



## Main Street School – General Information

Updated 4.17.18

**Building and Grounds:** The Main Street School is located at 101 Main Street. The main building has 4 floors and our gym facility is in a separate building connected by a covered pathway.

**School Hours: 8:50 a.m. – 3:15 p.m.** All students are expected to be lined up with their class by 8:50 a.m. in their designated locations. On most days, fourth graders meet in the cafeteria and fifth grade in the auditorium. Please see Arrival & Dismissal procedures for timing of drop-off and pick-up times.

### ARRIVAL & DISMISSAL

Main Street School has extremely limited visitor parking. To ensure the safety of all students, staff, and visitors, all bus-eligible students are encouraged to ride the bus to and from school. Please do NOT park in a way that it blocks another vehicle from getting in and out of the school.

**Arrival Procedures:** Students should not arrive before 8:40 a.m. Students who arrive at school prior to 8:40 will not be supervised.

**By Car:** Parents driving students to school should pull up in a parallel position to the front of MSS and drop off their child(ren). Children will then enter the building via the Main Street entrance. All children upon entering the building line up in a designated location. On most days, 4<sup>th</sup> graders line up in the cafeteria and 5<sup>th</sup> graders line up in the auditorium.

**By Bus:** Buses drop students off in the parking lot and children enter the building using the Main Street entrance. Children report to the auditorium or cafeteria where they are met by their teacher.

**Late Arrival Procedures:** (Students arriving after 8:50): All students should enter through the Main entrance and report to the nurse's office.

#### **Dismissal Procedures:**

**Children Riding the Bus:** Teachers walk children to the bus.

**Parents of Walkers and Pick Ups:** Children walk out with their class and are free to leave the grounds without supervision. Parents who are waiting should wait for their child in front of the school building. During inclement or cold weather, parents are invited to wait in the lobby until student dismissal begins.

**Early Pick Ups:** Parents meet their child at the front desk and sign out.

**Requests for Changes in Your Child's Dismissal:** It is important that whenever there is a change in your child's dismissal plan, you let the teacher know via a note that morning. Last minute changes can be made by calling the Main Office. Changes should be called in no later than 2:30 p.m.

**Absence and Lateness:** If your child is going to be absent or late for any reason, you must call the nurses office before 8:50 a.m. to report the reason for his/her absence or lateness. Please call the nurse's office even if you have notified the teacher. You may call any time day or night and leave a

message on the nurse’s office voicemail. Messages are retrieved by 8:30 a.m. every morning. Students returning to school after an absence must bring a note to their teacher explaining the absence.

**Important Numbers:**

- Nurse’s Office: 269-5250
- Main Office: 269-5213
- Principal’s Office: 269-5212
- School Psychologist’s Office: 269-5230
- School Social Worker’s Office: 269-5233
- Custodian’s Office: 269-5225
- Librarian: 269-5229

**ACADEMICS & ACHIEVEMENT**

***English Language Arts***

**Enduring Understandings:**

- The five components of literacy (reading, writing, speaking, listening and viewing) give power and voice to communicate ideas and express feelings, thoughts and concepts.
- The dynamic nature of language empowers readers and writers.

<b>Assured Reading Experiences</b>	<b>Assured Writing Experiences</b>	<b>Grammar Units</b>
Narrative (focus on character) Reading for Literary Response Fables Poetry Historical Fiction Informational Text Persuasive Text	Personal Narrative Literary Response Research/Informational Persuasive	Punctuation Parts of Speech/Capitalization Sentence Structure Sentence Fluency, Paragraphing Layout

Independent reading homework is an essential component of the MSS instructional program. Reading good quality literature on a consistent basis (20-30 minutes each evening) will greatly enhance your child’s stamina and growth as a reader!

***Mathematics***

The New York State Common Core Learning Standards are used for the teaching and learning of the 4<sup>th</sup> grade math curriculum. Instructional time will focus on three critical areas:

- developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends;
- developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and
- understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Fourth Grade Math Modules	
Place Value, Rounding, and Algorithms for Addition and Subtraction	
Unit Conversions	
Multi-Digit Multiplication and Division	
Angle Measure and Plane Figures	
Fraction Equivalence, Ordering, and Operations	
Decimal Fractions	

**Social Studies**

**Enduring Understandings:**

- The interpretation of evidence is essential to understanding and learning
- People develop different solutions for similar needs, challenges and desires.
- Culture provides an identity that influences how we view the world, make decisions and seek solutions to problems
- There is an interaction between people and their environment.

