

Ronald L. Sodoma
Elementary School
2022-2023
Parent Handbook



Achievement, Character, Success for Life... ACS

Ronald L. Sodoma Elementary School

324 East Avenue

Albion, New York 14411

(585-589-2030)

Dear Parents and Guardians:

The Albion Purple Eagle family welcomes your child to the Ronald L. Sodoma Elementary School! We are excited to return to school and look forward to working with you and your child.

As we begin our year, we want to emphasize that our focus at the elementary level is on promoting a safe, positive and creative approach to learning. We value close partnerships with our families. We believe in Achievement, Character, and Success for all of our students and work each day to help them develop a love for learning and a positive mindset.

There is no doubt that YOU are our most important partner when it comes to your child's education. To help us create that partnership, we realize that consistent communication is essential. Throughout the school year, we encourage you to contact us, your child's teacher, or the Elementary School office at 589-2030 whenever you have a question or concern.

It is our hope that this Parent Handbook will assist you as we begin to navigate this school year. Please read it carefully. You will find many of our procedures for things such as morning drop off and afternoon dismissal will look a little different this school year. We have found that some changes needed to be made to increase safety and efficiency. We ask for your patience as we all continue to become familiar with new ways of doing things.

Just a reminder our elementary office is open from 7:30 a.m. - 4:00 p.m. Teachers are generally available for calls from 8:40 a.m. until 9:00 a.m., and after dismissal. Our phone number is 585-589-2030. Voicemail can be left for a teacher at any time. Email addresses are available on our website.

As the summer draws to a close, please know that we are ready to face any challenges that may lie ahead and look forward to our first days of school. Thank you in advance for your support and continued participation as we welcome back our youngest Purple Eagles.

Sincerely,

Angela Conway

Angela Conway
aconway@albionk12.org
Principal

Kevin Beaumont

Kevin Beaumont
kbeaumont@albionk12.org
Assistant Principal

The school leadership team and office use a mass email and text/phone service called Aptegey. This allows us to communicate important information to families. If you find that you aren't receiving notices, please contact us so that we can remedy the situation.

Notes and flyers regarding school activities are often sent home with students. Please check your child's backpack, or take home folder, etc. on a daily basis.

Parents and members of the community are encouraged to attend Board of Education meetings, which are generally held the first Monday of each month via You Tube or in person in the District Office conference room.

Who Do I Contact about...

Albion District Office	Mr. Edwards, Superintendent.....589-2050
Attendance/Absences	Attendance Office589-2031
Bus Garage/Bus Routes	Ms. Tara Draper.....589-2070
Cafeteria/M meal Info	Mrs. Maevonne Luckman.....589-2075
Concerns/Problems	Mrs. Angela Conway, Principal.....589-2030
Counselor (pK-2)	Mrs. Gena Szymula-George.....589-2032
Counselor (3 rd -5 th)	Mrs. Katie Badura.....589-2038
Discipline	Mr. Kevin Beaumont, Assistant Principal...589-2030
Health Office	Mrs. Necole Rotthoff.....589-2033
Health Office	Mrs. Naomi Zelif.....589-8376
Lost and Found	Elementary School Secretaries..... 589-2030
School Psychologist	Mrs. Betsey Martel.....589-2034
Special Education	Mrs. Jessica Beal.....589-2086
Registrar	Mrs. Amy Casticone.....589-2051

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School Arrival and Dismissal

The safety and security of our elementary community continues to be our priority. Therefore, arrival and dismissal procedures for the 2022-2023 school year will continue to promote the highest safety for our students. We ask for your assistance and cooperation so that we can:

- continue to ensure that only approved individuals will pick-up your child
- reduce traffic (vehicle and people) in the bus lanes
- restrict individuals from accessing our building and children without an approved purpose

Entry to the elementary school hallways and classrooms will be restricted from 8 am to 4 pm to students and employees only, unless you are an approved volunteer or visitor.

Students who ride the bus to and from school:

Students riding the bus to and from school will have staff on the sidewalks and in the halls to supervise these transitions.

