**Family and Student Handbook**

**2023-2024**

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**Principal:** Dr. Mary Ferguson

[Mary.Ferguson@rcsdk12.org](mailto:Mary.Ferguson@rcsdk12.org)

**Assistant Principal:** Mr. Redell Freeman

[Redell.Freeman@rcsdk12.org](mailto:Redell.Freeman@rcsdk12.org)

**School Hours:** 9:00AM- 3:30PM

**100 Farmington Road, Rochester, New York 14609**

**Phone: (585) 482-9614 Fax: (585) 654-1079**

[**https://www.rcsdk12.org/52**](https://www.rcsdk12.org/52)

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

Our mission is 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.

**Important Phone Numbers**

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

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

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

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

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

* **Absence**: If a student is absent, a parent/guardian should:
  + Call the school (585) 482-9614 to report the absence
  + Upon the child’s return, send a **written note** to the child’s teacher
  + Please be aware that a child is marked illegally absent if an excuse is not provided
* **Tardiness:** If students are not in the homeroom by 9:15am, they are marked late. After 9:15am, students must report to the “Main Office” for a late pass before being admitted to class
* Breakfast is available until 10:00am

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| **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/or to Child Protection Services for Educational Neglect.** |

**Arrival Procedures/Protocol:**

* Doors open at 9:00am. Please do not drop off your child before that time, as there is no supervision. If they are walkers, the same procedure applies.
* Walkers and drop-offs can arrive between 9:00am and 9:10am.
* All walkers, bussers, and drop offs enter the school at the following doors between 9:00am - 9:10am.
  + K-2 Grade enter using **EXIT 4**
  + Grades 3 - 6 enter using the **EXIT 1** **MAIN ENTRANCE**
* Students must travel directly to their homeroom as soon as they enter the building. All students will receive breakfast once in their homeroom. Students should not stop at the bathroom prior to reporting to Homeroom.
* The instructional school day starts at 9:15am.
* Parents, please be mindful that we need to quickly get into instruction. 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 **3:30pm**.
* Students will remain in the classroom until 3:30pm for instructional purposes. Calling rooms to dismiss students earlier than 3:30pm is a disruption to the learning environment.
* For the safety and security of students, students may not be dismissed at the last minute between 3:15pm and 3:30pm.
* At 3:30pm all students will exit their respective doors (K-2 Exit #4 and Grades 3-6 Exit #1- Main Entrance) and be released to the authorized adult by a School #52 staff member.
* Students must be signed out by an adult that has been authorized by the child’s parent/guardian.

Photo ID may be required for safety purposes.

* All students should be picked up by **3:30pm**.
* 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.

**Special Circumstances:** If special circumstances require a change in your child’s regular dismissal, a written note should be sent in to the teacher and forwarded to the Main Office in the morning written by the parent/guardian.

**Transportation:** Transportation assistance is provided to families. Maria Rodriguez is in charge of transportation. She can be of assistance by phone (585) 482-9614 x- 1004 during school hours.

\*If you move during the year and your child needs to be assigned a new 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 proof at least two weeks prior to your actual move. This will allow transportation enough time to make a change in your child’s bus assignment.

**Bus Discipline Procedures:** Transportation is a free service offered to School #52. Students and safety are the number one priority. Students are expected to follow all of the bus behavior expectations in order to ensure safe travel to and from school. All bus discipline will be handled by the Transportation Department.

**MINOR INFRACTIONS:**

1st Bus Infraction = Warning: Student conference and parent phone call

2nd Bus Infraction = Warning: Student and Parent conference

3rd Bus 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, extreme obscene language and/or gestures, endangering the safety of the driver or other students due to unacceptable behavior, or if the bus has to be stopped to address student’s behavior.

**Visitors:** MAY ONLY ENTER the building by EXIT #1 - Main Entrance.

* All visitors must report to the Main Office upon entering the school and must sign in on the visitor’s log.
* If you are interested in visiting a classroom:
  + Please call in advance to schedule an appointment with a teacher.
  + If you need to speak to a teacher, please leave a message on the teacher’s voicemail. You can always email the teacher directly.

**Birthdays:** Some families choose to send in treats on their child’s birthday. You must contact your child’s teacher to plan for your child’s birthday treat at least 2-3 days prior to the day that you would like to send something in. Reminder- due to strict health department laws, no homemade treats can be served to children as part of a classroom party.

**Emergency Drills:** Emergency Drills are conducted throughout the year. It is important 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 that we will have throughout the year.

**Emergency Information:** Due to the possibility of any of the above situations at any given time, it is imperative that the school has the most up to date emergency contact information on file. Parents are responsible for completing all information requested on the Student Information sheet AND to update any changes during the school year, including: parent employment changes, phone number changes, address changes, custodial changes, and emergency contact changes.

