually evaluated.

##### **Tier 2/Secondary Interventions:**

Secondary Systems provide targeted interventions to support students not responding to universal strategies. Interventions within the Secondary System are more specific to the needs of some children and designed for a smaller number of students who require more focused behavioral support. Decisions to implement Secondary support are determined based on student behavior/student data records. Effective Secondary interventions are meant to produce measurable behavior changes and improve a student's success. Progress monitoring is used to evaluate student outcomes and determine if adjustments should be made to an intervention or if a student needs more intensive interventions provided through tertiary support.

#### **CICO – Check-in Check-out:**

Students check in with designated CICO Facilitators before the beginning and at the end of each school day to receive positive contact, reminders of school-wide expectations, and, if needed, basic school supplies. Teachers provide behavioral feedback based on the school-wide expectations on a Daily Progress Report Card at the end of each class period.

### **Discipline Policy & Procedures:**

The rules outlined in the Code of Conduct are not the only standards governing the conduct and performance of District students, employees, and visitors; it is not intended to, and shall not, limit the authority of the District to take appropriate responsive action upon grounds not listed in the Code, including conduct off school premises in proper situations.

### **Cell Phones/Smartphones/ I-pads/electronic devices**

In accordance with the Governor Hochul restrictions on smartphones and other personal electronic devices, students may not engage in using these devices at any time during the school day. Please take note and relay to your child(ren) cell phone use will not be allowed. If your child does bring a cellphone, it should be turned into the teacher, and it will be returned at the end of the day. If a student is caught using a cellphone or smart device it will be confiscated and held in the main office until a parent is able to come in and pick it up. If the need comes to reach your child due to an emergency, please call the main office and we will assist in connecting with your child(ren).

### **INAPPROPRIATE AND DISRUPTIVE BEHAVIORS: LEVELS OF RESPONSE:**

School staff and principals respond logically, appropriately, and consistently when disruptive students misbehave. Rochester City School District Standards for Community-wide Conduct and Intervention Supports four levels of response to inappropriate and disruptive behavior. Each inappropriate or disruptive behavior is assigned to one or more of these levels of intervention and response. Principals and school staff should use only the levels suggested for each behavior. If the inappropriate or disruptive behavior is assigned to two or more levels, then, wherever possible, the lowest level of intervention and disciplinary response should be used first. For example, if a student refuses to follow directions, school staff and principals should use intervention strategies and responses in Level 1 before moving to Level 2. When principals and school staff respond to student behavior, they must consider numerous factors.

### **LEVELS OF INTERVENTIONS AND RESPONSES:**

#### **Level 1: Classroom & SST Interventions and Responses**

- Aimed to teach correct and alternative behavior so students can learn and demonstrate respectful behavior
- May be appropriate when the student has no prior incidents and interventions have not been put in place

#### **Level 2: Administrative Interventions and Responses**

- May involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school
- May be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to affect the learning of the student and others negatively

#### **Level 3: Suspension and Referral Responses**

- May involve the short-term removal of a student from the school because of the severity of the behavior
- It may be appropriate when interventions and supports have been implemented. Still, the behavior escalates (repeated offenses such as failure to follow directions, verbal insults, or putdowns, disrupting the class, etc.)

#### **Level 4: Extended Suspension and Referral Responses**

- Involves the removal of a student from the school because of the severity of the behavior
- May involve placement of the student in a safe environment that provides additional structure to address the behavior
- Focus is on monitoring the safety of the school community and ending self-destructive and dangerous behavior
- May be appropriate when a student's behavior seriously affects the safety of others in the school, such as causing bodily injury to self or others; severe bullying; possessing, distributing, or being under the influence of any controlled substance, etc.)

*Refer to the RCSD Official Code of Conduct for more detailed information at [www.rcsdk12.org/codeofconduct](http://www.rcsdk12.org/codeofconduct)*

### **Bullying/Dignity for All Students Act (DASA):**

Frank Fowler Dow School #52 strictly enforces the Dignity for All Students Act (DASA). The Dignity Act prohibits acts of harassment and bullying, including cyberbullying, and/or discrimination, by employees or students on school property or at a school function, including but not limited to such conduct based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression), or sex (Education Law §12[1]). Cyberbullying is defined as harassment or bullying that takes place through any form of electronic communication (Education Law §11[8]). We encourage all students to report any type of bullying to at least three adults. Anyone can report bullying to the DASA coordinator.

### **Character Education:**

Parents are a child's first and most critical moral teachers. The school must do everything it can to support parents in this role. Parents should also help the school's efforts to teach good values and character. Character Education is the conscious effort of families, schools, and community groups to teach, advocate, and model ethical behavior.