Students who come to school after 9:15 am or leave before 2:45 pm:

Our school day runs from 9:00-3:25. Any student who comes to school after 9:15 or who leaves before 2:45 will need to be signed in or out at the main lobby. Any student who arrives after 9:15, or who is pulled from class prior to 2:45 will require a written reason. Afternoon Pre-Kindergarten will enter through the main lobby if being dropped off by a parent.

Parking Lot

Always use the Clarendon Road entrance and not the entrance by the High School.

Do not drive through the bus loading zone at any time. The bus loading zone is the area immediately in front of the school to the grass median. Parent drop off is at the east end of the building at the Clarendon Street loop near the Blue/Yellow/Red playground.

Students who come to school by car: 8:45 am-9:15 am

Students who arrive by car will go to the Cafeteria until 9:00 am. Students arriving between 9:00-9:15 am will go directly to their classroom. Parents will not be allowed to enter the school building.

How to drop off:

Students should be dropped off at the Clarendon Street loop. This is a one way loop, and you must for the safety of everyone, stay in your lane and never pass on the left.

Please pull as far forward as you can. School staff will wave your vehicle forward as far as possible. Vehicles that stop and drop off too far back on the loop create backups onto Clarendon.

When it is time to unload, please unlock your doors, look for school staff members as they start to assist with unloading, and direct your passenger(s) to exit the vehicle. Please encourage your passenger(s) to exit with efficiency.

Please stay in your vehicle. If you do need to get out of your vehicle, **please put your hazard lights on.** Children should exit on the right/passenger side. If you need to have your child exit on the left side because of a car seat, please put your **hazard lights on.**

Students will enter the building and go to either the Cafeteria or their classroom.

Dismissal - Parents that are picking up their child at dismissal will now be using the Clarendon Street Loop instead of the East gym. *The dismissal time for ALL students will be 3:15 p.m.* We will be utilizing a new app starting in September to assist with the end of day student pickup. This new app will allow parents to remain in their car during the dismissal process. More information will be provided.

Transportation Other Than to Residence

New York State Education Law obligates the District to transport students to and from their residence in accordance with defined limits. The School District has no obligation in this regard. **However, we understand that the babysitter's residence becomes the school bus stop for many of our students.** Albion Central School District will, therefore, honor requests for transportation to and/or from a point other than the family residence **on an annual basis.** If a student is going to walk or bike home or to another location, then a note must be sent.

Requests are honored one time only. The School District and the parents are obligated to the agreement for the entire school year. The district will not approve bus stops on differing days for any individual student or adjust a student's bus assignment after the beginning of the school year, unless you change your residence. This determination is based on the District's requirement to ensure safe and secure transportation for every student.

Emergency or extenuating circumstances shall be handled through respective building principals.

The school district is prohibited from transporting students to after school organizations such as Scouts, 4-H, dancing class, music lessons, or to a friend's house. Requests of this nature are not "emergencies" and will not be honored by the school district. It is the responsibility of the parent or guardian to provide transportation to and from these non-school related activities.

Please understand that bus changes by telephone or notes can NOT be honored. No student is allowed to ride on another bus without a completed bus transportation form being filled out. NO notes will be accepted to change an address.

Any student that has not been picked up by 3:25 will be sent home on their assigned school bus.

School Closings

There may be times that it is necessary for us to send the students home because of an emergency. It is important that in case this happens the children know what to do if there is no one home. When we change the routine of young children, it often frightens them, especially if they do not know what to do. For this reason, we ask you to make sure your child knows exactly what to do in case it is necessary for us to send him/her home at a time other than the regular dismissal time. This is especially true in case you might not be home.

During severe winter weather conditions, it might be necessary to cancel school. Whenever this is necessary, we call the local radio stations and they continually broadcast this information. Please DO NOT call the school to obtain this information as it is necessary for us to keep our lines open for emergencies.

