

***Mary K. Vollmer Elementary School***  
***Family Handbook***  
***150 Telephone Road***  
***West Henrietta, New York 14586***



**School Hours**  
**9:20 a.m. – 3:35 p.m.**

**Important Telephone Numbers**

<b>Main Office</b>	<b>359-5552</b>
<b>Principal</b>	<b>359-5558</b>
<b>Assistant Principal</b>	<b>359-5557</b>
<b>Nurse</b>	<b>359-5560</b>
<b>Attendance Line</b>	<b>359-5588</b>
<b>Main Office Fax</b>	<b>359-5559</b>



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## A Message from the Principal

It is with great pride that I welcome you to Vollmer Elementary School! As your child's principal, I recognize that parents and guardians are an essential part of the foundation that supports our students' growth and achievement. The Vollmer staff and I are committed to working with you to ensure that your child is successful throughout the year.

As a new school community, we will work together to establish a school culture that 1) insists on a safe and supportive learning environment where students, staff, and parents exhibit respect for themselves and others, 2) promotes a high level of student learning that supports all students to reach their fullest potential, 3) recognizes that the success of our students relies on a shared commitment among all members of the school community to work together, and 4) celebrates individual and collective achievements throughout the year.

Without a doubt, your child will experience success in many ways while he or she is a Vollmer student. I also anticipate that your child may face challenges along the way. Whether the challenge is academic or social/emotional, it will be important for us to work together to help your child to learn the value of perseverance and experience the satisfaction that overcoming a challenge provides.

Please be sure to take the time to review this handbook. It contains important information regarding procedures, policies, and services that allow us to meet the needs of our children on a daily basis. Do not hesitate to contact me if you have any questions regarding any items that are included in the handbook.

I look forward to a successful school year!

Sincerely,

Mrs. Lisa Farina  
Principal

## **GENERAL SCHOOL INFORMATION**

### **Parking**

Please park in designated parking areas only. The driving circle, located in front, is reserved for school buses. Cars are only allowed to park in the designated areas (inside portion of the circle) during school hours.

### **Student Drop-Off**

All cars will unload students at the side entrance and enter through the front door. A staff member will be at the front door to greet children. Students should not arrive at school more than five minutes prior to the start of the day. No one is available to supervise children before that time. Students that arrive late to school must be accompanied by an adult to sign them in at the main office.

### **Student Pick-Up**

Any time that a parent will be picking up a student during the school day, they must come into the main office to sign his/her student out. Please be prepared to show identification when picking up a student. Even if a child is ill and the nurse has called, the parent must sign them out in the nurse's office.

### **Dismissal**

A written note must be given to the classroom teacher at the start of the day when there is any change in your child's dismissal routine. The student must be picked up and signed out by a parent or guardian in the main office. Please be prepared to show identification.

### **Bus Passes**

If your child needs to go to a different destination after school, a written note is required. The note should include the name, address, and telephone number of the person responsible for your child. Bus pass forms are also available in the main office. All bus change requests must be received on the Wednesday of the week prior to the change unless there is an unforeseeable emergency. The Main Office will determine all unforeseeable emergencies and communicate directly with parents. In September no bus change requests will be issued during the first week of school. If the parents are unable to be home, someone will need to pick up their child at school or the child can be placed in the Cub Care after school program. Phone calls requesting changes in transportation will not be honored.

## **Lost & Found**

Areas for lost and found items are maintained by the office and can be found in the cafeteria. This area should be checked periodically by anyone who has lost something. Items lost on the school bus may be found at the bus garage.

## **Volunteers and School Security**

We welcome and encourage all volunteers. Those who would like information on volunteering may call the school or contact the parent group officers. When coming into the school, all visitors must enter through the main entrance, check in at the main office, and secure a visitor pass. Entry must be through the front doors during school hours.

## **Emergency Information (Blue Cards) and School Closings**

When district schools must be closed for any reason, radio announcements will be made on the major local stations. Television channels 8, 9, 10, and 13 will also announce closings. In addition, a "Parent Alert" will also be posted on the district website, [www.rhnet.org](http://www.rhnet.org). Please do not call the school office for information regarding emergency closings.

