



Frank Fowler Dow School No. 52
100 Farmington Road,
Rochester, New York 14609
Phone (585) 482-9614 Fax (585) 654-1079
www.rcsdk12.org/52

Richard Smith
Principal
Richard.Smith@rcsdk12.org

Hello, School #52 Families,

It's hard to believe that summer is almost over, and we are discussing a new school year. My name is Mr. Smith, and I am pleased to be the new principal at School #52. While I may be new to the school, I have served 30 years within the Rochester City School District and have always enjoyed working with parents, students, and staff. I look forward to continuing that collaboration and providing an outstanding school experience for you and your child(ren) at School #52. We are excited to continue all the hard work put in place over the last few years and will strive to accomplish even more this coming year. With your support and teamwork, we will be "second to none". We are eager to see our returning students and families, and we welcome our new students and families to join us at School #52. It's going to be a great year.

FYI's/Updates:

New Student Orientation has been scheduled for Wednesday, August 28, from 10-11:30 AM. *This event is for anyone new to the building.* While this is an exciting time, the unknown can sometimes add unnecessary stress. The new student orientation at School #52 is designed to help reduce the unknown for students and families so that we all have a great start to the school year.

Please think about joining our Parent Teacher Organization (PTO). The PTO is a beautiful way to share ideas and support the school's mission. Additional ways to be involved include volunteering to help tutor students, chaperone field trips, and help with classroom celebrations. Please consider any or all these options.

Lastly, we have included emergency forms, informational forms, and other critical detailed information. Please take the time to review these forms and complete and return the informational forms so that we have up-to-date contact information.

SCHOOL START AND END TIMES:

Our school start time will be 9:00 AM, and dismissal will be at 3:30 PM for students in grades K-6. Pre-K hours will be from 8:45 AM-2:45 PM.

If you have any questions or concerns, please feel free to email us at 52info@rcsdk12.org
Enjoy the remaining days of summer vacation.

Sincerely,

Mr. Richard Smith, Principal

WELCOME!

New **STUDENTS & FAMILIES**



Wednesday, August 28th from 10-11:30am
At School #52 Campus - 100 Farmington Road

- ✓ Meet Principal Mr. Smith & Assistant Principal Mr. Freeman
- ✓ Meet our Parent Liaison & Main Office Staff
- ✓ Tour our School
- ✓ Tour our School Bus
- ✓ Visit your classroom and drop off student supplies
- ✓ Have your questions answered





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Dear Parents or Guardians,

My name is Miquella Seawright, and I am the Parent Liaison at the Frank Fowler Dow School No. 52. This will be my second year in this role. I enjoyed the connections I made with all the families last year, and I look forward to the new connections this year with our families.

About me:

- I enjoy spending time with my family
- Traveling around the world
- Being a youth sports mom

As your Parent Liaison, I build relationships within the school community. With your help, we will work together to have a unique and memorable year. Below is a list of areas in which we will be working together.

- Assist with academic and behavioral issues.
- Communication support between Teacher and Parent
- Participate in parent/student conferences.
- Recruit and coordinate parental assistance for special school events.

I look forward to meeting you and working together as a team for a wonderful year.

Feel free to contact me at 585-482-9614 ext. 1123.

Thank you,

Miquella Seawright
Miquella.Seawright@rcsdk12.org



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Dear Frank Fowler Dow Families and Staff,

We are excited to welcome you to a new school year. Your child's safety is a top priority, and I want to provide some information on the established procedures for visitors in our schools. They are in place to protect students and staff, and all visitors must adhere to these regulations. Anyone who does not adhere to these procedures will not be permitted entry. No exceptions.

- The school's main entrance will serve as the single point of entry for visitors. Visitors must report immediately to the school office and present photo identification to obtain a visitor's pass.
- Parents/caregivers must call the school office to arrange an early pickup time for their children and present photo identification upon arrival.
- Visitors are subject to a search for their personal belongings. Anyone refusing will not be allowed to remain on District property.
- Any person asked to leave school property must do so immediately. Refusal to leave will result in police intervention.

The District Code of Conduct applies to everyone in our school community, including students, staff, families, and community members. Aggressive behavior is never acceptable and will not be tolerated. Unruly visitors will be removed from the premises immediately, and a report will be filed with the Rochester Police Department.