Emergency Communication

Albion Central School District has a mass communication system available to alert you about important information about our schools! We now have the means to deliver important messages to you via e-mail, phone call, and/or text message. School closings and other emergency alerts will automatically be delivered to any phone number, text message system, and/or e-mail account listed in the schools database.

Please make sure that your contact information is up to date.

Please note that school closings may be announced as early as 5:30 a.m. and that we will still use our usual television and radio station alerts in the event that phone, text, and e-mail systems are unavailable during an emergency.

Rights of Non-Custodial Parents

In the case of divorce or separation, a school district must provide access to both natural parents, custodial or non-custodial, unless there is a legally binding document that specifically removes that parent's rights.

A legally binding document is a Court Order or other legal paper that prohibits access to education records, or removes the parent's right to have knowledge of your child's progress and to discuss with the teacher his or her school experience.

An educational agency or institution may presume the parent has the right to examine records unless it has been provided with a legally binding document. The school does not need the permission of the custodial parent to give access to the non-custodial parent.

Visitors to the School

Persons who are not students or staff must sign in at the lobby window when they enter the school building. Student visitors from other schools, unless they have specific reason and prior approval of the Building Principal, are not permitted to enter the school.

In June 2021, The Raptor visitor management system, a visitor screening process, was introduced in the Albion Central School District.

The automated system screens and records each visitor, volunteer, or contractor who enters the district, alluring the district to more accurately identify guests in our buildings. It screens for sex offenders, alerts our staff of custody issues, and provides us a list of anyone who has been on campus.

If you plan to enter the school, you will need to provide your driver's license or government issued identification in order to receive an identification sticker to wear and display during your visit to our schools.

Your child's safety and well-being is our top priority. Please be patient as we learn and implement the new system. This process will help make our schools safe.

To learn more about the Raptor Visitor Management system, head to <https://raptortech.com>.

Visitors to the school shall be governed by the following rules:

- All visitors must have approval of the principal prior to coming into the school.
- All visitors must report to the lobby window, sign in, and be issued a visitor's tag, which must be displayed at all times. The visitor must sign out at the conclusion of the visit.
- Parents are encouraged to visit the teachers, counselors, school nurse, school psychologist and other personnel **by appointment**, in order to discuss any problems or concerns the parent may have regarding their child.

Deliveries & Class Treats

All food brought into school for treats, birthday parties, or special occasions should be store bought. **We ask that deliveries of flowers, candy, and balloons be reserved for your delivery to a student's home address as to limit the distractions it may cause in classrooms.** We appreciate your cooperation regarding these issues.

***All items that contain peanuts or peanut products are not allowed. There may be additional allergens to consider, please check with the child's teacher prior to sending in any food.**

As an alternative to sending in the usual classroom treat, parents are encouraged to purchase a book for the classroom library instead. Reading this book to the class provides a lasting memorable "treat" for all the children.

Absence, Truancy and Tardiness

Students are marked tardy after 9:15 AM and an early-release before 2:45 PM.

We ask you to promote positive attendance habits. Yes, we all have had days that we would rather stay in bed. But we can teach our children a stronger respect for school, a stronger power of responsibility, and a stronger feeling of optimism for a new day by teaching them how to get “up and at it!” We need you to make the consistent decision to have your child in school every day and on time.

Every student is expected to be on time and to attend all classes, except in the instances listed below. Attendance calls will now be done by an automated system. In the event that your child will be absent from school, we still ask that you notify the school as soon as possible. Should you receive an automated call, please follow the instructions given. Our attendance clerk can still be contacted directly at 589-2031 to report a student absence. You may leave a message with the reason and length of absence, as well as a request for missed work. It is essential that parents or guardians provide a written excuse for each absence. Such excuse should contain the reason and date of absence, and be presented to the teacher as soon as a student returns to class. Undocumented absences may be considered to be truancy.

Student absence without the knowledge or consent of the parent or guardian is considered truancy. Truancy is a violation of New York State Law and is subject to disciplinary measures imposed both by the school and the Family Court.