If an emergency forces a closing during the school day, your child will be sent to the place you identified on the Confidential Information Form (the "Blue Card"). Please make sure this form is kept up-to-date. Parents should discuss the emergency plan with their children so that the students will know where to go and what to do in the event that they should arrive home during the day and no adult is there for them. Also, the neighbor or relative who is named in an emergency plan should be made aware of the arrangement. We are **NOT** able to individually phone every parent during an emergency closing, but we will attempt to reach parents using the district's automated phone messaging system.

When schools are closed, all adult education and school functions for the evening are canceled.

## **Classroom Visitors**

You are welcome to visit our school. To ensure a pleasant visit, please follow these steps: contact your child's teacher to discuss your desire to visit and the purpose of your visit in advance, sign in with our main office upon your arrival, and receive and wear a visitor's pass/badge. Your child's teacher will work with you to determine the best time for a classroom visit so as not to interfere with the instructional program in the classroom.

## **Students Walking or Bicycling to School**

All students who walk or ride their bikes to school must submit a form signed by a parent/guardian. All bikers must have a bike lock and a helmet. Students can pick up the permission form from the main office.



### **School-Home Communication**

We believe school-home communication is vital to your child's success in school. Your child's teacher will be in touch with you during the first two weeks of school to determine your preferred mode of communication. Be sure to sign up for the Principal's E-News by logging on to [rhnet.org](http://rhnet.org) and following the instructions at the bottom of the main page. All newsletters (classroom, building, and district) will now be electronic. Paper copies will be available for review in the main office.

### **Faculty/Staff Voice Mail System**

Each member of Vollmer's faculty and staff has been assigned a voice mailbox. The general access number for the service is 359-5183. You will need to know the mailbox number of the person you wish to contact to leave him/her a message. The mailbox numbers may be found in the monthly parent newsletter.

## **PROGRAMS AND SERVICES**

### **Art**

The art program is designed in alignment with the Rush-Henrietta visual arts standards and elementary art curriculum. Students in grades 4th through 5th attend art classes for fifty minutes once every four days of school. Each year students gain an understanding of the Art Elements and Principles of Design. They manipulate lines, shapes, colors, space, and textures in a variety of media while using art tools with the proper techniques. Within many of the lessons, students learn about visual art connections to other academic disciplines and about art in history and society. The art program emphasizes creative problem solving, independent thinking, and individual creativity.

### **Music**

The music program is a district program for students in grades one through six. It is based on the New York State Standards for elementary music instruction. Students participate in a 50-minute class that meets once in a four-day rotation.

They participate in many activities in order to learn the elements of music. The focus of the program is on music literacy. Students are taught in a sequential approach to read melodies and rhythms. They learn to match pitches, sing songs, play instruments, and move to music in appropriate ways. They listen to music with an emphasis on understanding the elements of melody, rhythm, form, and harmony. The opportunity to listen to a live performance is given to fifth grade students. They attend the intermediate concert presented by the Rochester Philharmonic Orchestra.

**Physical Education**

Certified physical education teachers teach a district-wide curriculum. Students receive physical education for 50 minutes twice a week on a four-day rotation. Students are required to wear appropriate clothing and sneakers when participating in class.

**Library**

A library media specialist manages the school-based resource center for students, teachers, and parents. This information center contains such resources as books, magazines, reference materials, and computers. Discovery centers are set up to spark all visitors’ curiosity and interest in a variety of subject areas. The library media specialist and classroom teachers’ work together to provide library skills instruction and literature appreciation experiences as well as technology integration to supplement classroom instruction.

**Music Ensembles:**

Music ensemble instruction will be offered before the start of each school day. Three music ensembles will be offered: chorus, band and orchestra. An early bus will be provided to make this possible. Student participation is not required. Ensembles run from 8:10am 9:10am.

For fifth and sixth grade students, music ensembles begin the second week of school. For fourth grade students, music lessons begin the third week of school and ensembles begin the first week of October. Music lessons and ensembles end the first week of June.