Everyone has a role to play in the safety and security of our school communities. We ask that you be vigilant and report any suspicious activity on or around school grounds immediately by calling 585-262-8600.

Thank you,

Mr. Richard Smith
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Dear Parents,

Parking is frequently a concern at School #52. When you come to the school for any reason, please be extra careful not to block driveways and school crosswalks, either parking or standing. ***Even if you remain in your car while waiting for your child, blocking a driveway or the school crosswalks*** is not acceptable. City residents can call the RPD to have parking violators ticketed or towed. Please avoid such costly and unpleasant occurrences by always parking according to the City of Rochester parking regulations. This also includes parking on the **LEGAL** side of the street.

Also, do not ask your child to cross the street **between** buses. This is not acceptable, nor is it safe.

Another area for improvement has been the intersection of Farmington and Presque Streets. Pedestrian visibility can be limited by parked vehicles or school buses waiting to pull into the bus lane. Please travel slowly through that intersection, keeping an eye open for the small walkers in that area.

Remember: safety comes first, last, and always!

Thank you for being so cooperative.

Sincerely,

Mr. Richard Smith
Principal

Family and Student Handbook 2024-2025



Principal: Mr. Richard Smith

Richard.Smith@rcsdk12.org

Assistant Principal: Mr. Redell Freeman

Redell.Freeman@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.

*** 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-2 Exit #4 and Grades 3-6 Exit #1- Main Entrance) and be released to the authorized adult by a School #52 staff member.
- 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 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

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, 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.

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

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 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.

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 2021 describes 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

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:

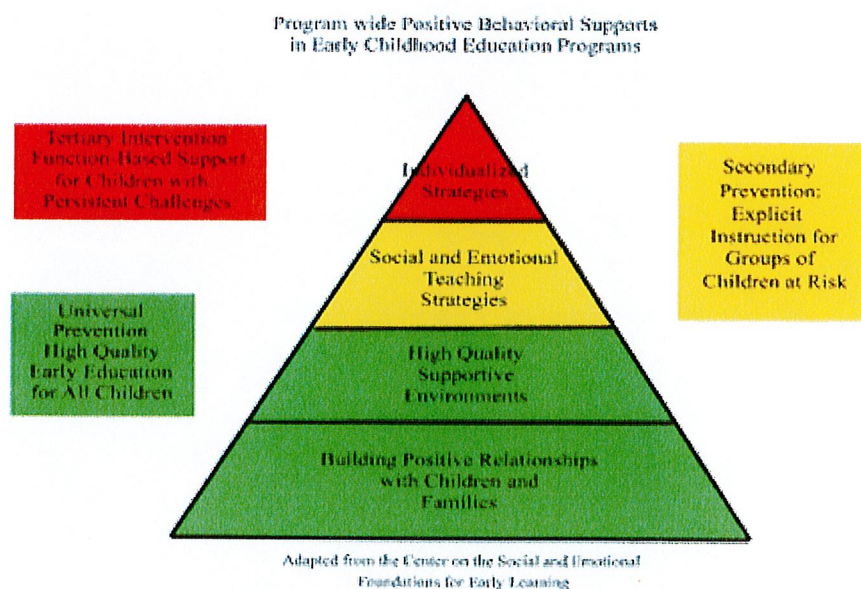
Parents are a child's first and most critical moral teachers. The school must do everything it can to support parents in this role. Parents should also help the school's efforts to teach good values and character. Character

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: 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 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

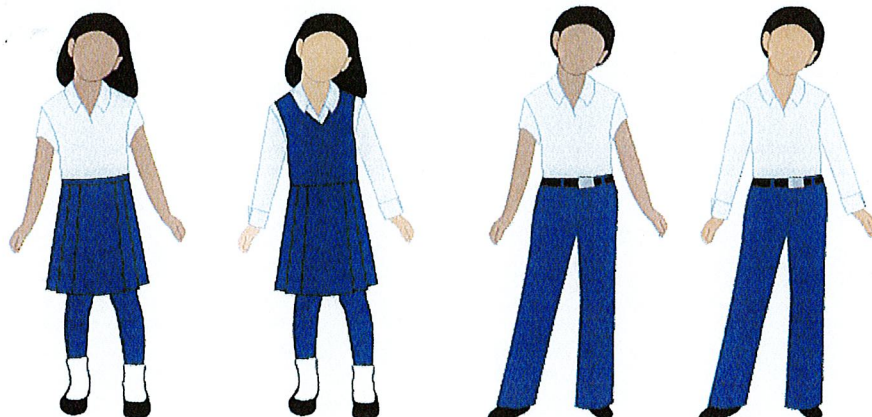
1. **Talk positively about the school experience.** Even if your school memories were not always pleasant, you can help your child by emphasizing the positive opportunities that school affords him.
2. **Talk positively about teachers, education, and homework.** Your positive attitude can help your child 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.