We will take an active role in communicating with you about student absences. If your child will be out for an extended period of time, we can make arrangements with a doctor’s note for tutoring. Ongoing attendance concerns will result in letters home, conferences and potentially the assistance of other agencies.

The following reasons for student tardiness or absence from school are recognized as valid:

- Sickness.
- Religious observance.
- Death or illness in the family.
- Required Court appearances

The nurse’s office recommends the following guidelines for defining sickness:

- Temperature of 100 degrees or higher
- Vomiting or diarrhea due to illness in the last 24 hours
- Chickenpox or other contagious rashes
- Strep Throat- Child must be on antibiotics for a full 48 hours
- Red sclera (white of eye) with drainage noted
- Red/swollen throat
- Extreme fatigue (falling asleep in class)
- Wheezing/respiratory distress

- Any injury deemed by health office staff to require parent observation and/or medical intervention.

PEDICULOSIS (HEAD LICE)

Few conditions seem to cause as much concern in schools and homes as an infestation of head lice in children. Students in the elementary grades (ages 3 through 10) are the most likely target hosts for these insect pests. Head lice do not respect socio-economic class distinctions and their presence does not indicate a lack of hygiene or personal cleanliness. Recent medical recommendations from both the American Association of Pediatrics (AAP) and the National Association of School Nurses (NASN) do not treat head lice as an illness that necessitates an absence from school and have shown that the contagion does not spread as easily as once thought. Therefore, the Board of Education does not condone the absence of students from school for unnecessary reasons and considers head lice an unnecessary absence that impedes a student's educational progress.

In order to control infestations of head lice (Pediculosis), the Board of Education has adopted the following protocols:

- a) Whenever there is a possibility that a student is infested, staff will contact the student's parents. An infested student should not return to school unless corrective treatment has been given and the student is free of active lice. Current treatment protocols make this possible in less than twenty-four (24) hours. Parents may be asked to have a physician prescribe medication for treatment.
- b) A student who has been infested will be readmitted to school after successfully completing an examination by the school nurse.
- c) School staff will work with parents to minimize student absence caused by exposure to head lice. An infested student is not sick and is not a danger to other students. Excessive and unnecessary absences affect a student's educational progress.
- d) School staff will protect student privacy and maintain confidentiality of medical information when infestations are detected.
- e) School staff will also work to minimize the social stigma that is unfairly attached to victims of head lice infestations. Head lice are not caused by poverty or unsanitary conditions. Students will not be separated from their peers or singled out as infected. All staff will learn proper precautions to prevent further spread of the infestation.

Regulations will be developed to provide guidelines on the detection and treatment of head lice, as well as classroom procedures for dealing with affected students.

BOE Adoption Date: 1/09/12

Medical or Mental Health Concerns: 585-589-2033 or 585-589-8376

In order for the school to provide safe care to our students, please notify one of the school nurses of any medical or mental health care issues that your child may have. If these medical or mental health concerns could potentially inhibit the academic performance of your child in the classroom, then please also contact our school psychologist or school guidance counselor.

Emergency Contact Information

Please provide numbers for your home, work, cellphones, and at least two other emergency contacts. Please update us if any of the information changes throughout the year.

Medication at school

In accordance with the New York State Department of Education regulations, medication may be administered to your child during the school day if the following are in place:

- Written order from the child's doctor. These may be faxed to 585-589-2059. Attention Elementary School Nurse
- A written statement from the parent/guardian requesting administration of the medication in school as ordered by a licensed practitioner.
- **DO NOT SEND MEDICATION TO SCHOOL WITH YOUR CHILDREN!**
- Parent must deliver medicine directly to the school nurse
- **The school nurse will keep medicine in a locked cupboard.** Unused medication will be destroyed at the conclusion of the treatment if parent does not pick it up. For certain medications, especially controlled substances, standards of best practice include counting the medication upon receipt and periodically. This is not a legal requirement, but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking.
- Parent must report any change of time or amount of dosage per doctor's instructions
- Medication must be in the original prescription bottle with original label and directions affixed to the bottle.
 - Prescription medications must display the following information on the pharmacy label:
 - Name and phone number of the pharmacy.
 - Licensed practitioner's name.
 - Date and number of refills.
 - Name of medication/dosage.
 - Frequency of administration.