<b>Grade</b>	<b>M</b>	<b>T</b>	<b>TH</b>	<b>F</b>
4	Band/Chorus	Chorus	Band	Orchestra
5	X	Band	Orchestra	Chorus
6	X	Orchestra	Chorus	Band

**Music Lessons:**

Instrumental music lessons will be scheduled during the school day on a rotating basis. Students receiving lessons will not be pulled from class as a whole group. Students will be responsible for making up missed work.

**After School Activities (Clubs):**

After school activities will be offered throughout the school year based on student interest and teacher availability. Activities will run from 3:40 - 4:20. A late bus will be provided for students.

**Response to Intervention**

A team of reading, math, special education, and consultant teachers collaborate with classroom teachers to provide targeted interventions for those students needing additional support through our Academic Intervention Services (AIS) in ELA and/or math. Students who are in need of this instructional support are assigned to work in additional groups or on an individual basis with their classroom teacher to reinforce instruction. The goal of intervention is to help students become more successful in their regular classroom programs.

Students are identified to receive AIS based on multiple measures including end-of-the-year testing and teacher recommendation. Classroom teachers work closely with the reading and/or consultant teacher assigned to their classroom to develop an instructional program that will best meet each student's needs using a variety of targeted and differentiated strategies and techniques.

**English as a Second Language (ESL)**

This New York State mandated program is designed to service the needs of students whose first language is not English. After screening, the students are placed in appropriate small groups for English instruction. They receive both push-in and pull-out services by a certified ESL teacher. Instructional emphasis is placed on listening, speaking, reading, and writing skills. The length of time spent by the student in the ESL program is determined by his/her performance on the NYS English as a Second Language Achievement Test (NYSESLAT).

### **Speech/Language**

Speech/language therapists evaluate articulation, voice, fluency, and language problems (understanding and using words). Speech or language services are available to students identified by the district's Committee on Special Education as having a need in any area of communication. Services are determined through screening or evaluation. The student and therapist have regularly scheduled small group or individual sessions. The speech/language pathologist also provides in-class services and consultation to classroom teachers. The speech/language program is designed to complement the student's educational program and to meet his/her communication needs.

### **Instructional Support Team**

The Instructional Support Team (IST) is a strength-based, child-centered support system to promote success for all students. The IST helps to assess and make recommendations for students in need of special support for learning, social-emotional, and/or behavioral difficulties. The IST is also available to provide support to those students needing challenge in their learning as a result of high levels of performance. The team carefully monitors student progress throughout the year making every effort to devise strategies for students that will allow them to successfully participate in their educational program. Parents are invited and strongly encouraged to attend any IST meetings to be part of the team discussing and devising interventions for their child. Another function of the IST is to assess the potential for special education services for the Committee on Special Education process.

### **Committee on Special Education (CSE)**

If a student has needs beyond the regular education program, the IST will refer the student to the Committee on Special Education. The CSE will determine if the child is in need of special education and will recommend to the parents, and the Board of Education, the appropriate educational program and services for the child. Parents have a right to attend the CSE meeting to present their views on what their child needs. Parents also have the option of presenting information in the form of writing, through an outside professional, or through a district staff member.

The district must notify parents in advance of the CSE meeting for their child. In addition, parents have the right to appeal any decision of the CSE.

An individual education plan (IEP) must be written for each child needing special education services and this plan must be reviewed annually, and revised, as needed. The plan is written by the child's special education teacher and parents based upon the recommendations of the CSE.

Special education classes provide an educational program for students identified by the CSE as having a handicapping condition and needs beyond the regular educational program. Certified special education teachers deliver a range of services striving for the least restrictive environment appropriate for each child. Services may include consultant teacher programs, primary or supplemental instruction taught by a special education teacher in or out of the regular classroom, and self-contained classrooms. The goal of the special education program is to improve the students' chances for success in a regular school program. Student progress is closely monitored.

The district is committed to meeting the needs of students with handicapping conditions and those with special needs. While the district services handicapped students in regular classrooms, it also provides self-contained classes for more severely handicapped students. If needed, the district arranges programs in other specialized schools or provides home instruction.

### **Counseling Services**

A school counselor will be assigned to each school to support students' academic achievement, and social-emotional well-being.