SCHOOL UNIFORMS

- ❖ All students will wear a solid light or navy blue long or short-sleeved polo shirt to school every day.
- ❖ Students will wear solid navy-blue cotton twill pants with zipper or a solid navy-blue skirt, jumper, skort, or shorts that come to the knee to school every day. **Jeans are NOT allowed.** Also, pants that fit properly at the waist every day are expected.
- ❖ Students will not carry or wear purses (backpack type included) around the building.
- ❖ In cold weather, students may add a shirt under their uniform shirt or a solid navy cardigan sweater, sweatshirt, or design over a collared shirt (jackets are NOT worn in class).
- ❖ On Phys. Ed. Days, students will wear shorts and a t-shirt under their uniform or solid navy-blue sweat pants with collared shirts.
- ❖ Students will **NOT** wear: hats, visors, bandanas, headbands, sunglasses, or strong perfumes/colognes (may cause allergy problems).
- ❖ Uniforms may be purchased at Walmart, Target, Kohl's, The Uniform Place, JCPenney, and Goodwill.

If you have any issues getting uniforms for your child, contact our Parent Liaison for more information at 585-482-9614 ext. 1123.

What we expect...



July 2024 (T=0/S=0)

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August 2024 (T=0/S=0)

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September 2024 (T=20/S=18)

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October 2024 (T=22/S=22)

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2024 (T=17/S=16)

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December 2024 (T=15/S=15)

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

ROCHESTER CITY SCHOOL DISTRICT

2024-25 SCHOOL CALENDAR

Updated May 7, 2024



SEPTEMBER

- 2 Labor Day (All facilities closed)
- 3-4 Superintendent's Conference Day (No school for students)
- 5 School Opens for PreK-12 Students (Full day)

OCTOBER

- 14 Indigenous Peoples' Day (All facilities closed)
- 15 Parent/Teacher Conferences/Elementary
- 17 Parent/Teacher Conferences/Secondary
- 25 Half-day for All Students (Social Emotional Learning Day)

NOVEMBER

- 5 Superintendent's Conference Day/Election Day (No school for students)
- 11 Veterans Day (All facilities closed)
- 27 Recess Day (School not in session – 12-month staff report)
- 28-29 Thanksgiving (All facilities closed)

DECEMBER

- 6 Half-day for All Students
- 23-31 Recess (School not in session – 12-month staff report)
- 24-25 Christmas Observed (All facilities closed)

JANUARY

- 1 New Year's Day (All facilities closed)
- 2-3 Recess (School not in session – 12-month staff report)
- 20 Dr. Martin Luther King, Jr. Day (All facilities closed)
- 21-24 NYS Testing (Regents exams)
- 29 Lunar New Year/Superintendent's Conference Day (No school for students)

FEBRUARY

- 17 Presidents' Day (All facilities closed)
- 18-21 Recess (School not in session – 12-month staff report)

MARCH

- 4 Parent/Teacher Conferences/Elementary
- 6 Parent/Teacher Conferences/Secondary
- 14 Half-day for All Students (Social Emotional Learning Day)
- 21 Superintendent's Conference Day (No school for students)

APRIL

- 7-11 NYS Testing (5 & 8 Science assessments)
- 14-17 Recess (School not in session – 12-month staff report)
- 18 Good Friday (All facilities closed)
- 29-30 NYS Testing (3-8 ELA assessments)

MAY

- 1 NYS Testing (3-8 ELA assessments)
- 7-9 NYS Testing (3-8 Math assessments)
- 22 Half-day for All Students
- 26 Memorial Day (All facilities closed)

JUNE

- 4 & 10 NYS Testing (New Regents exams)
- 17-25 NYS Testing (Regents exams)
- 19 Juneteenth (All facilities closed)
- 25 Last Day of School for PreK-12 Students
- 26 Regents Rating Day / Last Day for 10-Month Staff