One function of Frank Fowler Dow School #52 is to reflect and reinforce positive character traits and to teach the rights and responsibilities of citizenship. High standards of conduct are closely related to high levels of academic achievement; moreover, such standards are a requirement for effective participation in a democratic society. Frank Fowler Dow School #52 strives to develop behavior that reflects widely held community values. It will incorporate character education as it naturally arises in the curriculum, interactions with others, and all school activities.

### **Frank Fowler Dow School #52 emphasizes one character education trait each month:**

September: TBD

October: TBD

November: TBD

December: TBD

January: TBD

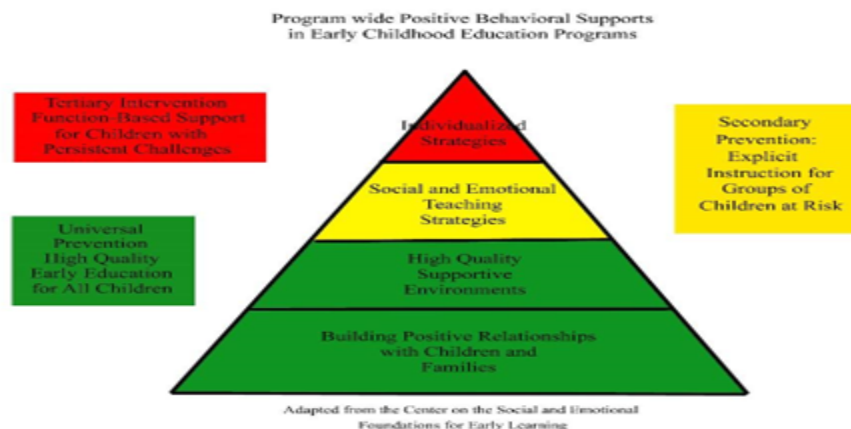
February: TBD

March: TBD

April: TBD

May: TBD

June: TBD



### **Character Kid of the Month:**

Each month, two students from each classroom are nominated by their teacher as a student who exhibits or demonstrates the character trait for that month. Those students will be honored. Character Kids of the Month have their picture displayed on the Main Hallway TV near the Main Office.

### **Ten Tips for Raising Children of Character:**

It is one of those essential facts that raising good children — children of character—demands time and attention. While having children may be “doing what comes naturally,” being a good parent is much more complicated. Here are ten tips to help your children build sturdy characters:

1. **Put parenting first.** This is hard to do in a world with so many competing demands. Good parents consciously plan and devote time to parenting. They make developing their children’s character their top priority.
2. **Review how you spend the hours and days of your week.** Think about the amount of time your children spend with you. Plan how to weave your children into your social life and knit yourself into their lives.
3. **Be a good example.** Face it: human beings learn primarily through modeling. You cannot avoid being a good or bad example to your children. Being a good example, then, is your most important job.
4. **Develop an ear and an eye for what your children are absorbing.** Children are like sponges—much of what they take concerns moral values and character. Books, songs, TV, the Internet, and films continually deliver moral and immoral messages to our children. As parents, we must control the flow of ideas and images that influence our children.
5. **Use the language of character.** Children can only develop a moral compass if people around them use the clear, sharp language of right and wrong.
6. **Punish with a loving heart.** Today, punishment has a bad reputation. The results are guilt-ridden parents and self-indulgent, out-of-control children. Children need limits. They will ignore these limits on occasion. Reasonable punishment is one of the ways human beings have always learned. Children must understand what punishment is for and know that its source is parental love.
7. **Learn to listen to your children.** It is easy to tune out the talk of our children. One of the greatest things we can do for them is to take them seriously and set aside time to listen.
8. **Get deeply involved in your child’s school life.** School is the main event in the lives of our children. Their experience there is a mixed bag of triumphs and disappointments. How they deal with them will influence the course of their lives. Helping our children become good students is another name for helping them acquire strong character.
9. **Make a big deal of the family meal.** One of the most dangerous trends in America is the dying of the family meal. The dinner table is a place for sustenance, family business, and teaching and passing on our values. Manners and rules are subtly absorbed over the table. Family mealtimes should communicate and sustain ideals children will draw on throughout their lives.
10. **Do not reduce character education to words alone.** We gain virtue through practice. Parents should help children by promoting moral action through self-discipline, good work habits, kind and considerate behavior toward others, and community service. The bottom line is character development is behavior — their behavior.

**(Character Education Network)**

### **Curriculum and Instruction:**

The term **curriculum** refers to a school's lessons and academic content. The curriculum typically refers to the knowledge and skills students are expected to learn, which includes the [learning standards](#) or [learning objectives](#) they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, [assessments](#), and other methods used to evaluate student learning.