The school counselor will facilitate the school guidance curriculum in classrooms focusing on academic skills, organizational and time management strategies, coping, self-awareness, metacognitive strategies, goal-setting, and problem-solving skills. The counselor will help students analyze their strengths developmentally, and help students make connections between their strengths and personal and long-term career goals.

The school counselor will be instrumental in helping students transition between buildings and grade levels.

The school counselor will provide individual and group counseling to students in need, in collaboration with the school's social work and school psychologist.

The school counselor will collaborate with parents, community agencies, and provide referrals for outside counseling support for students, when necessary.

### **Social Worker**

A social worker will be assigned to each school to serve as a liaison between the school, home, and community.

- The social worker will advocate for and empower students, their families and educators to gain access to and effectively use school and community resources. Service delivery will focus on students whose emergent social-emotional, biological and environmental factors create barriers to educational achievement. Interventions will be directed towards supporting academic success and personal growth.
- The social worker will help students develop: skills to interact positively with others (mediation, conflict resolution, and problem solving); skills to promote positive, health enhancing behaviors; greater understanding of self and others, coping mechanisms to deal effectively with change and transition.
- The social worker will provide individual and group counseling, in collaboration with the school counselor and school psychologist.
- The social worker will provide counseling and support to students and staff in crisis situations related to trauma, illness, and grief; advocate for student and families.
- The social worker will participate on the Crisis Response Team.
- The social worker will collaborate with outside agencies, and provide referrals, when necessary.
- The social worker will assist with conducting lethality and threat assessments in collaboration with other building level mental health providers, when appropriate.
- The social worker will be responsible for conducting and writing psycho-social/developmental histories and other necessary reports, such as counseling progress summaries and counseling assessments. In addition, the social worker is responsible for all Medicaid documentation for psychological counseling as a related service

### **School Psychologist**

A school psychologist will be assigned to each school to provide psychological assessment, intervention, counseling, and collaboration/consultation.

- **Assessment:** The school psychologist will complete all psycho-educational evaluations and reports including psychological, academic, social-emotional, and adaptive testing. The school psychologist will also conduct lethality and threat assessments when appropriate.
- **Intervention:** The school psychologist will support teachers in developing interventions for students in the areas of academic performance, as well as, coping, self-advocacy and social skills; facilitate the development of Functional Behavioral Assessments and Behavioral Intervention Plans; participate in Response to Intervention and Instructional Support Teams, as well as, multidisciplinary team meetings focusing on academic and behavioral concerns. The school psychologist will intervene when children are in acute crisis. This includes, but is not limited to, de-escalation, maintaining safety of children and adults, and follow-up with administrators, parents and/or outside agencies.
- **Counseling:** The school psychologist will provide counseling services either individually or in a small group for students who have emotional or behavioral needs that interfere with their functioning in the classroom. Furthermore, they will be responsible for guiding conflict resolution and crisis management and providing counseling related to trauma, illness, and grief.
- **Collaboration/Consultation:** The school psychologist will chair Committee on Special Education (CSE) meetings and other meetings deemed necessary by the Office of Special Education. This includes, but is not limited to, making changes and additions to the Individualized Education Plan (IEP), and insuring parents' due process rights. The school psychologist will also develop and monitor the implementation of Section 504 plans. This includes obtaining parental permission, scheduling meetings, and completing all necessary paperwork after the meetings.

### **Crisis Intervention Plan**

This plan was developed for use by the district Trauma, Illness, and Grief Team, also known as the TIG Team, in the event of a death or other tragedy that is anticipated to have a significant impact on the students or the school community. The plan identifies how information is to be disseminated to the students and to the school community in the event of such an occurrence. More importantly, the plan provides for

the availability and the implementation of support for those who desire or need such support during or after the crisis period.

### **Shared Decision Making Team (SDM)**

The New York State Education Department required every school district to adopt a plan for school-based planning and shared decision making by February 1, 1994. The Shared Decision Making Team consists of staff, parents, and community members. The group meets monthly. Through shared decision-making, the team has established a plan to increase student achievement. If you would like to see the plan, or acquire further information about the SDM Team, please feel free to contact the school.