**Emergency Weather Conditions:** Radio and local television stations are notified when the closing of school is necessary. Information can also be obtained by visiting our 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:** In order for a child to remain in school, he/she must be current and fully immunized by New York State Law. A student can be restricted from attending school if their immunizations are not up to date.

**Medication:** The New York State Department of Education has established clear guidelines for the administration of medication in schools.

* Medication Authorization forms can be accessed from the Rochester City School District website.
* All prescription and non-prescription drugs require a doctor’s order and signed parent permission on file in the permanent health record.
* Medication orders must be renewed annually at the start of the school year or whenever there is a change in the original prescription.

**Physical Examinations:** New York State Education Law requires physical examinations before entry into Kindergarten, First, and Third grades. Students new to the District are also required to have an exam. Exams may be done by a family physician.

**Communicable Diseases:** If your child is diagnosed as having a communicable 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 any suspected communicable disease will be excluded from school until diagnosed and/or treated. Parents/guardians will be notified. If sick with a fever, a child must be treated and fever free for 24 hours before returning to school. There are some situations in which it is best to plan on keeping your child home for the day to rest or to arrange for an appointment with your healthcare provider. The following are a few situations that warrant watching and possibly conferring with your healthcare provider:

* Persistent fever greater than 100 degrees orally, including a fever that requires control with medication, such as Tylenol.
* Child is too sleepy or ill from an illness, like vomiting and/or diarrhea, to profit from sitting in class all day.
* Significant cough that make a child feel uncomfortable or disrupts the class.
* Sore throat that is severe, accompanied by fever and/or feeling ill, that persists longer than 24 hours, and after known exposure to a confirmed case of 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.
* 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.

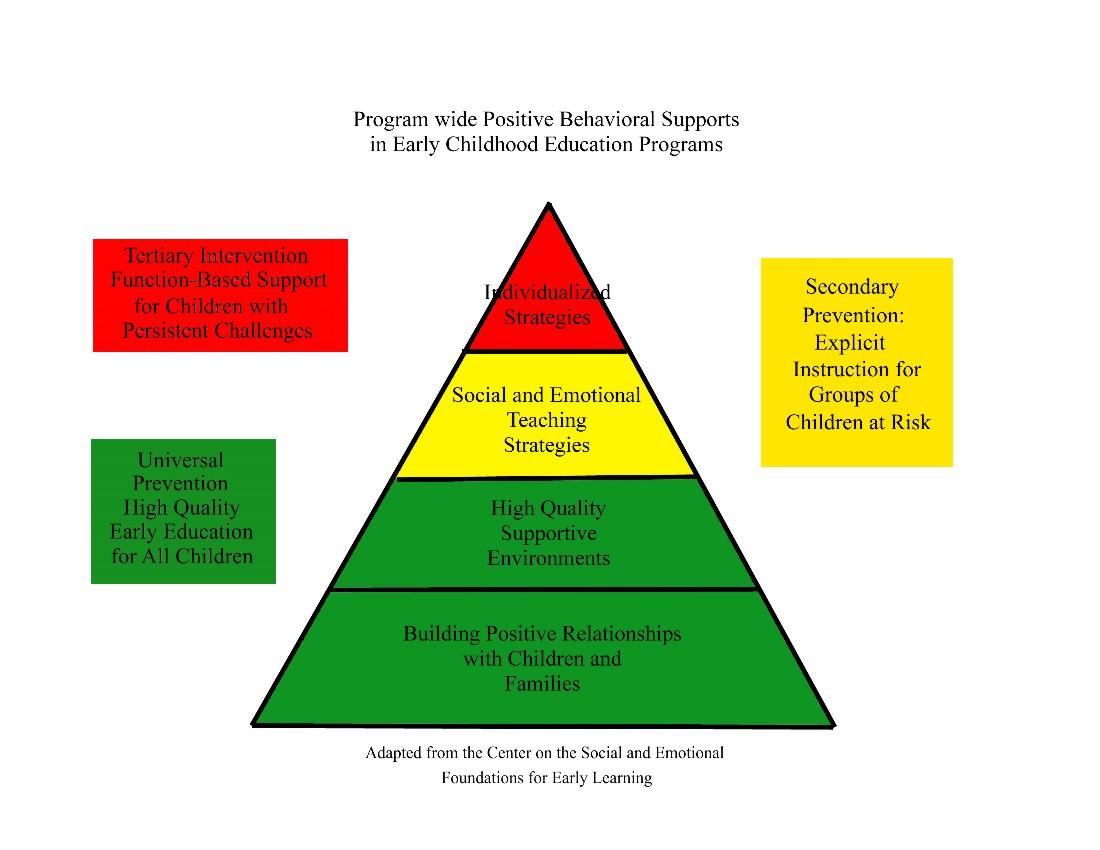
**Lice**: If your child has lice, or you suspect the occurrence of lice, please contact the school nurse. Once a child has been identified with head lice, in order to reenter school, the child must receive treatment, and must pass through the health office and be examined by the nurse before being sent to the classroom for two weeks after treatment.