The grade 4 social studies core curriculum builds on students’ understanding of families, schools, and communities. It highlights local political institutions and historical developments with connections to New York State and United States history. Social studies at MSS provides an in-depth study of government including the structure and functions of the different branches of local government, explores the rights and responsibilities of citizens, and expands such civics concepts as *power, equality, justice, and citizenship*. Special events and themes are explored including Native American Indians of New York State, the European encounter, the colonial and Revolutionary War periods, the new nation, the period of industrial growth and expansion in New York State, and local and State government.

**Science**

Students will continue to develop the scientific knowledge, skills, and attitudes that enable them to make informed use of science in their lives. There are inquiry-based units of instruction in fourth grade. Students use inquiry skills including observing, classifying, measuring, inferring, predicting, and conducting investigations to learn science concepts.

Science Units of Study		
Plants	Food Chains and Webs	Water Cycle
Magnetism	Electricity	Science Review

**Homework Guidelines**

Homework is typically assigned four nights per week, Monday through Thursday. Independent reading and some project work may be assigned over the weekend. The following are suggested guidelines for the assignment of daily homework for students in general education: approximately 45-75 minutes (4<sup>th</sup> grade) and 60-90 minutes (5<sup>th</sup> grade). These are suggested times for students of average ability.

Variations should occur for differences in student interest and motivation. If you find that your child is spending an inordinate amount of time on homework, please contact your child's teacher. If your child is home ill, homework can be picked up at the security desk at dismissal time. To request homework, please call the main office before 11:00 a.m.

## SPECIAL AREAS

### **Art**

The art program at MSS is based on two big ideas: (1) Art communicates ideas and (2) Our work communicates effectively through design, or through the choices we make. Students learn to balance design choices and limits, like limited colors, materials, or elements, to create work that communicates meaning. Fourth graders work to communicate their personal style and identity by designing their names using only black and red materials. They will develop projects that connect with their classroom curriculum and grade level events. . The ultimate goal is to use the resources and information available to make informed choices that will best visually communicate our individual ideas. Students are encouraged to use the tools and the techniques of artists to observe the world and express their new-found knowledge in creative works. The design process gives students a means to organize their growing ideas and to begin to express them in their own voice.

### **Library**

The MSS Library program is designed to support the classroom curriculum, promote information fluency and 21<sup>st</sup> century skills, as well as foster a love of reading. The curriculum goal in the Library is to help each student become an independent learner through projects introducing a full range of appropriate print and online resources. Library is a scheduled class which meets once a week. In addition, students are welcome to visit the Library independently. All students are encouraged to use the Library and to borrow books as often as possible. An extension of the Library and its many literature and research resources is available through the Library's Edline webpage: <http://tinyurl.com/msslibrary>

### **General Music**

The Enduring Understandings for general music at MSS are:

1. Music is a mirror to life, reflecting the artists' lives and their times.
2. When we make music together, we transcend ourselves and connect deeply with others.
3. Music is an artistic language used to communicate across cultures.

In weekly general music class, students develop their musicianship through singing, playing instruments, composing, and playing games, while exploring music of various styles and cultures. Students make music, explore rhythm, melody, harmony, form, interpretation, expression, context, technique, instrumentation, and habits of musicians. **The entire 4<sup>th</sup> grade will perform at the Spring Concert, demonstrating their understanding of the year's work.**

### **Physical Education**

The Physical Education (PE) program at MSS prepares students with the skills necessary to perform a variety of physical activities. The primary goal of PE at MSS is to provide students with the knowledge and skills necessary to remain physically active across a lifespan. In PE class, 4<sup>th</sup> grade students are introduced a wide variety of team sports and leisure activities including Cooperative Games, Gymnastics, Rhythmic Activities, Soccer, Basketball, Volleyball, Floor Hockey, Lacrosse, Flag Football among others. Students are taught fitness concepts through the lens of the five components of fitness

and are exposed to a variety of fitness related terms and skills. The Habits of Mind are fostered throughout our PE program and are incorporated in various ways throughout each and every unit.

