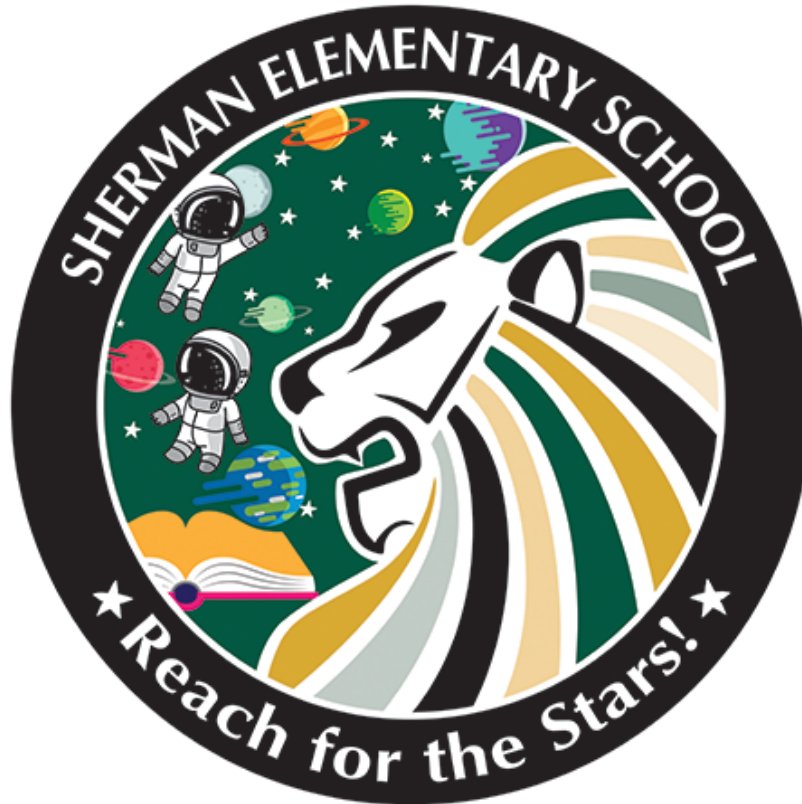


*Emma E. Sherman Elementary School  
2022-2023 Family Handbook  
50 Authors Avenue  
Henrietta, New York 14467*



*School Hours*

9:20 a.m. - 3:35 p.m

*Important Telephone Numbers*

Main Office	359-5490
Principal	359-5498
Assistant Principal	359-5510
Nurse	359-5504
Attendance Line	359-5501
Main Office Fax	359-5493

*Updated 8/24/22*

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## **A Message from the Principal**

Welcome to Sherman Elementary School! The staff and I look forward to working with you and your child over the coming school year. At Sherman, we are committed to quality teaching and learning, and we recognize that all children are curious and eager to learn. We want them to achieve their fullest academic, social, and emotional potential.

We also recognize that the school, the students, the families, and the community must all work together to provide a learning environment that fosters the development of that potential. We invite you to work with us to maintain and enhance our reputation for excellence.

This handbook will answer many questions for you and will assist you in working with us as we attempt to meet the needs of your children. Please review the handbook in order to become familiar with the various programs and opportunities our school community has to offer. We all join together in wishing you and your child much success and happiness here at Sherman Elementary School.

Sincerely,

David Passero  
Principal

## GENERAL SCHOOL INFORMATION

### Parking

Please park in designated parking areas only. The bus 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 when buses are not loading and unloading.

### Student Drop-Off

All cars will unload students at the side entrance and students will enter through the front door. A staff member will be at the door to greet children. Students should not arrive at school more than five minutes prior to the start of the day, as there is no one available to supervise children before that time. Students that arrive late to school (after 9:20am) must be accompanied by an adult to the Main Entrance to enter the building.