- Route of Administration and/or other directions.
- OTC medications must be in the manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples.
- A new order and medication is required at the beginning of each school year

It is the parent's responsibility to keep track of when more medication needs to be brought in. Parents should be advised to ask the pharmacist for two containers, one to remain at home and one at school.

Student Physicals

All students entering Albion Central School District must have proof of a current physical.

New York State law requires a health examination by a licensed physician, physician assistant or nurse practitioner for the following students:

- Pre-K or Kindergarten, Grade One, Three and Five
- Students transferring into the District whose health record shows no examination in the previous grade listed in "Item 1" above
- All students referred
- All students with handicapping conditions as required by law

The Commissioner's Regulations in Section 136.3 state:

Each student enrolled in the public school to have a satisfactory health examination conducted by the student's family physician, physician assistant or nurse practitioner, upon the student's entrance in such school at any grade level and for each student entering pre- kindergarten or kindergarten and in the 1st, 3rd, 5th, 7th, 9th and 11th grades. (grade change effective 7/1/2018). Such examination shall be acceptable if it is administered not more than twelve months prior to the commencement of the school year in which the examination is required.

If your school year began on September 6, 2022, then any physical conducted between September 7, 2021 and September 5, 2022 is valid for the entire 2022-2023 school year.

Question: If a student has not submitted a health appraisal, can the school's medical director do a physical without parental permission?

Answer: Information in the Commissioner's Regulation 136.3 provides this framework for obtaining mandated physicals:

Schools have 30 days from the date of school entry in Pre-K or K and in Grades 1,3,5,7,9 and 11 or upon initial entry to the school to obtain a copy of a health certificate from the parent/guardian of the student

If after 30 days one is not provided, a written notification is sent to the parent/guardian informing them that the school's medical director will perform a health appraisal in 30 days if one is not provided by the parent/guardian to the school

The district will schedule physical examinations at the school with the school physician for all mandated students who do not provide documentation. Examinations will be at the school by the school physician at the District's expense.

Screenings

The following screenings are mandated by the State of New York and will be required or completed at school:

Vision

- Distance acuity for all newly entering students, and students in Kindergarten, 1st, 2nd, 3rd and 5th grades.
- Near vision acuity and color perception screening for all newly entering students.

Hearing

- Screening for all newly entering students and students in Kindergarten, 1st, 2nd, 3rd, and 5th grades.

Scoliosis

- Scoliosis (spinal curvature) screening for all students in Grade 5.

A letter will be sent home if there are findings on the screening done at school that would cause concern or need medical follow up. Please call the school's Health Office if you have any questions or concerns. **585-589-2033 or 585-589-8376**

Progressive and Restorative Discipline

Every error, disrespectful infraction, and lapse of judgment is an opportunity to learn. However, safety is our imperative. We will follow the guidelines of the code of conduct for all student consequences. A student who willfully inflicts harm on another child, willfully destroys property and/or refuses to obey will be sent to an Administrator. Parents/guardians will be contacted, and we will work with you to apply consequences and require your child to follow through on restorative action.

Dignity for All Students Act (DASA)

The DASA coordinator is the principal for each school building, in our case; Angela Conway. Together with the Assistant Principal, and other staff, we will work with everyone involved to sort through the problem, and most importantly, come up with a plan for more positive relationships.