### **Attendance Team**

The attendance team reviews student absences/tardies. The goal of the team is to promote regular and punctual attendance so that students have the maximum opportunity to achieve their potential.

Concerns regarding a particular student's absences or tardies will be brought to the attention of the parents or guardians by the attendance team. The attendance team will work with you to ensure your child is taking full advantage of the instructional day.

## **STUDENT ACTIVITIES**

Students in Rush-Henrietta elementary schools have the opportunity to participate in a variety of school activities. These may include Student Council, Safety Patrol, Peer Mentoring, as well as after-school clubs and activities. If you would like more information about these opportunities, please contact the main office.

## **GENERAL CLASSROOM INFORMATION**

### **Parent-Teacher Conferences**

These conferences are scheduled by appointment twice a year — once in the fall and, again (*if desired by the parent*), in the spring. Sign-up for the fall conferences takes place at the school's Fall Parent Information Night. The individual teachers will make spring conference sign-up available. At those meetings, parents will receive a progress report regarding their child. Please consult your school calendar for these important dates. Additional conferences may be arranged at other times during the year if the parties concerned feel it necessary.

### **Progress Reports**

Grades 4-6 receive progress reports at the end of each quarter.



## **Classroom Supplies**

The supply lists for each Rush-Henrietta school and grade level can be found on our district website, [www.rhnet.org](http://www.rhnet.org).

## **Library Books**

Lost library books must be paid for. If the book is found within thirty days of a payment, a refund will be issued. It is school policy to retain a student's report card until lost materials are either found or paid for.

## **Homework Philosophy**

Homework is an instructional strategy that provides students with an opportunity to deepen their understanding and skills relative to learning standards and classroom instruction. At the elementary level, homework should help children develop good study habits, foster positive attitudes toward school, and communicate to students and families that learning takes place both inside and outside school. Homework is one form of communication for families to know the skills and processes their children are learning. Both home and school play important roles in encouraging students to complete homework. Purposeful and differentiated homework supports mastery of the learning standards and promotes individual student achievement. Students are more likely to benefit from homework that is relevant to them and at their appropriate instructional level. Students should receive constructive and specific feedback on homework to inform them of their progress. Homework is one form of student work that guides teachers' instruction.

The district's homework philosophy helps guide teachers' decisions regarding the amount and type of homework. The amount of homework varies according to grade level, student ability, and subject matter. Students at all grade levels are expected to engage in reading activities each evening.

## **Celebrations in Schools**

School activities that relate to holidays and seasonal observances shall have a clear instructional purpose aligned with the district's learning standards and curriculum.

Commemoration of special days and events shall emphasize cultural, historical, and artistic values. Such activities shall respect the variety of religious affiliations and beliefs existing within the school community and shall observe constitutional requirements that public school districts avoid practices that promote or discourage any specific religion over another.

Should celebrations involve the exchange of cards or gifts, the classroom teacher shall ensure that the activity is inclusive of all students.

Should celebrations involve student costumes, those costumes shall have relevance to the instructional purpose of the activity. No celebration or observance shall explicitly or implicitly impose any expense or medical danger upon a student as a condition of his/her participation.

A student may be excused from school celebrations or observances if his/her parent/guardian files a request with the building principal. The request must give assurance that instruction on the learning standard(s) involved will be given at home.

Should celebrations involve food, please contact the classroom teacher to ensure there are no food allergies. We do not allow balloons. Do not bring balloons onto school property.

## **ELEMENTARY HEALTH SERVICES**

### **School Health Office Staff**

Every school has a school nurse-teacher (SNT) who is a registered professional nurse, and a health aide. The SNT coordinates health care in the school setting; answers routine medical questions for parents, staff, and children; gives immediate first aid; and provides medical care according to the medical regimen prescribed by the private health provider. In addition, the SNT coordinates mandated physical examination requirements and teaches the NYS health curriculum. The health aide monitors attendance and assists the SNT with a variety of responsibilities.