### Student Pick-Up (before dismissal)

Any time that a parent, guardian, or designee will be picking up a student during the school day, fill out the "[Sherman Early Pick-Up/Dismissal Form](#)" (no later than 12 noon) or call the Main Office at 359-5490 (no later than 2 pm) on the day the change is needed. We regret that we are unable to process same-day requests after 2pm. Emergencies may be accommodated with principal review/approval. When you arrive, walk to the Main Entrance with your identification (ID).

### Student Pick-up (at dismissal)

Any time that a parent, guardian, or designee will be picking up a student at the normal dismissal time, fill out the "[Sherman Early Pick-Up/Dismissal Form](#)" (no later than 12 noon) or call the Main Office at 359-5490 (no later than 2 pm) on the day the change is needed. We regret that we are unable to process same-day requests after 2 pm. Emergencies may be accommodated with principal review/approval. When you arrive, line up in the side parking lot. Follow the cones directed for student pick-up. Student fast passes will be provided for families that pick up every day. Please be prepared to show identification if you don't have a fast pass.

### Bus Passes

In the case of an emergency, 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. All bus change requests for daycare or split custody must be received on the Wednesday of the week prior to the change unless there is an unforeseeable emergency. Bus passes will not be issued for late daycare or split custody changes. The Main Office will evaluate all such cases 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 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's main office. 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.

## **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.

## **School Closings**

When district schools must be closed for any reason families will receive an automated robocall. In addition, such closings will be announced on local radio stations and television channels 8, 9, 10, and 13. 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. When schools are closed, all adult education and school functions for the evening are canceled.

## **Emergency Information (Confidential Information Form - Blue Cards)**

Confidential Information/Blue Cards will be distributed at the beginning of the school year and need to be returned to the school ASAP so that we have the most accurate contact information. It is important to keep the school office aware of current phone numbers so that you can receive communication from the Main Office, from classroom teachers, and to receive district and school automated robocalls.

## **Early School 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.

## **Delayed Start to School**

In the event of a delayed start to school students will begin school 2 hours after 9:20 or at the set time provided by the district. Students cannot be dropped off earlier than the set time. Buses will arrive 2 hours/set time after their normal arrival time. Ensembles will be canceled on delayed start days.

## **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 bike riders must have a bike lock and a helmet. Students can pick up the permission form from the Main Office.

### **School-Home Communication-Principal**

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. The school Principal will send out an electronic newsletter (E-News) on a weekly basis through email. The email that is listed in our SchoolTool system will be the email address used for this communication.

### **School-Home Communication-Remind App**

We are excited to announce that Rush-Henrietta is now using Remind as the districtwide classroom communication tool! If you're not already familiar with Remind, it makes it easy to stay involved with your child's learning with messages and updates from your teachers and schools sent directly to your phone or online account. Remind is free to use, and you'll be able to get and send messages on any device—even a simple text message from your phone! Remind automatically translates messages into your preferred language. [Here is a video demo](#) to see how Remind works.

## **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 6th 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 four 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 reading 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.

### **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.

### **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

## Physical Education

Certified physical education teachers teach a district-wide curriculum. Students receive physical education for 50 minutes twice in 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. 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.

## Electronic Devices

The use of electronic devices, including cell phones, pagers, DVD players, video game systems, and radios (Walkmans, iPods, headsets, boomboxes, MP3 players, etc.), is prohibited in all district schools during regular school hours. These devices disrupt learning and may endanger the safety of students and staff during a building evacuation. **At the elementary level, electronic devices/equipment are not allowed on the bus.** Violation of this policy will result in confiscation of the device. Parents and guardians will be required to retrieve confiscated devices. If a child brings these devices to school, they must remain powered off and in their book bag. **It is strongly recommended that electronic devices not be brought to school. The district is not responsible for damage or loss of personal property.**

## Chromebooks:

All students in grades 4-6 will be allowed to take their Chromebooks home with them. At the start of the school year teachers should conduct a series of lessons. Those lessons will cover topics such as:

- Digital citizenship
- Safe online practices
- Chromebook tips and tricks
- Setting up cloud printing
- Care and handling of the Chromebooks
- Google Drive organization

## After School Activities (Clubs)

After-school activities will be offered throughout the school year based on student interest and teacher availability. Clubs will not start until October or November. Activities will run from 3:40 - 4:15. A late bus will be provided for students.