Elementary School Bus Rules

We believe all students can behave appropriately and safely while riding the bus. For the safety of all students, we will tolerate no student that disrupts the driver from performing his or her duties or does not permit other students to have a safe bus ride to and from school. **SEVERE DISORDERLY CONDUCT MAY RESULT IN AUTOMATIC SUSPENSION OF A STUDENT'S BUS RIDING PRIVILEGE.**

Playground Rules

1. No jumping off or walking in front of swings.
2. No balls (including snowballs) on the wood chip area.
3. One (1) person at a time, feet first, in a sitting position on the slide.
4. No climbing on **ANY** slide.
5. No climbing or standing on supports, and/or the highest part of any piece of equipment (i.e. - monkey bars, swing supports, parallel bars).
6. No chase games on any playground wood chip area.
7. No throwing of wood chips.
8. No playing on sidewalk areas near the building. This includes patio areas.
9. No football, baseball, hardballs, and wooden or metal bats.
10. No going in any parking lot area for any reason.
11. No climbing on picnic tables and/or benches.

For your child's safety, we request that your child has a pair of "closed rubber sole" shoes for the playground. Non-marking sneakers are required for physical education.

Playground use by the community or families is only available outside of school hours.

Albion Elementary School's Educational Programs

Students are immersed in core instruction in Reading and Math. This core study is more challenging than what most adults experienced growing up. Our family learning nights, newsletters, online resources and teachers will support your efforts to stay in touch with the curriculum. Our students also study Science and Social studies, and many classrooms use project based learning to explore service learning, and academic content. Each day a child is provided daily instruction in one to two 40 minute special area classes of physical education, art , music, library, and/or health and computer.

Classrooms at the elementary school are composed of children of different levels of ability. Within the classroom or grade level some teachers may do some grouping for reading and/or math instruction. Some teachers within a wing also team or work together and may teach children from another child's classroom. Every grade level has at least one daily period of “WIN” (What I Need) time. This time is used by teachers to provide all students with what they need. This may be practice, remediation, and/ or exploration. AIS (Academic Intervention Services) may be provided during this time. PACE, Science Olympiad, Geography Bowl and may also be during this time.

Elementary School Band and Chorus

Grade Four and Five students may take instrumental lessons and participate in the band programs. All band rehearsals are scheduled in the morning before the regular school day begins. Individual instrumental lessons are given on a rotating schedule throughout the school day. Students may be pulled during core instruction for their lesson. The fourth grade band rehearsals begin in January.

Students in grades three, four and five have the opportunity to participate in chorus. The three, four and grade five choruses are open to all interested students. Rehearsals are scheduled once or twice per week, depending on the grade level, before school.

Homework

If your child says that he/she does not have any homework on a consistent basis throughout the week, please call or email the teacher ASAP. Homework is typically assigned by most teachers Monday through Thursday grades 1-5. Work not completed in class or large projects may be assigned on weekends. However homework should not specifically be assigned on a Friday or the night before any holiday or vacation breaks. Weekends and breaks from school should be considered family time.

State Testing Grades 3-5

The New York State assessments in English Language Arts, Math, and Science

(5th grade) gives us strategic data on your child’s approach to problem solving and literacy. We use this data to support our instruction because it is specific and connected to our curriculum. The overall test results do not have a negative impact on a student’s program or placement or the ability to move to the next grade level. We do not want children to feel nervous or anxious about taking the test. We just want them to focus, and to put down their best answers. If you should have concerns regarding these tests, it is

important to communicate them to us. Neither the law, nor commissioner's regulation, provide a mechanism for students or districts to "opt out" of curriculum, instruction and assessment based on the New York State Standards.

Tests will be administered during the following weeks, with make-up exams available in the week after each test as well.

English Language Arts: April 2023

Math: May 2023

Science: In Spring 2023, there will not be an administration of the Grade 4 Science Test. This is to support the transition to the new grade 5 Elementary-level Science Test measuring the new NYS P-12 Science Learning standards, which commences in Spring 2024.

Our teachers are ready to answer your questions and concerns, our students are ready to meet this challenge, and with focus as our goal, they have everything they need to succeed.