- First Day for PreK-12 Students (Full day)
- Half-day for Students
- Recess
- Federal Holiday/State Holiday/School Holiday
- Parent/Teacher Conference (School in session)
- NYS Regents Exams/State Assessments
- Regents Rating Day
- Superintendent's Conference Day

Teacher Days = 185 (includes Supt Conf Days)

Student Days = 183 (includes Supt Conf Days)

First Emergency Make-up Day: June 27, 2025

Approved by the Board of Education: March 28, 2024

January 2025 (T=19/S=18)

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February 2025 (T=15/S=15)

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March 2025 (T=21/S=20)

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April 2025 (T=17/S=17)

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May 2025 (T=21/S=21)

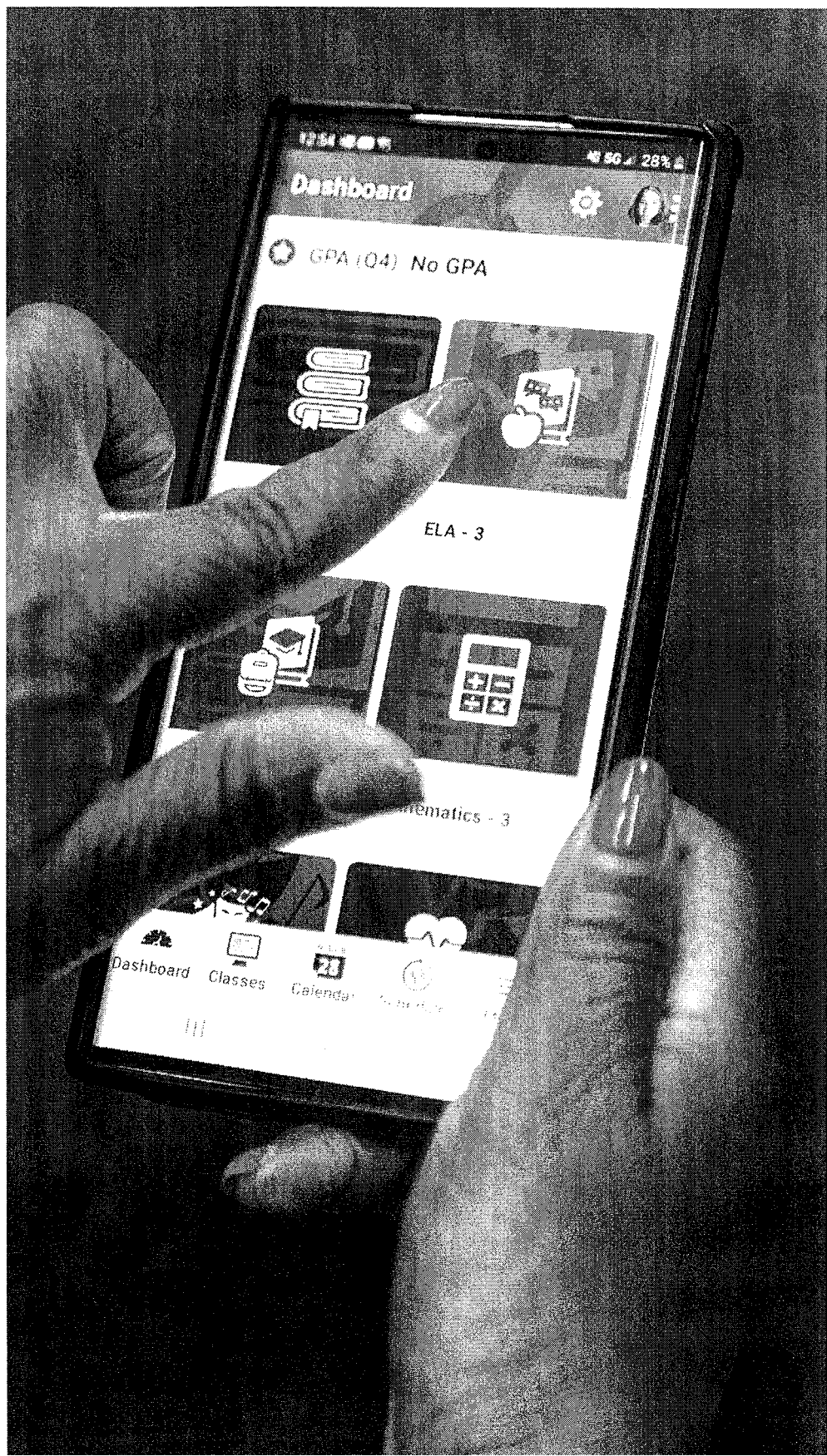
Mon	Tue	Wed	Thu	Fri
			1	2*
5*	6*	7	8	9
12*	13*	14*	15	16
19	20	21	22	23
26	27	28	29	30