## Response to Intervention (RtI)

A team of reading teachers, math specialists, special education teachers, and instructional coaches 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.

### **Instructional Support Team (IST)**

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 enrichment 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.)

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

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 from a certified ENL teacher. Instructional emphasis is placed on listening, speaking, reading, and writing skills. The length of time spent by the student in the ENL program is determined by their 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 their communication needs.

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

If a student has needs beyond the general education program, the Instructional Support Team (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 services provide an educational program for students identified by the CSE as having a disability and needs beyond the general 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 (CT) programs and integrated co-taught (ICoT) programs where primary or supplemental instruction is taught by a special education teacher in or out of the general education classroom. The goal of the special education program is to improve the students' success in a general education program. Student progress is closely monitored.

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

### **School Counselor**

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, organization and time management strategies, coping, self-awareness, metacognitive strategies, goal-setting, and problem-solving skills. The counselor will help students analyze their developmental strengths, and assist them in connecting these strengths with their 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 worker and school psychologist.
- The school counselor will collaborate with parents, community agencies, and provide referrals for outside counseling support for students, when necessary.
- The school counselor and 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.

### **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 students 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, coping, self-advocacy and social skills; facilitate the development of Functional Behavioral Assessments and Behavioral Intervention Plans and 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 an acute crisis. This includes but is not limited to, de-escalation, maintaining the 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 ensuring parents' due process rights.
- The school counselor and 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 (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.

### **School Improvement Team (SIT)**

The New York State Education Department requires 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 4-5 times a year. Through shared decision-making, the team has established a plan to increase student achievement. At Sherman, this team is called the School Improvement Team (SIT). If you would like to see the plan or acquire further information about the School Improvement 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 parents and guardians to ensure all students are 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 twice a year by appointment. The first will take place in the fall and the second is available in the spring if desired. Sign-up for the fall conferences takes place at Sherman's Parent Information Night. 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 electronically at the end of each quarter. (put school tool directions link)

### **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 (directly from BOE Policy 4821)**

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.

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 their participation.

A student may be excused from school celebrations or observances if their 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. In this case, please email the principal.

### **Student Recognitions**

We are always looking for opportunities to get to know and celebrate students on an individual basis. This gives them a chance to share their interests and uniqueness with classmates. Traditionally, this occurs on a student's birthday, but it could also happen on a holiday or as part of the classroom culture (ie. student of the week, etc..). **Due to allergies, safety concerns with sharing food, and classroom interruptions, we will not be allowing teachers to celebrate students with food. Instead, we suggest the following:**

- Family member or special person participates in a read aloud in class or through Google Meet
- Celebration circle
- Students write cards or make a craft
- Sing the student a special song
- Small gift to pass out to class

\*deliveries of items for students are not allowed (balloons, flowers, etc.)

## ELEMENTARY HEALTH SERVICES

### **School Health Office Staff**

Every school has both a school nurse-teacher (SNT) who is a registered professional nurse and a health aide. The SNT coordinates healthcare 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 student's 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 primary 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 exchange information 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 school nurse teacher.

### **Mandated Physical Examinations**

New York State law requires parents or guardians to provide a certificate of physical examination for all new students and for students in grades kindergarten, 1, 3, 5, 7, 9 and 11, 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 school nurse teacher.

### **Immunizations**

On June 13, 2019, Governor Andrew M. Cuomo signed legislation removing non-medical exemptions from school vaccination requirements for school-age children. This means that religious exemptions for immunizations are no longer valid for current or incoming students. Therefore, every child must obtain the required immunizations in order to attend school.

It is important to note that your child will not be permitted to attend school in September without the required immunizations.