Computer & Internet Use

The internet is a special tool that can help us learn, communicate, and solve problems. The fact is that many children encounter social networking, computer, tablet and phone technology and the internet before they come to school, or even know how to read. We incorporate digital citizenship into our curriculum. These are the responsibilities of each student in the Albion Central School District:

- Treat the people you 'meet' on the internet and the machines you use with respect.
- Act as a representative of your school, showing everyone you can act responsibly.
- Tell your teacher or another adult when you see, or your group sees, something that is inappropriate or that makes you feel uncomfortable.
- Follow all the instructions your teacher gives and stay only in the areas he/she suggests.
- Actively use the information in learning (projects, reports, and discussions.)
- Use the Internet as a tool to discover my world.
- Know WHY you are using the internet for a certain task.
- Share the activities you do on the internet at home. It is important to let a parent/guardian know what you are doing on the internet.

Be aware that there are consequences for choosing not to follow the Internet and Computer rules.

Food Services

What are my payment options?

The District offers several payment options:

- You may pay with cash at the register
- You may send a check made out to “Albion Central School District
- You may pay online through “MySchoolBucks” website * **service charges apply**

If you send money or a check to school with your child, please place it in an envelope marked clearly with your child's name and teacher's name on it as well as the amount.

What is MySchoolBucks?

This online payment service allows parents to add money to student accounts by using a credit/debit card or electronic check. Parents can view their child's meal purchasing activity and set up account balance alerts. Parents do not need to use the online payment feature to sign up and check student account activity.

Is there a fee to use MySchoolBucks?

Yes, you will be charged a service fee for each transaction that adds money to your child's account. The District does not profit from the use of this site.

What if I have more than one child in the District? Do I need multiple accounts?

If you have more than one child in the District you can handle all online payments from one account. You will be assessed a service fee of \$ 2.49 once per deposit transaction. The system will allow parents to include multiple student deposits on a single transaction.

What items can my child purchase with MySchoolBucks?

- Breakfasts-\$1.50
- Lunches-\$2.00
- Milk-\$0.65-\$0.70

Please contact Food Services Director Maevonne Luckman at 585-589-2075

How do I enroll in MySchoolBucks?

- Go to www.MySchoolBucks.com and register for an account
- You will receive a confirmation email with a link to activate your account
- Add your child (ren) using their school name and student ID. If you don't know your child's ID number, the system will prompt you to submit an email to the helpdesk. The ID number will be sent to you.

- Make a payment to your students' accounts with your credit/debit card or electronic check. *A \$2.49 program fee will apply. You will have the opportunity to review any fees and cancel if you choose, before you are charged.*

What if I have questions about MySchoolBucks?

If you have questions, please contact MySchoolBucks directly at:

- parentsupport@myschoolbucks.com
- 1-855-832-5226
- Visit MySchoolBucks.com and click on Help/FAQ's

Special Services

A school nurse is available in case of accident or illness and to discuss health matters with parents. Necole Rothhoff & Naomi Zeliff are the nurses for PK-5. Please contact her with any questions and/or concerns you may have at 585-589-2033 or 585-589-8376.

A full time counselor is on staff to work with children experiencing various problems. Mrs. George is the counselor for K-2, and Mrs. Badura is the counselor for grades 3-5. The counselor does group counseling in such areas as motivation, self-image, behavior, and school adjustment. Also, various classroom activities are instructed by the counselor at different grade levels throughout the school year.

Our school psychologist, Mrs. Martel, is available to evaluate and recommend appropriate services for children who are having difficulty learning. Both remedial and special education services are available in the regular classroom setting by teaching staff employed by the district. If you have any questions please call Mrs. Martel at 585-589-2034.

These services are determined through the response to intervention process and referral process through the committee for special education (CSE) and/or a 504 plan. If you have questions about this process, please call Mrs. Martel.

Title I Parent and Family Engagement

The District will collaborate with parents and other family members to help students participating in Title I programs reach their full academic potential and to improve the District's overall academic quality. As part of its collaboration, the District will conduct outreach; plan and implement programs, activities, and procedures for parent and family member engagement; and consult meaningfully with parents and family members.