* = NYS test make-up days

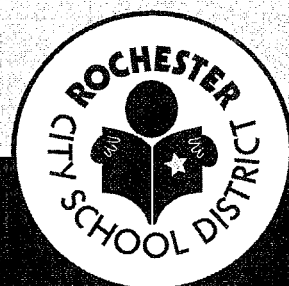
June 2025 (T=18/S=17)

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Stay connected with PowerSchool Parent Portal

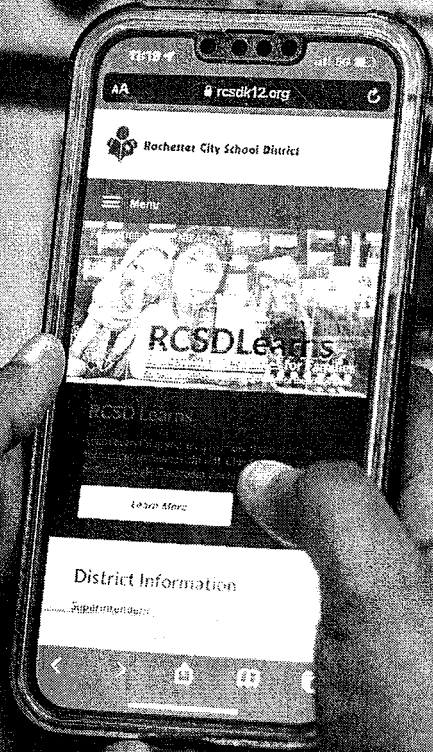


- User-friendly mobile app and web portal
- Access to real-time information – grades, assignments, attendance, etc.
- Parents stay up to date on student's academic progress
- Students stay on top of assignments



Parents will need a unique access code to add each student to their account.

For more information, including video tutorials and instructions on creating an account, please visit www.rcsdk12.org/parentportal or contact your child's school.



HELLO! 😊

TEXT MESSAGING IN RCSD

MORE WAYS TO CONNECT WITH YOU.

If you are a custodial caregiver of an RCSD student with a mobile number on file with your school, you can opt in to receive text messages from us. Simply text Y to short code 67587 to begin receiving text messages.

If you do not receive a response, or are unsure if you have a mobile number on file, reach out to your child's school to update your contact information.



For more information about SMS texting or how to opt in or out of receiving messages, please visit www.rcsdk12.org/text.

Student Health

Health Requirements for School-Aged Children:

Physical Examination

- New York State law requires that each child in a school district have a school health examination, also known as a health appraisal or a health physical, including body mass index for grades PreK, Kindergarten, 1, 3, 5, 7, 9, 11 and for all new entrants.
- A dental exam form is also requested, at these same times.
- These examinations/appraisals may be completed up to one year to the month before your child begins these grades, as an exam is valid for a full year through the last day of the month in which the exam was conducted.
- New entrants to the district, Students wishing to play interscholastic sports or requesting work permits must have an annual health exam.
- Your own health care provider is always the best choice for these exams. We encourage you to call early as it may take several weeks to schedule exams during the busy summer and fall months.
- Completed school health examination forms, health appraisals or physical forms may be faxed to (585) 794-5052 or submitted to the nurse at your child's school.