The required immunizations can be obtained from either your family health care provider or the Monroe County Health Department located at 111 Westfall Road, Rochester, NY 14620. They may be reached by phone for hours of operation at 585-753-5150. The exact date each immunization was given must be included in the record. The chart detailing the required immunizations may be accessed at [rhnet.org/immunizations](http://rhnet.org/immunizations).

Your immunization records along with required proof of scheduled follow-up appointments must be submitted to your school's main office by September 1. If you have questions or concerns about immunizations, please contact your healthcare provider.

### **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 primary 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, i.e. 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 primary health care provider. These plans are updated annually. The purpose of these documents is to provide straightforward and simple training and instructions to non-medical personnel acting in a supervisory role 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 they 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 they have 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 medicine to school. Students may not bring in medications. Pharmacies will supply duplicate containers upon request.

### **Absences & Tardiness**

You must call each day that your child will be absent from or late for school. The 24-hour Attendance Line number is **359-5501**. 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 their teacher's name
- The date and 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 their 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.

### **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 by those who bring a meal from home.

### **Food Service**

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 will be given a complete meal and charged. These children will not be allowed to buy snacks, and their families will be expected to reimburse the district for the meal.

### **Free and Reduced Price Meal Program**

1. Applications will be mailed to all families by mid-August. The Free and Reduced Application and information will also be available on the R-H website, [www.rhnet.org](http://www.rhnet.org).
2. A new application must be submitted every year.
3. Students who qualified for free/ reduced meals in June, will receive meals until October 18, 2022.
4. A new application must be submitted for meal benefits to continue.
5. Your application must be approved before your children can receive free or reduced price meals.
6. Until your new application is approved, your children will have to pay for their meals or bring a lunch from home.
7. It takes 10 days for applications to be approved, so get them in early.
8. Eligibility is determined by federal guidelines.
9. You will be notified in writing regarding your approval. The cafeteria cashier is notified.
10. Some applications are verified for correct income information.
11. Call 359-5388 if you have any questions.

### **Prepaid Meals**

This is a great way to avoid losing or forgetting money, as charging meals is not allowed.

You can prepay by:

1. Sending a check payable to Rush-Henrietta Food Service Department,
2. Sending cash to school with your child,
3. You may use your credit card or e-check by calling 866-727-3053 or logging on to [www.mypaymentsplus.com](http://www.mypaymentsplus.com).
4. If you have more than one child IN THE SAME SCHOOL, you may send one check. Include the names and amounts for each child on the memo line of the check. The check must be made out to Rush-Henrietta Food Service.
5. If you have students in different schools, please send the check to Rush-Henrietta Food Service office, 1133 Lehigh Station Rd., Henrietta, NY 14467. Include the names and amounts for each child on the memo line of the check.
6. If your check is returned for insufficient funds or the account is closed a \$20 check fee will be charged by the Food Service office and your checks will not be accepted in the future.

### **My Payment Plus**

Rush-Henrietta's Automated Prepayment System Information

To get started, simply visit [www.mypaymentsplus.com](http://www.mypaymentsplus.com) or call 866-727-3053 and register your child. You will need your child's student ID number to register. The convenience fee is 4.75% of your total transaction; if your total transaction is \$100 or more, this fee is waived. You do not need to make a credit card transaction if you just want to check your child's balance or purchases. Among the many benefits:

- 24/7 access to the system
- Review your child's purchases.
- No more lost meal money.
- Low account balance email notification.
- Money deposited in meal pay arrives in your child's account in a matter of minutes.

### **Student Accounts:**

- All cafeteria cash registers are computerized.
- I.D. numbers are needed for all purchases, breakfast, lunch, and a la cart.
- All students have an account, which is accessed with their student I.D. #. Students in Grades 4-12 punch in their numbers on keypads.
- The system provides complete confidentiality.

