

Rochester School for the Deaf

Elementary News

Nov - Dec 2007



New Elementary Report Cards

In the spring of 2007, the elementary teaching team began the process of looking at how we communicate classroom expectations and student progress towards achievement of the New York State Learning Standards. Specifically, we looked at our Elementary School report card and ways in which we could improve how information was shared within this document. In addition, we wanted this information to supplement the IEP.

All students at Rochester School for the Deaf have an IEP, (Individualized Education Plan), which details areas of strength and areas needing focused improvement for students. In addition, individual goals are generated and monitored throughout the year based on these individual needs.

In this mailing you will have an IEP progress report, which focuses on your child's progress on their individual goals. There are a few targeted goals within each subject category. Classroom instruction is centered around these goals, but goes beyond them to encompass a broad range of skills and abilities. The report card, which is also included in this mailing, explains the types of learning activities that your child is participating in at school and how well they are doing towards meeting these classroom expectations. The goal of the new report card format is to give you a better understanding of how your child is doing in meeting New York State standards that are expected for their grade level in a way that is easy to read and understand.

The report card is divided into content area categories, (Reading, Writing, Mathematics, etc) and within those categories are levels of achievement. The New York State Standards for K-5 encompass the three levels that you see under most categories—Emerging/Developing, Beginning, and Expanding. This is a range of skills that students in New York State are expected to have mastered by the completion of 5th grade. This report card is designed to give you that big picture, and show you where your child falls within that spectrum.

Your child should have the majority of their assessment scores of 1-4 in one or two levels of achievement, depending on where their level of skill falls. Items that are left blank are things that have not been an area of focus during the current marking period. This may be because your child has already mastered that skill and is working on a higher level skill, or because your child is not yet ready to attempt that level of skill. Please note the key to assessment scores 1-4 that is included at the top of the report card.

Teachers may include comments under each category, and/or include a summary comment at the end of the report card to help you better understand these scores.

We encourage you to discuss the report card with your child, and we ask that you and your child comment on the last page of the report card in the space indicated. This can be returned with your child, through the mail, or at your scheduled parent-teacher conference. If you have not yet scheduled your parent-teacher conference with your child's teacher, this is a great opportunity to do so.

Any questions that you have regarding your child's report card can be directed to the classroom teacher or to Denise Stappenbeck, Director of Elementary and Middle School Programs, by calling the main school office at 336-5804 (V/TTY).

Upcoming Events

- Nov 20th Make-Up Picture Day
- Nov 20th—K/1 class trip to the RMSC
- Nov 22-23 Thanksgiving Holiday

****Please note: Students in the Pittsford School District will not have bussing on 11/21. Other transportation arrangements should be made. RSD is open on 11/21.**

- Dec 3rd -4/5 class Music Trip
- Dec 21st Winter Recess Begins

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Characters Abound for National Literacy Day

On October 31st, students and staff dressed up as their favorite characters and took the stage to share their love of reading.

In the weeks leading up to the "Character Walk", families prepared for this event by selecting their favorite book character, and then designing a costume around that character. We know this was easier said than done for some characters, but we appreciate all of the time and effort that parents spent at home to help make this day a success.

The festivities began with the K-1 students taking turns to come up on stage

and share the title, author, character's name, and a reason why they liked their book.

They were then followed by the 2-3 class who took their turn on the stage. Some of the students in this class decided to get creative and choose one book and work on it in a small group. We had a wonderful time watching Carly, Paul, and Hunter play their roles as characters from their story.

The 4-5 class ended the show with summaries of their books that really showed a good understanding of the story and solid reasoning for the selection of their characters.



Above: TJ Coates sharing his story.

All in all, this was a great kick-off for National Literacy Day on Nov 1st.

Ready, Set, Winter!

Winter is fast approaching, with the first snowfall of the season already on its way. In preparation of the colder months, we'd like to take this opportunity to remind parents that we do go outside to play on a regular basis at the end of the lunch period.

In order to participate in outdoor activities, students should have warm jackets, coats, gloves/mittens,



and boots when there is snow on the ground.

On days where the temperatures dip below approximately 30 degrees, students will have the opportunity to participate in structured activities in the gymnasium. When the

temperatures are higher, though, we enjoy playing in the snow. Snow pants

are strongly recommended, as the temptation to run and jump in the snow sometimes is too hard for kids to ignore.

We will allow ample time for students to dress appropriately before going out no matter what the weather.

Welcome Winter!

Mix-It Up

Cooperation, friendship, and positive risk taking were all a part of the message that students experienced on November 13th in celebration of our annual Mix-It Up Day.

As part of a national program, the goal of the day is to expose students to new people, new ideas, and what it takes to get along with others. The students in grades K-12 did just that.

When they arrived to lunch on Tuesday, each student received a candy that they then had to match to a picture on one of the tables. After they received their lunches, students sat down at the table and took turns introducing themselves. High school, middle school, and elementary school students sat together and forged new conversations and maybe began the start of new friendships.

After lunch, all of the students went to the gym for activities centered around team work and trust building. At the end of the activities, students were quick to ask when the next Mix-It Up day would be happening.

It was evident that a positive experience was shared by all.