District-Wide Parent and Family Engagement

To facilitate parent and family participation, the District will:

- a) Involve parents and family members in jointly developing this policy, its Title I Plan, and its support and improvement plans. If the parents or family members indicate that the Title I plan is not satisfactory, the District will submit their comments to the State Education Department along with the plan;
- b) Improve student academic achievement and school performance through coordination, providing technical assistance, and giving support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- c) Coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local programs;
- d) Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of its Title I schools. The evaluation will include identifying:
 - 1. Barriers to greater participation by parents and family members in Title I activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 - 2. The needs of parents and family members to assist with their child's learning, including engaging with school personnel and teachers; and
 - 3. Strategies to support successful school and family interactions.
- e) Use the evaluation's findings to design evidence-based strategies for more effective parent and family member engagement, and to revise the policy, if needed;
- f) Involve parents in Title I activities
- g) Involve parents and family members in decisions regarding how it spends funds reserved for parent and family engagement activities.

The Board directs each school receiving Title I funds to develop a building-level parent and family member engagement plan with that school's parents and family members. In addition to the content included above, each school building-level plan will:

- a) Describe how to convene an annual meeting, at a convenient time, to inform parents and family members of their school's participation in Title I programs, to explain Title I requirements, and to identify the right of the parents and family members to be involved. All parents and family members of these children will be invited and encouraged to attend the meeting;
- b) Offer flexibility in scheduling meetings, and may provide transportation, child care, or home visits related to parent and family member engagement, using Title I funds;
- c) Involve parents and family members in an organized, ongoing, and timely way in planning, reviewing, and improving Title I programs, including this policy;
- d) Provide parents and family members with timely information about programs, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the achievement levels of the challenging state academic standards, and, if requested by parents or family members, opportunities for regular meetings to formulate suggestions and to participate in decisions relating to their child's education.
- e) Develop a compact jointly with parents and family members that outlines how they, school staff, and students will share responsibility for improved student academic achievement. The compact will also detail the means by which the school and parents and family members will build and develop a partnership to help all children achieve the state's standards.
- f) Have a compact that:
 - 1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable these students to meet the challenging state academic standards;
 - 2. Describes the ways in which each parent or family member will be responsible for supporting the child's learning, volunteering in the child's classroom, and participating, as appropriate, in decisions relating to the child's education and positive use of extracurricular time; and
 - 3. Addresses the importance of communication between teachers and parents or family members on an ongoing basis through, at a minimum:
 - (a) Parent or family member-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child's achievement;
 - (b) Frequent reports to parents or family members on the child's progress;

(c) Reasonable access to staff, opportunities to volunteer and participate in the child's class, and observing their classroom activities.

(d) Ensuring regular two-way, meaningful communication between family members and school staff and to the extent practicable, in a language that family members can understand.

If the parents or family members believe that the building-level parent and family engagement plan is not satisfactory, the school will submit their comments when it makes the plan available to the District.

To ensure effective involvement of parents or family members and to support a partnership among the school involved, parents or family members, and the community, to improve student academic achievement, the District and each school will:

a) Provide assistance to parents or family members of children served by the District or school to understand topics such as the challenging state academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of the children.

b) Provide materials and training to help parents or family members to work with the children to improve their achievement, such as literacy training and using technology (including education about the harms of copyright piracy) to foster parent and family member engagement.

c) Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents or family members, in the value and utility of parent or family member contribution, and in how to reach out to, communicate with, and work with parents or family members as equal partners; implement and coordinate parent or family member programs; and build ties between parents or family members and the school.

d) Coordinate and integrate, to the extent feasible and appropriate, parent and family member engagement programs and activities with federal, state, and local programs, including public preschool programs that encourage and support parents and family members in more fully participating in the education of the children.

e) Ensure that information related to school and parent and family member programs, meetings, and other activities is sent to the parents or family members of participating children in a format and, to the extent practicable, in a language the parents or family members can understand.

f) Provide other reasonable support for parent and family member engagement activities as parents or family members may request.

Adopted: 4/22/14
Updated: 5/13/19