### **Computer Technology & Project Lead The Way (PLTW)**

At MSS, students have opportunities to use technology in their classrooms and the computer lab. There is a Chromebook cart as well as buckets of Chromebooks in each classroom. Additionally, classes attend the Lab to integrate software applications that parallel curriculum.

The focus of the Technology Program at MSS is to foster 21<sup>st</sup> Century Learning and STEM Education – where projects incorporate **Science, Technology, Engineering, and Math**. Students are involved in Project Lead The Way, which will help students develop skills in problem solving and collaboration through the STEM subjects. Students will participate in PLTW for 55 minutes per week, and will use iPads to infuse research and applications to enhance their work.

### **Character Building**

The foundation for character building at MSS is the Habits of Mind. The Habits of Mind are knowing how to behave with thought and intelligence when you do not know the answer. It means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known. Examples of Habits of Mind include persisting, thinking and communicating with clarity and precision, managing impulsivity, listening with understanding and empathy and thinking flexibly. Teachers integrate the Habits of Mind into daily lessons. In addition, all classes engage in Morning Meeting, which is used to build community and is framed through the Enduring Understandings and Essential Questions of our K-12 Character Education Framework, which includes the following:

#### **Enduring Understandings:**

- Communities exist and communities have rules
- Communication and consideration of alternative perspectives are essential
- Individual existence = contribution

#### **Essential Questions:**

- What is fair?
- What is ownership?
- What makes a community?
- How is inaction action?
- What defines who we are?

Students will also develop and participate in monthly assemblies related to character building. While the assemblies are for students and school personnel only, a video link will be emailed home to support you to have a follow up conversation with your child at home.

In addition, a focus of work school wide at MSS is around global citizenship. Students engage in learning in all curriculum areas, within and beyond the classroom related to this topic.

## **SPECIAL EDUCATION**

### **Integrated Co-Teaching (ICT) Program**

This special education model is designed to support students with special needs in a general education classroom environment. The design of this program is similar to that at Dows Lane. Co-taught classrooms are comprised of approximately 2/3 non-classified students and 1/3 classified students. One general education teacher, one special education teacher, and a teacher aide work together to create an environment that supports the needs of all learners. All students are given access to the general education curriculum with appropriate accommodations and modifications to maximize each learner's understanding of essential learning objectives.

## **SUPPORT SERVICES**

### **School Psychologist**

The school psychologist collaborates with teachers, parents, and school personnel to create safe, healthy, and supportive learning environments for all students. She is an integral member of the school's Instructional Support/Response to Intervention (RTI) Team and Section 504 Committee. The school psychologist addresses students' learning and behavioral problems, suggests improvements to classroom management strategies or parenting techniques, provides direct intervention to students, and evaluates students to help determine the best way to educate them. The school psychologist also serves as a chairperson to the Committee on Special Education (CSE) where she facilitates the development of individual educational programs (IEPs) for students with special needs.

### **Speech/Language Services**

The speech/language therapist provides diagnostic testing to help determine the extent and type of communication problems that may be interfering with academic achievement. She typically provides direct services to students with moderate to severe communication disorders including voice, fluency, hearing and language deficits.

### **Occupational and Physical Therapists**

The occupational therapists (OTs) and physical therapist (PT) are shared across the district and work in each of our schools. At MSS, they continue to offer related services under special education, which are prescribed by a medical physician. The OT provides direct services to students who have challenges in the areas of fine motor skills, perceptual motor, and visual motor development that impact the student's ability to function within the school setting. The PT provides services to children who have challenges negotiating their physical environment within the school building and playground. Goals of treatment are specifically designed to meet the needs of the student in relation to his/her educational program. Services may include screening, evaluation, direct treatment, consultation and indirect services within the school community.