**Recess:** Frank Fowler Dow School #52 shall provide the opportunity for physical activity, such as recess, for students as per the District’s Wellness Policy. Children benefit from vigorous exercise and should be given the opportunity to play outside whenever possible. Unless it is snowing heavily or there is ice on the playground, low temperatures are not necessarily a barrier to outside play as long as children are appropriately dressed. Please ensure your child is dressed for the weather every day in order to participate in outdoor recess.

**Cafeteria Services:** Breakfast is served from 9:00am to 9:15am daily, in the classroom. Please ensure your child arrives on time prior to 9:15am in order to have adequate time to eat breakfast. Research shows that eating breakfast is correlated to higher test scores, higher attendance rates, and improved concentration

**In accordance with our Health and Wellness policy, we ask that any lunches, snacks, and beverages brought from home are healthy, nutritious and low in sugar**.

**PBIS - Positive Behavioral Interventions and Supports:** PBIS is a proactive 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 effectively educate all students.



Tier 1/Universal: In Tier 1 of the PBIS model, universal or primary approaches that are preventative in nature are put into place.  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. Outcomes, systems, data, and practices are continually evaluated when providing universal supports.

Tier 2/Secondary Interventions: Secondary Systems provide targeted interventions to support students who are 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 records of student behavior/student data. Effective Secondary interventions are meant to produce measurable changes in behavior and improvement in a student’s success. Progress monitoring is used for evaluating student outcomes, determining if adjustments should be made to an intervention or if a student needs more intensive interventions provided through Tertiary supports.

**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. At the end of each class period, classroom teachers provide behavioral feedback, based on the school-wide expectations, on a Daily Progress Report Card.

**Discipline Policy & Procedures:** The rules set forth in the Code 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 appropriate situations.

**INAPPROPRIATE AND DISRUPTIVE BEHAVIORS: LEVELS OF RESPONSE:** When students are disruptive or act inappropriately, school staff and principals respond logically, appropriately and consistently. Rochester City School District Standards for Community-wide Conduct and Intervention Supports 2021 describes four levels of possible 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 first use intervention strategies and responses in Level 1 before moving to Level 2. When principals and school staff respond to student behavior, they are expected to 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 negatively affect the learning of the student and others

**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

• May be appropriate when interventions and supports have been put in place but the behavior is escalating (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; serious 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*

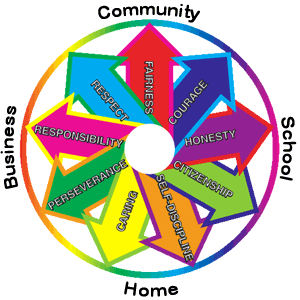
**Bullying/Dignity for All Students Act (DASA):** Frank Fowler Dow School #52 strictly enforces the Dignity for

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 those 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 which 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 important moral teachers. The school must do everything it can to support parents in this role. Parents should also support 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 and will incorporate character education as it arises naturally in the curriculum, in interactions with others, and in all school activities.

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

September: Respect

October: Inclusion

November: Bravery

December: Friendship

January: Work Ethic

February: Leadership

March: Growth Mindset

April: Citizenship

May: Compassion

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

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|  | **Ten Tips for Raising Children of Character:** It is one of those essential facts of life 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 you can 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. In fact, you can’t avoid being an example to your children, whether good or bad. Being a good example, then, is probably 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 in has to do with moral values and character. Books, songs, TV, the Internet, and films are continually delivering messages — moral and immoral — to our children. As parents we must control the flow of ideas and images which are influencing our children. 5. **Use the language of character.** Children cannot develop a moral compass unless 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 not only a place of sustenance and family business but also a place for the teaching and passing on of our values. Manners and rules are subtly absorbed over the table. Family mealtime should communicate and sustain ideals which 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 to 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 the lessons and academic content taught in a school. Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the [**learning standards**](http://edglossary.org/learning-standards/) or [**learning objectives**](http://edglossary.org/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](http://edglossary.org/assessment/), 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 able to succeed in academic college courses and in 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 model of literacy, the Standards mutually inform one another.

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

**Mathematics:** The main 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, in order to form deeper understandings, gain greater skill and fluency, and more robustly apply what is learned. Focus in the curriculum is meant to give students an opportunity to understand concepts and practice with them in order to reach a deep and fluent understanding. Coherence in the curriculum means progressions that span grade levels to build students’ understanding of ever more sophisticated mathematical concepts and applications. Rigor means 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 Districts curriculum guidelines and the NYS Science Standards.