### **Confidentiality**

The district adheres to the Family Educational Rights and Privacy Act (FERPA). Private health care providers must follow other laws called Health Insurance Portability and Accountability Act (HIPAA). In instances where the school needs to communicate with private health care providers, the parent will need to complete the required form(s) from their health care provider in order for school officials to be able to speak with them. Please be advised that confidential medical information will be shared with district personnel who need to know. This may include understanding the impact a medical condition may have on a child within the classroom setting and/or how to recognize and potentially manage significant medical concerns until medical help arrives. If you have any questions, please contact your SNT.

**Mandated Physical Examinations**

New York State law requires parents or guardians to furnish a certificate of physical examination for all new students and for students in grades kindergarten, 2, 4, 7, and 10, and for those students participating in sports, requiring special education services, or seeking work permits.

To ensure continuity of care, the Board of Education recommends that all examinations be done by your own physician, physician’s assistant, or nurse practitioner. If you require, but cannot afford health insurance to secure private health care for your child, please contact the school nurse-teacher (SNT) for confidential assistance in applying for Child Health Plus. A physical exam is valid for 12 months through the last day of the month in which the exam was conducted. This exam is valid for an entire school year for new entrants and mandated exams. In the rare event that a certificate of private examination is not provided, a physical examination may be conducted in the school by scheduled appointment. A parent has the right to be in attendance at these examinations and/or to review history questions that may be asked of your child. Please make prior arrangements with the SNT.

### Immunizations

All students are required to furnish satisfactory proof of immunization for:

Vaccine	Grades 4 and 5	Grade 6
Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap/Td)	<b><i>between grades Kdg and 5:</i></b> <b>5 doses or 4 doses</b> if the 4th dose was received at 4 years of age or older, or <b>3 doses</b> if aged 7 years or older and the series was started at 1 year of age or older	<b><i>between grades 6 and 12:</i></b> <b>3 doses</b>
Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine booster (Tdap)	not applicable	<b><i>between grades 6 and 12:</i></b> <b>1 dose</b>
Polio vaccine (IPV/OPV)	<b>3 doses</b>	<b><i>between grades 6 and 9:</i></b> <b>4 doses or 3 doses</b> if the 3rd dose was received at 4 years or older
Measles, Mumps and Rubella vaccine (MMR)	<b><i>between grades Kdg and 12:</i></b> <b>2 doses</b>	
Hepatitis B vaccine	<b><i>between grades Kdg and 12:</i></b> <b>3 doses or 2 doses</b> of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years	
Varicella (Chickenpox) vaccine	<b>1 dose</b>	<b><i>between grades 6 and 9:</i></b> <b>2 doses</b>

Exemptions to the above will be allowed for recognized religious or medical reasons. For medical reasons your physician must request the exemption in writing on an annual basis. For religious reasons, you must provide a letter stating that due to sincerely held religious beliefs you request exemption. This must be approved by the school principal and SNT. In case of an outbreak of the illness, those students who have religious or medical exemptions may be excluded from school throughout the course of the illness.

### **Mandated Screenings**

The New York State Education Department requires specific screening exams to be done on children of certain ages or grades. The New York State Department of Health (DOH) also requires that your private health care provider reports and that the school district collects information on your child's Body Mass Index (BMI) and Weight Status Category (WSC). Any information requested by the DOH regarding BMI or WSC will **not** identify your child. However, if you do not wish to have your child's unidentified assessment included on the survey, please advise the SNT.

The following screening evaluations are conducted by the SNT who will advise you of any concerns:

1. Distance visual acuity for all new entrants and for children in grades K, 1, 2, 3 5, 7, and 10, or at any time deemed essential.
2. Near visual acuity for all new entrants within six months of entrance.
3. Color perception for all new entrants within six months of entrance.
4. Hearing acuity for all new entrants and for those in grades K, 1, 3, 5, 7, 10, and at any other time deemed essential.
5. Scoliosis (curvature of the spine) for students in grades 5-9 annually.

### **Dental Certificates**

The Board of Education recognizes the importance of good oral hygiene for all children. The board recommends that your child have regular periodic complete dental examinations by your private dentist ideally every six months, but at least upon entrance to school and again in grades, K, 2, 4, 7, and 10. If you wish to provide a certificate of dental examination for inclusion in your child's permanent health record, which is saved until your child is 27 years old, please submit or have your dentist submit the completed certificate to your SNT.