## **SCHOOL-WIDE EXPECTATIONS**

### **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.

### **SOCIAL-EMOTIONAL LEARNING (SEL)**

In grades K-12, Rush-Henrietta uses a framework that aligns Social-Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices. This alignment allows for a range of strategies and approaches to be used to build community within our schools and support students in developing competencies for lifelong success and well-being.

The five SEL competencies include:

- Self-Awareness (Understanding one's emotions, personal goals, and values, assessing one's strengths and weaknesses)
- Self-Management (Skills in regulating emotions and behaviors, managing stress, and persevering through challenges)
- Social Awareness (Ability to understand the perspectives of others, demonstrate empathy, and understand social norms)
- Relationship Skills (Ability to communicate clearly, engage in active listening, cooperate with others, resolve conflicts, and resist negative social pressure)
- Responsible Decision-Making (Ability to understand the consequences of actions, and to make constructive choices taking the health and well-being of self and others into consideration)

The expected behaviors, known as PBIS traits, are: Be Respectful, Be Responsible, Be Ready to Learn, Be Caring, and Be Trustworthy. A behavioral matrix has been created that provides clear guidelines as to what these SEL competencies and PBIS behaviors look like in various school settings. Focus on these skills is embedded throughout the school day, with opportunities for students to be recognized and acknowledged for demonstrating these competences and behaviors within school.

At Sherman, we take pride in recognizing students for positive behaviors. Using our behavioral matrix, we teach our Sherman pride to students and recognize them through our Pride Prints (described below). We have a school-wide system we use to recognize students. School staff members recognize and acknowledge students in their daily work with students in other ways too.

Our PBIS team is currently working on other school wide incentives. As they are developed we will send more information home.

### **Pride Prints**

Students have the opportunity to earn “Pride Print” tickets for demonstrating Sherman PRIDE behaviors. Pride Prints will be connected to the Sherman PRIDE Matrix so there will be a different focus/theme each month (ex. Respectful, Responsible, Trustworthy... etc.). There will be two ongoing themes for the entire year; “All the Time” and “Digital Citizenship.” All adults will have access to these tickets to distribute to students in all matrix settings. Teachers can then use these tickets as they see fit for rewards in their classrooms. At times there may be opportunities for school-wide rewards for these acknowledgement tickets.

### **Rush-Henrietta Code of Conduct**

The Rush-Henrietta Code of Conduct articulates the expectations of our school district community. It is updated each year, and can be found on the RH District website at [www.rhnet.org/domain/11](http://www.rhnet.org/domain/11).