**English Language Arts (ELA):**

**NYS Next Generation Learning Standards** define the knowledge and skills students should master to graduate high school and succeed in academic college courses and the workforce. The Next Generation Learning Standards for English Language Arts and Literacy define general, cross-disciplinary literacy expectations that must be met for students (Standards) and characteristics of Next Generation instruction. The Standards are organized into four overlapping strands: Reading, Writing, Language, and Speaking/Listening. Because the Next Generation Learning Standards present an integrated literacy model, the Standards mutually inform one another.

<https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

**Mathematics:**

The primary design principles in the Next Generation Learning Standards for Mathematics standards are focus, coherence, and rigor. These principles require that, at each grade level, students and teachers focus their time and energy on fewer topics to form deeper understandings, gain more excellent skill and fluency, and more robustly apply what is learned. Focus on the curriculum to allow students to understand concepts and practice with them to reach a deep and fluent understanding. Coherence in the curriculum means progressions spanning grade levels to build students' knowledge of more sophisticated mathematical concepts and applications. Rigor implies a combination of fluency exercises, chains of reasoning, abstract activities, and contextual activities throughout the module.

<https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf>

**Science:**

Refers to a system of acquiring knowledge. This system uses observation and experimentation to describe and explain natural phenomena. Students receive instruction in science based on the Rochester City School District's curriculum guidelines and the NYS Science Standards.

**Social Studies:**

This is the integrated study of social sciences and humanities to promote civic competence. Within the Rochester City School District, social studies have five specific content areas for focus standards: history of the United States, World History, Geography, Economics, Civics, Citizenship, and Government.

The primary purpose of social studies is to help young people make informed and reasoned decisions about the world in which they live. Social Studies helps to imbue students with the intellectual skills and civic values they need to lead meaningful and productive lives in an interdependent world. Students receive instruction in Social Studies based on the Rochester City School District curriculum guidelines and the NYS Social Studies Framework.

**Field Trips:**

Students can see elements with their eyes rather than reading about them and believing what they are told because it is in print. Through presentations, slide shows, and answering questions, students can instill the lessons garnered on the field trip. Field trips often serve as a powerful motivator for students, stirring up excitement as the journey nears. Permission slips signed by a parent/guardian are required for any student to attend.

**Instructional Technology:**

Resources in the classroom and around the building include Interactive Whiteboards, Chromebooks, and document cameras. Teachers use these resources to provide engaging lessons for the students and provide access to additional information on topics your child is learning about. The Rochester City School District offers computers and networks for students to use for academic purposes. When using Rochester City School District



computers, networks, equipment, and supplies, students must adhere to the “Acceptable Use Policy” guidelines.

### **Art:**

Through our Art Education class, we nurture and inspire young minds to communicate and express ideas visually. In our Art Education classes, we stimulate the creative side of our students’ brains by encouraging creativity in all student projects.

### **Music:**

Class designed for all students in grades K-6 to provide opportunities to develop rhythm skills, singing, listening, reading, and writing of music. Our Music Education classes encourage lifelong enjoyment and love of music.

### **Physical Education:**

Physical Education is a fun and exciting class taught to all students in grades K-6. Our Physical Education class aims to allow each student to develop physical, mental, and social skills through various challenging physical activities. We strive to set a foundation for the enjoyment of healthy physical activity and foster a love for a healthy lifestyle.

### **Library:**

The Frank Fowler Dow School library is in room 102. All students in grades K-6 attend library classes. In addition, they are given opportunities to borrow books from the library, conduct research, and meet with the librarian for support.

### **School Supplies:**

Please check the Rochester City School District- Frank Fowler Dow School #52 website for a list of your child's necessary school supplies. A hard copy of the required school supplies is available in the Main Office or from your child's teacher. Please label all items with your child's full name. School supplies, including crayons, pencils/pens, markers, erasers, glue, etc., are always welcome as they need to be replenished frequently. All students should carry a backpack every day!

### **Textbooks:**

Students are provided with the required textbooks throughout the year.

### **Testing:**

Students will take several state and local assessments throughout the school year. Please look at the calendar and notices for testing days' dates. Please ensure your children get to bed early and eat a healthy breakfast before testing.

### **Grades:**

Frank Fowler Dow School #52 teachers adhere to the Grading Policy and Promotion Criteria the Rochester City School District set forth.

### **Homework:**

Students should receive weekly homework in all core subjects appropriate for their grade and developmental level. Parents/guardians should ensure that all children work in a quiet, well-lit area and that homework is in their child’s backpack each night.

\*All students should read for at least 20 minutes in addition to their assigned homework.

**Report Cards:**

The academic school year is 40 weeks long, from September to June, and is broken down into four quarters- each ten weeks long. Report Cards will be sent home at the end of the 10th, 20th, 30th, and 40th weeks of school in Grades K-6.