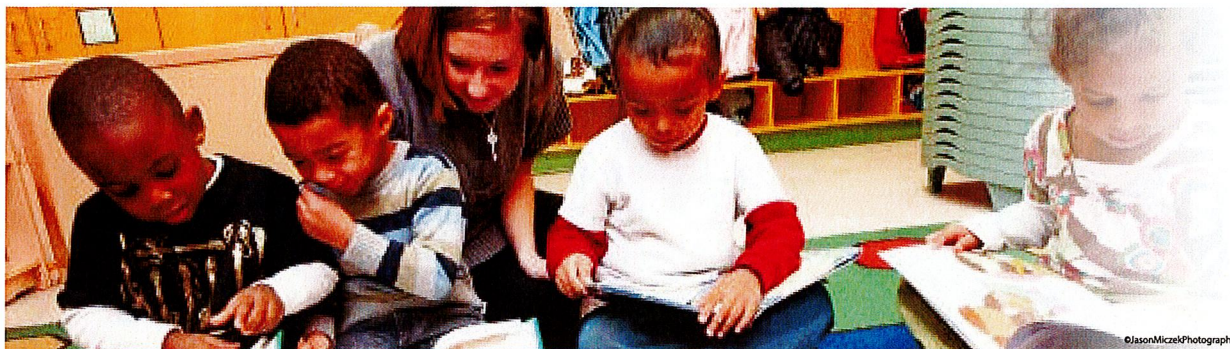
Immunizations

In addition to usual new entrance requirements, please note:

- All **new entering students** to the District and students entering **grades Pre-K through 12** in September will need proof of Varicella (Chicken Pox) vaccine or a doctor's proof of the disease on file.
- All students over 11 years of age and entering **6th through 12th grade** in September will need proof of Tdap (Tetanus, Diphtheria, Pertussis) vaccine as a booster to their early five shot childhood series. (If your child satisfied this requirement, it is not necessary to re-do this immunization).
- All Students entering 7,8,9,10 and 11th grade require one dose of Meningococcal Vaccine
- All Students entering 12th grade require two doses of Meningococcal vaccine unless the 1st dose was received at 16 years or older.

Health Screening

- **Hearing:** All new students and those in grades: Pre-K or K, 1, 3, 5, 7 and 11 will be screened for Hearing.
- **Vision:** All new students and those in grades: Pre-K or K, 1, 3, 5, 7 and 11 will receive a vision screen.
- **Scoliosis:** All girls in grades 5th and 7th and all boys in grades 9 will be screened for scoliosis.
- If there are any concerns identified with any of the above screenings, the school nurse will be in contact with you.



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Help Your Child Succeed in School: Build the Habit of Good Attendance Early

DID YOU KNOW?

- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just one or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

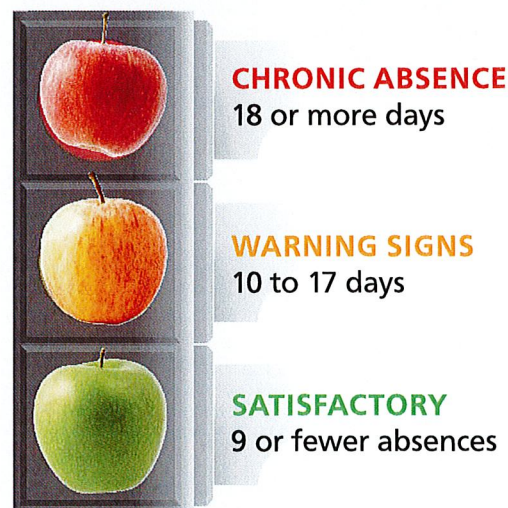
Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Keep your child healthy and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Try to schedule non-urgent related medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If you are concerned that your child may have a contagious illness, call your school or health care provider for advice.
- If your child must stay home due to illness, ask the teacher for resources and ideas to continue learning at home.

Revised April 2024

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

Visit Attendance Works at www.attendanceworks.org for free downloadable resources and tools!

Common Sense on Cyberbullying

Hurting someone with a simple click

Spreading rumors and bullying is nothing new. Kids have always found ways to be cruel to one another. But today's kids are dealing with something much more sinister: cyberbullying. Kids are now using their cell phones and computers to hurt, humiliate, and harass each other. And it's reaching epidemic proportions. They're not just receiving nasty comments, but also getting demeaning text messages, embarrassing photos, and snide opinion polls. This type of bullying is especially disturbing because it is constant, pervasive, and very, very public.

Some facts

The most commonly experienced form of cyberbullying is when someone takes a private email, IM, or text message and forwards it to someone else or posts the communication publicly.

38% of girls online report being bullied, compared with 26% of online boys.

Nearly 4 in 10 social network users (39%) have been cyberbullied, compared with 22% of online teens who do not use social networks (*all from Pew, 2007*).

What is cyberbullying?