Sherman SEL/PBIS Matrix



# Sherman Elementary School

## "Let Your Sherman PRIDE Roar!"



SEL/PBIS Matrix	Classroom	Hallway	Cafeteria	Bathroom	Playground	Assembly	Bus	Digital Citizenship
<b>Self-Awareness</b> <b>Be Respectful</b>	<ul style="list-style-type: none"> <li>I can be an active listener.</li> <li>I can stay focused and participate in my learning.</li> <li>I can have a positive attitude.</li> <li>I can be prepared.</li> <li>I can self-regulate to the green (calm) zone.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen and follow adult directions.</li> <li>I can return to class promptly.</li> <li>I can stay together with my class.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to the cafeteria monitors.</li> <li>I can line up promptly when my teacher arrives.</li> </ul>	<ul style="list-style-type: none"> <li>I can re-enter the classroom quietly.</li> <li>I can use the bathroom at appropriate times.</li> </ul>	<ul style="list-style-type: none"> <li>I can line up quickly when staff signals.</li> <li>I can wear clothing and footwear appropriate to the activity.</li> </ul>	<ul style="list-style-type: none"> <li>I can watch and participate.</li> <li>I can stay focused.</li> <li>I can remain seated.</li> </ul>	<ul style="list-style-type: none"> <li>I can take all my belongings.</li> <li>I can be on time for pickup.</li> <li>I can be ready to get off the bus at my stop.</li> </ul>	<ul style="list-style-type: none"> <li>I can use my Chromebook to engage appropriately in my learning.</li> <li>I can bring my fully-charged Chromebook and headphones to school every day.</li> </ul>
<b>Self-Management</b> <b>Be Trustworthy</b>	<ul style="list-style-type: none"> <li>I can keep others' information private.</li> <li>I can tell the truth and own my mistakes.</li> <li>I can be where I am supposed to be.</li> <li>I can return anything I borrow in the same condition I received it.</li> </ul>	<ul style="list-style-type: none"> <li>I can return to class promptly.</li> <li>I can walk directly to my destination.</li> <li>I can report problems to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>I can take the lunch that I ordered.</li> <li>I can use my student ID number for items at the register.</li> <li>I can place all food on top of my tray.</li> </ul>	<ul style="list-style-type: none"> <li>I can promptly go to and from my destination.</li> </ul>	<ul style="list-style-type: none"> <li>I can play fairly.</li> <li>I can follow playground rules.</li> <li>I can tell the truth.</li> </ul>	<ul style="list-style-type: none"> <li>I can stay in my designated area.</li> </ul>	<ul style="list-style-type: none"> <li>I can be honest and truthful.</li> <li>I can admit mistakes.</li> <li>I can report problems to the driver/monitor.</li> <li>I can bring approved equipment and instruments on the bus.</li> <li>I can keep toys at home.</li> </ul>	<ul style="list-style-type: none"> <li>I can use all communications for school-related purposes only.</li> <li>I can visit appropriate websites that promote learning.</li> <li>I can follow copyright laws and remember to cite any sources I use.</li> </ul>
<b>Relationship Skills</b> <b>Be Caring</b>	<ul style="list-style-type: none"> <li>I can celebrate my peers.</li> <li>I can use polite and kind words.</li> <li>I can help others and allow others to help me.</li> <li>I can work cooperatively.</li> <li>I can share my story and listen to the stories of others.</li> </ul>	<ul style="list-style-type: none"> <li>I can assist others in need.</li> <li>I can hold the door for the person directly behind me.</li> <li>I can admire others' work with my eyes only.</li> </ul>	<ul style="list-style-type: none"> <li>I can use polite and kind words.</li> <li>I can accept and help others.</li> <li>I can celebrate my peers.</li> <li>I can respect people's food choices.</li> <li>I can share my story and listen to the stories of others.</li> </ul>	<ul style="list-style-type: none"> <li>I can use polite and kind words.</li> <li>I can speak about appropriate topics.</li> <li>I can use appropriate tone and volume of voice.</li> <li>I can keep the bathroom clean.</li> </ul>	<ul style="list-style-type: none"> <li>I can include and invite others.</li> <li>I can use polite and kind words.</li> <li>I can take turns.</li> <li>I can share equipment.</li> </ul>	<ul style="list-style-type: none"> <li>I can show positive support.</li> </ul>	<ul style="list-style-type: none"> <li>I can use polite and kind words.</li> <li>I can celebrate my peers.</li> <li>I can have appropriate conversations.</li> <li>I can follow seating procedures.</li> </ul>	<ul style="list-style-type: none"> <li>I can use polite and kind words while using technology.</li> <li>I can be safe with words and actions.</li> <li>I can leave a positive digital footprint.</li> </ul>