### **Emergency Care Plans**

Any child with a severe or life-threatening medical condition that may require adult intervention and oversight during the school day such as, but not limited to, diabetes, poorly controlled seizures, severe respiratory problems, or anaphylaxis secondary to food or insect allergy, will have an emergency care plan created by the SNT in cooperation with the parent and their private health care provider.

These plans are updated annually. The purpose of the plan is to provide concrete and simple training and instructions to non-medical personnel acting in a supervisory role for your child to keep your child as safe as possible until medical assistance arrives. If you believe your child needs an emergency care plan, please be sure to bring the SNT medical documentation from your physician as soon as possible before the start

of school, so she can work with you to develop a safe plan for your child. Please be advised that you are encouraged to attend field trips with your child if he/she has a special medical need for medication or management and a registered nurse is not available.

### **Medications**

Medications will be dispensed in school only with written permission from the student's physician and parents. This also applies to non-prescription drugs such as aspirin, cold remedies, or cough drops, etc. These rules are necessary to comply with New York State law. Parents/guardians must personally bring medicines to school. Students may not bring in medications. Pharmacies will supply duplicate containers upon request.

### **Absences & Tardiness**

Call each day that your child will be absent from or late for school. The 24-hour Attendance Line number is **359-5588**. The answering service is for parents only. Please give the following information when calling the Attendance Line:

- Your name and a phone number where you can be reached
- Your child's name and his/her teacher's name
- The reason for the absence or tardiness

A written excuse, including the date(s) and the reason for the absence or tardiness, is still required even after the Attendance Line has been called. Those excuses should be given to the classroom teacher on the first day that the child returns to school.

When late, a parent must accompany a student to the main office, and sign in as late. The student will then receive a pass and report to his/her classroom. Please notify the classroom teacher in advance if your child will be late due to an appointment.

A student's repeated illegal tardiness, and/or absences will be reviewed by the attendance team and discussed with the parent in writing, in a phone call, or personal conference.

### **Injuries/ Illness/Allergies**

If your child is injured or becomes ill during school hours, the school nurse will notify you. The school provides first aid only for injuries or acute illness that occur during school hours. In an extreme emergency, the Henrietta Ambulance will be called, and the school nurse will contact you.

**\*\*Please note:** It is very important that the Confidential Information Form (the “Blue Card”), referred to in the General School Information section of this handbook, be updated whenever information changes. Without correct and current information, it may be extremely difficult to get in touch with you in the event of an emergency. New home phone numbers or addresses, new work situations and numbers, or new after-school care providers are all examples of the types of information we need to give your child the best care possible. Please keep the main office current with changes and updates.

Please alert the health office of any allergies your child may have, especially of any potentially life-threatening allergies.

### **Physical Education Excuses**

All students are expected to participate in P.E. classes. All physical education excuses must be submitted in writing to the SNT. A physician's request must be submitted if the student is to be excused for more than one day. Students excused from physical education may not participate in playground activities.

### **Adaptive Physical Education**

If a child is unable to participate in regular P.E. classes, then a modified program will be provided. Please contact the SNT for the appropriate form to be completed by your physician.

### **Child Health Plus**

Child Health Plus is New York State’s medical insurance program that serves uninsured children under age 19 in families whose household income exceeds Medicaid income eligibility. The insurance is provided free or at a low cost. Coverage includes well child check-ups, immunizations, prescriptions, doctor’s visits, x-rays and lab work, outpatient mental health, inpatient hospital care, emergency medical care, and other services. The application is a simple one-page form requiring proof of the child’s age, household income, and residency. For information or assistance, contact your SNT or in the Rochester area call 1-800-698-4KIDS (4543).

## **GENERAL CAFETERIA INFORMATION**

### **School Breakfast/Lunch**

Nutritious breakfast and lunch are served every day in school. Consult your monthly menu for specific information. Milk, fresh fruit, juice, and snacks may be purchased for those who bring a meal from home.