Whether it's creating a fake Facebook or MySpace page to impersonate a fellow student, repeatedly sending hurtful text messages and images, or posting cruel comments on the Internet, cyberbullying can have a devastating effect. Nasty comments, lies, embarrassing photos and videos, and snide polls can be spread widely through instant messaging (IM) or phone texting, and by posts on social networking sites. It can happen anytime — at school or home — and can involve large groups of kids. The combination of the boldness created by being anonymous and the desire to be seen as "cool" can cause a kid who normally wouldn't say anything mean face-to-face to show off for other kids. Because it's happening in cyberspace, it can be completely undetectable by parents and teachers.

Why it matters

Nothing crushes kids' self-confidence faster than humiliation. And just imagine a public humiliation sent instantly to everyone they know. Sadly, hurtful information posted on the Internet is extremely difficult to prevent or remove, and millions of people can see it. Most cyberbullying happens when adults aren't around, so parents and teachers often see only the depression or anxiety that results from being hurt or bullied. This emotional damage can last a lifetime.

Parent tips for all kids

- » **Give them a code of conduct.** Tell them that if they wouldn't say something to someone's face, they shouldn't text it, IM it, or post it.
- » **Ask your kids if they know someone who has been cyberbullied.** Sometimes they will open up about others' pain before admitting their own.
- » **Establish consequences for bullying behavior.** If your children contribute to degrading and humiliating people, tell them their phone and computer privileges will be taken away.

Parent tips for elementary school kids

- » **Keep online socializing to a minimum.** Let your kids use sites like Webkinz or Club Penguin where chat is pre-scripted or pre-screened.
- » **Explain the basics of correct cyber behavior.** Tell your kids that things like lying, telling secrets, and being mean still hurt in cyberspace.
- » **Tell your kids not to share passwords with their friends.** A common form of cyberbullying is when kids log in to another child's email or social networking account and send fake messages or post embarrassing comments. Kids can protect themselves from this by learning early on that passwords are private and should only be shared with their parents.

Parent tips for middle school kids

- » **Monitor their use.** See what they're posting, check their mobile messages, and let them know you're keeping an eye on their activities.
- » **Tell your kids what to do if they're harassed.** They shouldn't respond or retaliate, they should block bullies immediately, and they should tell you or an adult they trust. They shouldn't delete the messages because in persistent cases, the content should be reported to a cell or Internet Service Provider.
- » **If your kid is doing the bullying, establish strict consequences and stick to them.** That goes for cruel or sexual comments about teachers, friends, and relatives.
- » **Remind them that all private information can be made public.** Posts on friends' walls, private IMs, intimate photos, little in-jokes can all be cut, pasted, and sent around. If they don't want the world to see it, they'd better not post or send it.
- » **Don't start what you don't want to finish.** Chat in online games and virtual worlds can get ugly fast. Make sure your kids are respectful because hurtful retaliation happens all the time.

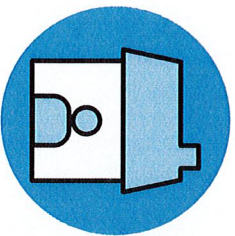
Parent tips for high school kids

- » **Tell kids to think before they reveal.** At this age, kids experiment with all sorts of activities, many of which should not be made public. Remind your teens that anything they post can be misused by someone else.
- » **Remind them they aren't too old to ask for your help.** There are things some kids can handle on their own, but sometimes, they just need help. Coming to their parents isn't baby-ish; it's safe.

Common Sense Media, an independent nonprofit, is dedicated to improving the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive in a world of media and technology.

NY STATE EMERGENCY RESPONSE **S.H.E.L.L.**

SCHOOL NAME: 52-Frank Fowler Dow
911 ADDRESS: 100 Farmington Road



SHELTER-IN-PLACE

SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.

ACTIONS:

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Move away from windows, if situation warrants.
- If instructed, move out of classroom to designated safe area. Stay together at all times.
- Take Attendance.
- Listen for updates.



HOLD-IN-PLACE

RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT TERM EMERGENCIES.

ACTIONS:

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Listen for updates.

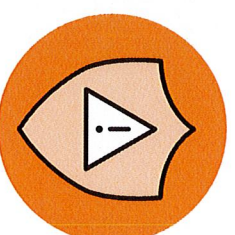


EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

ACTIONS:

- Listen for instructions about the situation and your actions.
- Lead students to designated assembly or announced route, if necessary.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off site location.
- Listen for updates.