**Parent-teacher conferences:**

Can be scheduled at the request of the teacher or the parent at any time during the school year. Please email your child's teacher to make an appointment.

**Suggestions for Achieving a Successful Conference:**

- Write a few notes about what you would like to ask the teacher. Let your child have some input.
- Be ready to listen to the teacher. This can help lead to a productive work session- not just a "listen and agree" session.
- Ask questions about anything you do not understand.
- Call a conference appointment for another time if you have more questions or concerns. We welcome your interest.
- If you cannot attend a scheduled conference, please call or send a note to reschedule before the date and time of the meeting.

**Special Education:**

It is the primary mission of the Special Education Department of the Rochester City School District to work collaboratively with students, parents, and educators to provide an accessible, appropriate public education (FAPE) in the Least Restrictive Environment (LRE) for students with disabilities.

Special education services and support are designed to meet the child's unique needs, providing access to the general education curriculum to meet grade-level standards established by New York State. LRE means that a student who has a disability should have the opportunity to be educated with non-disabled peers to the greatest extent possible. Students with disabilities should have access to the general education curriculum or any other program that non-disabled peers could access.

Special Education Services are provided for students identified by the Committee on Special Education (CSE). The role of the Special Education teacher is to modify instruction and support the student in the least restrictive environment possible. It is based on students' individualized education plans based on goals and objectives for academic and social behaviors.

The CSE Chairperson oversees all Committee on Special Education (CSE) processes and ensures compliance with all Individualized Education Programs (IEP). The School Psychologist oversees all Section 504 Plans with State and Federal Regulations.

**Instructional Support Program- RTI:**

School #52 has an instructional support program (Response to Intervention) for qualifying students provided by the General Education Teachers. This program includes additional and more intensive instruction in reading and mathematics. Instruction may occur in the regular classroom or involve consultation between the regular classroom teacher and the intervention teacher. This service is offered to students based on a combination of state testing results, local assessment results, classroom performance, or individualized assessments.

**English as a New Language (ENL):**

Language services are provided by an English as a New Language teacher to students identified as English Language Learners by NYS assessments. Our ENL program aims to increase student knowledge and acquisition of the English language to demonstrate speaking, listening, reading, and writing skills in English.

**Speech, Language, and Hearing Services:**

The speech-language teachers are responsible for identifying, assessing, and providing treatment for students who have struggled with communication. Services are provided to students individually, in small groups, and within the classroom. The Speech teacher's goal is to increase the language and communication skills of the identified students.

#### **Physical Therapy/ Occupational Therapy Program:**

This program is available as a service related to children, which the Committee on Special Education has identified. Delays in fine motor, sensory processing, visual perception, and self-help skills may impact a student's ability to independently manage daily classroom activities and routines. These programs aim to increase these skills for their identified students. Services are provided to students individually or in small groups.

#### **School Psychologist:**

Serves children and families by assessing children's abilities, strengths, and weaknesses and helping teachers develop plans to assist their learning.

#### **Social Worker:**

A connection between the school, home, and community. The Social Worker provides direct services to the children, parents, and staff members, as well as referrals to resources within the community. Services include crisis intervention and individual, family, and group sessions focusing on issues that may interfere with school performance.

#### **School Counselor:**

A resource dedicated to helping students with various social or personal problems throughout the school day.

### **10 Tips for Helping Your Child at Home**

1. **Talk positively about the school experience.** Even if your school memories were not always pleasant, you can help your child by emphasizing the positive opportunities that school affords him.
2. **Talk positively about teachers, education, and homework.** Your positive attitude can help your child develop an optimistic approach to school.
3. **Show interest in what your child is learning.** By asking questions and letting your child share, you communicate that learning is essential and stimulating. Again, emphasize the positive. Ask questions like, "What did you do that you liked?"; "What did you feel good about?"; "What would you like to learn more about?"; "What are you reading?"
4. **Continue learning.** Your child sees you as a model for many things. If you continue to expand your knowledge and skills by reading or even taking a course, your child sees the value in learning.
5. **Let your child teach you.** You can strengthen your child's learning by letting her explain new concepts.
6. **Please help your child find ways to apply his learning to everyday life.** The more practical information is, the more motivated your child will be to tackle new material.
7. **Avoid the grade trap.** Avoid the trap of making grades a competition. Help your child learn to relax and enjoy learning without the pressure to compete.

8. **Develop realistic expectations for your child.** Please encourage your child to do his best in school, remembering that children will naturally do better in some areas than others.
9. **Provide a quiet place and time for homework.** Having a special place for homework, whether a quiet desk in their rooms or at the kitchen table, helps build a routine and an atmosphere conducive to work.
10. **Encourage your child to read at home.** Reading is the cornerstone of much learning. The more your child practices this essential skill, the better he will do in all subjects.