### **Food Service Payment**

School meals can be paid for on a daily, weekly, or monthly basis. Weekly or monthly prepayments may be made by cash, or by check payable to Rush-Henrietta Food Services. Students should bring the prepayment to the cafeteria before 9:10 a.m. We cannot accept charging. Occasionally, a student will come to school without money or a lunch from home. Because a hungry child cannot learn, these children, in grades 4-6, will be given a sandwich and a carton of milk. These children will not be allowed to buy snacks, and their families will be expected to reimburse the district for the meal.

### **Free or Reduced-Price Meal Program**

A federally subsidized free or reduced-price meal program is available to families who qualify. Necessary forms may be obtained in the main office.

## **STUDENT DRESS**

Children are expected to have clothing and footwear that support a safe and focused learning environment. Students and their parents have the primary responsibility for acceptable student dress and appearance.

### **Examples of unacceptable dress include, but are not limited to:**

1. Muscle shirts and/or tops with large sleeve openings;
2. Extremely brief, revealing, or see-through garments such as tube tops, net tops, and halter tops;
3. Clothing that allows undergarments or bare midriffs to be exposed;
4. Tank tops with less than two-inch wide straps;
5. Low-cut blouses/shirts/tops or any top that exposes cleavage;
6. Extremely tight clothing;
7. Skirts or shorts that are of an overly revealing nature;
8. Items of clothing with sexual references or innuendos;
9. Clothing attachments or accessories that could be considered weapons (e.g. long chains, spiked jewelry).
10. Head coverings in school following the start of the regular day except for medical or religious purposes. This includes the pulling up of hoods on "hoody" sweatshirts.



## **POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS**

In grades K-12, Rush-Henrietta uses Positive Behavioral Interventions and Supports (PBIS), a framework that supports students in their efforts to become good citizens. PBIS provides a model for appropriate behavior in classrooms, cafeterias, hallways, on the playground, on school buses, and in other areas where students spend time.

The five expected behaviors are Be Respectful, Be Responsible, Be Ready to Learn, Be Caring, and Be Trustworthy. A behavioral matrix has been created that provides very clear guidelines as to what these behaviors look like in the various settings across the school. Students will be explicitly taught these behaviors and will receive positive recognition and acknowledgement for behaving in the expected ways.

At Vollmer, we take pride in recognizing students for positive behaviors. Using our behavioral matrix, we teach our Vollmer Values to students and recognize them in positive ways.

School wide Program: We recognize students with our ‘Showing Vollmer Pride’ tickets. Students earn these recognitions for displaying positive behaviors including being respectful, being responsible, being trustworthy, being caring, and being ready to learn. All staff members in the building can give these recognitions to students.

Our PBIS team is currently working on other school wide incentives. As they are developed we will send more information home. (Please see the PBIS handbook for more specific information.)

*DPS will insert PBIS Matrix (left side)*

*DPS will insert PBIS Matrix (right side)*

## **A Message from the Vollmer Parent Teacher Association**

Welcome to Vollmer! As a parent of a Vollmer student, you are already a member of the Vollmer Parent Teacher Organization (PTO). Our goal is to provide events, materials, and opportunities that enrich the experience our children have at Vollmer. Make sure you check the Vollmer eNews,, the official Vollmer Elementary Facebook Page, and take-home folders, for information about meeting nights, activities and volunteer opportunities.

Your 2018-2019 PTO officers are:  
Lindsay Hooper- Co-President (Business)  
[Lindsaygibson.hooper@gmail.com](mailto:Lindsaygibson.hooper@gmail.com)

Michelle Woods- Co-President (Volunteers/Activities)  
[shellyshellfish@gmail.com](mailto:shellyshellfish@gmail.com)

Michael Dinsmore- Treasurer  
[mdinsmore@henriettafire.com](mailto:mdinsmore@henriettafire.com)

Wendy Hayes- Recording Secretary  
[Princess\\_hayes@yahoo.com](mailto:Princess_hayes@yahoo.com)

Please feel free to contact any one of us with PTO questions or concerns. We look forward to working with you to make this year at Vollmer a great one!

The Vollmer PTO  
Lindsay Hooper



**Rush Henriette**  
**Central School District**  
2034 Lehigh Station Road  
Henriette, New York 14467  
Phone: (585) 359-5000  
Fax: (585) 359-5045  
[www.rhnet.org](http://www.rhnet.org)

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