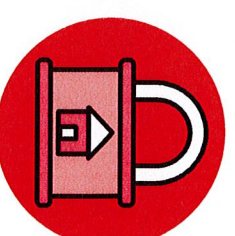


LOCKOUT

STUDENTS AND STAFF REMAIN INSIDE LOCKED **SCHOOL BUILDINGS** DURING INCIDENTS THAT POSE AN IMMINENT CONCERN OUTSIDE OF THE SCHOOL.

ACTIONS:

- Listen for instructions regarding the situation and your actions.
- Lock all exterior doors and windows.
- Leave blinds/lights as they are.
- Take Attendance.
- After initial instructions, listen for updates.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.



LOCKDOWN

SECURE STUDENTS AND STAFF INSIDE LOCKED **CLASSROOMS** DURING INCIDENTS THAT POSE AN **IMMEDIATE THREAT OF VIOLENCE** IN OR AROUND THE SCHOOL.

ACTIONS:

- When you hear LOCKDOWN, LOCKDOWN, LOCKDOWN announced, move quickly to execute the following actions.
- If safe, gather students from hallways and common areas near your classroom.
- Lock your door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Leave windows, blinds/lights as they are.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Do not respond to P.A. announcements or fire alarm.
- Stay hidden until physically released by law enforcement personnel.

EMERGENCY RESPONSE GUIDE FOR FAMILIES



The Rochester City School District has detailed emergency plans for each school building. We partner with local law enforcement and fire/medical agencies to respond effectively and efficiently to any situation. Should a critical or emergency situation arise, the appropriate response will be initiated. Please be advised that students **WILL NOT** be released during any emergency response.

Schools will conduct 12 emergency drills each school year: eight evacuation drills and four lockdown drills. Six evacuation drills and two lockdown drills will be held between the first day of school and December 31. The remaining two evacuation and two lockdown drills will be held between January 1 and May 1. Caregivers will be notified at least seven days in advance of a lockdown drill.

SHELTER IN PLACE

A Shelter in Place is initiated to shelter students and staff inside the building to provide protection against the outdoor environment, such as weather. Students and staff remain in/are moved to classrooms, and instruction continues as normal. The front office is unlocked and open for anyone seeking shelter.

EVACUATION

An Evacuation is initiated when there are conditions inside the school building that could be unsafe. Students and staff evacuate the building to an outside location and assemble at predetermined locations. An off-site evacuation may be necessary, depending on the incident. District officials will coordinate traveling to a walking site or bus students to an off-campus location. Information on student reunification will be shared with families via the District's automated messaging system.

LOCKDOWN (THREAT INSIDE BUILDINGS)

A Lockdown is initiated to secure school buildings and grounds during incidents that pose an immediate threat of violence inside the school or campus buildings. Students and staff remain in/are moved to classrooms away from the sight of doors and windows, which are locked and covered. Classroom activities cease until the incident concludes. The front office will be closed, and phones will not be answered. No one will be allowed to enter or exit the building. Law enforcement will notify the school administration when the lockdown can be lifted.

**Communication is vital in any emergency.
What can you do to be prepared?**

In an emergency, the District will contact parents via the automated messaging system. Please make sure your emergency contact information is up-to-date and report any phone number, email, and home address changes to the main office at your children's schools.

HOLD IN PLACE

A Hold in Place is initiated to limit the movement of students and staff while dealing with short-term incidents, such as an isolated medical emergency or power outage. Students and staff remain in/are moved to classrooms, and instruction continues as normal. The front office is unlocked and open.

LOCKOUT (THREAT OUTSIDE BUILDINGS)

A Lockout is initiated to secure school buildings and grounds during incidents that pose an imminent concern outside of the school or campus. Students and staff remain in/are moved to classrooms, and instruction continues as normal. Perimeter doors remain locked and monitored. Law enforcement will notify the school administration when the lockout can be lifted.

FAMILY-STUDENT REUNIFICATION

Family-Student Reunification is a process where parents/guardians will be asked to pick up their children from school or an alternate location in a formalized, controlled release. Students will be released **ONLY** to parents/guardians or other adults who are listed as emergency contacts and present a picture ID.

**What should you do when notified of an
emergency at your child's school?**

We ask that families **NOT** come to the school during an emergency unless directed to do so. While your natural instinct in an emergency may be to go to the school, please understand that doing so may significantly reduce the school's ability to respond to the situation and interfere with police or other emergency workers.