<b>Social Awareness</b> <b>Be Respectful</b>	<ul style="list-style-type: none"> <li>I can follow directions.</li> <li>I can respect the personal space of others.</li> <li>I can listen to the ideas and opinions of others.</li> <li>I can wait my turn.</li> </ul>	<ul style="list-style-type: none"> <li>I can walk quietly.</li> <li>I can respect the personal space of others.</li> <li>I can greet others with a silent wave.</li> </ul>	<ul style="list-style-type: none"> <li>I can use appropriate language.</li> <li>I can speak about appropriate topics.</li> <li>I can use appropriate tone and volume of voice.</li> <li>I can use manners.</li> <li>I can touch my food only.</li> <li>I can respect the personal space of others.</li> </ul>	<ul style="list-style-type: none"> <li>I can respect the personal space of others.</li> <li>I can respect the privacy of others.</li> </ul>	<ul style="list-style-type: none"> <li>I can be a good sport.</li> <li>I can use appropriate language.</li> <li>I can respect the personal space of others.</li> <li>I can wait my turn.</li> </ul>	<ul style="list-style-type: none"> <li>I can be respectful of all performers and audience members.</li> <li>I can respect the personal space of others.</li> </ul>	<ul style="list-style-type: none"> <li>I can keep the aisle clear.</li> <li>I can keep food and drinks in my bag.</li> <li>I can sit and stay in the seat I am assigned.</li> <li>I can follow safety rules and directions.</li> <li>I can listen to the bus driver and monitor at all times.</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate in positive ways.</li> <li>I can follow the Chromebook modes (Tech, Reverse, Courtesy).</li> <li>I can respect myself and others when using technology.</li> </ul>
<b>Responsible Decision-Making</b> <b>Be Responsible</b>	<ul style="list-style-type: none"> <li>I can follow directions.</li> <li>I can do my best work.</li> <li>I can persevere through difficult and challenging tasks.</li> <li>I can use materials safely and as intended.</li> </ul>	<ul style="list-style-type: none"> <li>I can walk on the right side of the hall.</li> <li>I can walk directly to my destination.</li> <li>I can look forward.</li> <li>I can be on time.</li> </ul>	<ul style="list-style-type: none"> <li>I can clean my hands before and after eating.</li> <li>I can eat my food only.</li> <li>I can keep my table and my area clean.</li> </ul>	<ul style="list-style-type: none"> <li>I can use classroom sign-out procedures.</li> <li>I can use facilities appropriately.</li> <li>I can wash hands.</li> <li>I can report unsafe and inappropriate behaviors to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>I can be visible to staff.</li> <li>I can play safely.</li> <li>I can report any injury to staff.</li> <li>I can use materials safely and as intended.</li> <li>I can collect equipment brought outside.</li> </ul>	<ul style="list-style-type: none"> <li>I can be an active listener.</li> <li>I can applaud appropriately.</li> <li>I can use the bathroom and water fountain prior to the assembly.</li> </ul>	<ul style="list-style-type: none"> <li>I can keep my body and objects inside the bus.</li> <li>I can keep my hands and feet to myself.</li> <li>I can keep the bus clean and in good condition.</li> </ul>	<ul style="list-style-type: none"> <li>I can keep my user names and passwords safe.</li> <li>I can store, carry, and protect my Chromebook.</li> <li>I can report unsafe and inappropriate digital behaviors to an adult.</li> </ul>



### Social Emotional Learning Grades 4-6

## A Message from the Sherman Parent Teacher Organization

Welcome!

The Sherman PTO is a group of interested parents and staff members. The group meets once a month on the second Wednesday at 6:00 p.m. at Sherman School. PTO meetings are set to keep you informed of current school business, district-wide decisions, and standard updates surrounding your child's education and safety issues. The meetings also provide parents with a nice forum to share ideas.

We are always looking for ways to improve existing programs and to create new opportunities for our children. If you are wondering about how to get involved in your child's education, please join us at Sherman. Together we can make an outstanding team!

The officers for the 2022-2023 school year are as follows:

President: Kelly Pfluke

Vice President: Heather Perry

Secretary: Jazmin Locke

Treasurer: Tabbitha Griffith

If you have any questions on how to get involved, reach out to us via email at [rhshermanpto@gmail.com](mailto:rhshermanpto@gmail.com). Also don't forget to follow our 'Sherman PTO' page on Facebook to stay up to date on PTO events. We look forward to working with you this year.

The Sherman PTO

**Rush Henrietta  
Central School District**  
2034 Lehigh Station Road  
Henrietta, New York 14467  
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[www.rhnet.org](http://www.rhnet.org)

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