### **School Social Worker**

The Irvington School District has a full-time k-12 school social worker who can be reached directly via email or phone. Services provided to families include working with parents to facilitate their support in their children's school adjustment, assisting parents in accessing school and community resources, working as a liaison between home, school, and community resources, and helping to alleviate family

stress by connecting families to needs based resources such as camp scholarships, back-to-school clothes and supplies, and more. Services to students include providing counseling (individual, group, and family), supporting students' social emotional needs, providing crisis management, assisting with conflict resolution, and helping student develop appropriate social skills. If you have concerns or questions, contact can also be made through your child's teacher.

### **Nurse**

The nurse at Main Street School serves as a health counselor for students, parents, and staff. In addition, she is the liaison with outside health care providers whose treatment of students is relevant to the student's school progress. The nurse conducts all NYS mandated health screenings, dispenses medications to students according to physicians' orders, and provides emergency and routine medical care to students and staff.

### **Response to Intervention (RTI)**

The Response to Intervention program is an additional instructional supplement that provides specific curriculum assistance to students in meeting the New York State learning standards. RTI is designed to assist students who are at risk of not achieving the New York state learning standards in English Language Arts and/or mathematics. Services are provided by the teachers through a combination of push-in and pull-out instruction. The amount and intensity of instruction are based upon students' needs. Parents of students eligible for RTI are notified in writing when students are enrolled and/or exited from support. There are multiple data points used to determine support; one of these is AIMS Web Plus, a universal screener that is administered in the fall, winter and spring to all students in the building.

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

English as a New Language (ENL) services are provided to help meet language and educational needs for students who qualify based on a formal assessment. ENL services are designed to provide English language learners (ELLs) with instruction based on content specific goals and strategies that will help each child achieve academic success.

### **After-School Program**

Twice during the school year (fall & winter), MSS offers an after-school program provided by the Family YMCA at Tarrytown. The program is run at Main Street School. The classes span many of our children's interests including music, arts, sports, and critical thinking. Sessions last one hour weekly for a total of eight weeks. A pre-determined fee is set at the beginning of each school year and varies from class to class. Information about these wonderful, enriching and engaging programs is sent home via backpacks at the beginning of the school year and again in December and can be found on the website [www.ymcatarrytown.org](http://www.ymcatarrytown.org).

## **MISCELLANEOUS**

### **Lunch**

Each student has a 25-minute supervised lunch period at MSS. Children may bring lunch from home or buy lunch. The food service offers a salad and sandwich of the day. A la carte items are also available. The lunch menu is sent home in your child's back pack each month and is also available on Edline.

### **Recess**

Each day, students enjoy a 25-minute recess period. Recess is held outside, weather permitting. Guidelines for those decisions include wind chill, precipitation and any weather warnings the school may have received. When outdoor recess is not appropriate, students remain indoors in a variety of locations/activities dependent upon their grade level. Lunch/Recess clubs are available. Each year a variety of clubs are offered. Clubs are held during the lunch and recess periods and are supervised by teachers.

### **Lunch Monitors**

At MSS, there are lunch monitors that supervise students during the lunch/recess period. The lunch monitors are not full-time employees of Main Street School and are generally there only during the lunch periods. Their primary role is to maintain the health and safety of all children.

### **Classroom Visits**

There are opportunities to assist in classrooms throughout the year at MSS. Parents will be asked to assist in special programs and events as well as attend classroom learning celebrations and other classroom activities. Parents will learn about these opportunities at Open House and then throughout the year on a timely basis.

### **Correspondence with Teachers**

Teachers can be reached via phone message, note, or e-mail. Please note that time sensitive messages (i.e.; change in dismissal procedure) should be done via a note or phone call.

### **Medications in School**

- All medications coming into school must be brought to the Health Office by a child's parent or guardian. Please do not send medication with your child. NYS Education Law prohibits children from carrying medication.
- Prescription medication must be in the original container with the pharmacy label attached. Non-prescription medications must be in the original container with the child's name attached to it.
- All medications, including any over-the-counter preparations, must have a written order from the prescribing physician. The order must contain the name of the child, the name of the medication, dosage, frequency of administration and what is being treated.
- Many children have allergies to certain foods or food additives and may suffer from insect allergies and/or sensitivities to seasonal airborne allergens. It is always important for your child's teacher and the Health Office to be alerted to any and all allergies and to be in possession of your child's required medication for the allergy.