**Social Studies**: 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, such as history of the United States, World History, Geography, Economics, and 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:** The experience goes beyond reading about a concept; students are able to see it, manipulate it or participate in it physically. Students are able to see elements with their eyes rather than reading about it and believing what they are told because it's in print. There are also plenty of opportunities to incorporate the field trip experience back into classroom activity after returning to school. Through presentations, slide shows, and answering questions, students can instill the lessons garnered on the field trip. Field trips provide entertainment for students. They often serve as a powerful motivator for students, stirring up excitement as the trip nears. Breaking away from the routine provides students with a refresher that might make them more focused back in the classroom. Learning and fun make a great combination! Permission slips signed by a parent/guardian are required for any student to attend.

**Instructional Technology**: Franklin Fowler Dow School #52 incorporates technology use and resources in daily instruction. 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 provides computers and networks for students to use for academic purposes. When using Rochester City School District computers, networks, equipment, and supplies, students are expected to adhere to the “Acceptable Use Policy” guidelines.

**Art:** It is through our Art Education class that we nurture and inspire young minds to communicate and express ideas in a visual manner. 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 skills in rhythm, singing, listening, reading, and writing of music. The goal of our Music Education classes is to encourage a life-long enjoyment and love of music.

**Physical Education**: Physical Education is a fun and exciting class, taken by all students in grades K-6. The goal of our Physical Education class is to provide each student with an opportunity to develop physical, mental and social skills through a variety of challenging physical activities. We strive to set a foundation for enjoyment of healthy physical activity and foster a love for a healthy lifestyle.

**Library**: The Frank Fowler Dow School library is located in room 102. All students in grade K-6 attend library class. In addition, they are given opportunities to borrow books from the library, conduct research, and meet with 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 necessary 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 required textbooks to use throughout the year.

**Testing:** Students will take a number of state and local assessments throughout the school year. Please watch the calendar and notices for dates of testing days. Please ensure your children get to bed early and eat a healthy breakfast prior to any testing.

The NYS testing window for ELA 3-8: April 8 - 12, 2024

The NYS Testing Window for Math 3-8: May 6-9, 2024

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

**Homework**: It an essential ingredient in a child’s academic success. Students should receive weekly homework in all core subjects appropriate for their grade and developmental level. It is important that parents/guardians establish a daily structured routine for homework completion. Parents/Guardian should ensure that all children work in a quiet, well-lit area and ensure that homework is in your child’s backpack each night.

\*All students should read for a minimum of 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 10 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**: Will be held on Tuesday, October 11, 2023 and again on Tuesday, March 5th, 2024. Parent-Teacher Conferences are also held 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. Unexpected visitors may or may not be able to meet with teachers on the spot.

Suggestions for Achieving a Successful Conference:

* Write yourself 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.
* Set up a conference appointment for another time if you have more questions or concerns. We welcome your interest.
* If you are unable to attend a scheduled conference, please call or send a note to reschedule prior to the date and time of the conference

**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 a free, appropriate, public education (FAPE) in the Least Restrictive Environment (LRE) for students with disabilities.

Special education services and supports 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 would be able to 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 that goals and objectives for academic and social behaviors are based.

The CSE Chairperson oversees all Committee on Special Education (CSE) processes; ensures compliance of 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 a program of instructional support (Response to Intervention) for qualifying students provided by the General Education Teachers. This program includes additional and/or more intensive instruction in reading and mathematics. Instruction may take place in the regular classroom, or it may 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 who have been identified as English Language Learners by NYS assessments. The goal of our ENL program is to increase student knowledge and acquisition of the English language, so that they are able 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 identified with struggles in communication. Services are provided to students individually, in small groups, and within the classroom. It is the goal of the Speech teacher to increase the language and communication skills of the identified students.

**Physical Therapy/ Occupational Therapy Program:** Available as a related service to children who have been identified by the Committee on Special Education. 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. The goal of these programs is 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 in their learning.

**Social Worker**: Serves as 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, as well as individual, family and group sessions focusing on issues that may be interfering with school performance.

**School Counselor**: A resource dedicated to helping students with a variety of 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 own school memories were not always pleasant, you can help your child by emphasizing the positive opportunity 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 important and stimulating. Again, emphasize the positive. Ask questions like, "What did you do that you really 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 own knowledge and skills by reading or perhaps 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 to you.
6. **Help your child find ways to apply his learning to everyday life.** The more practical information seems to be, 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.** Encourage your child to do the best he can in school, keeping in mind that children will naturally do better in some areas than in others.
9. **Provide a quiet place and time for homework.** Having a special place for homework, whether it's a quiet desk in their own 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'll do in all his subjects.