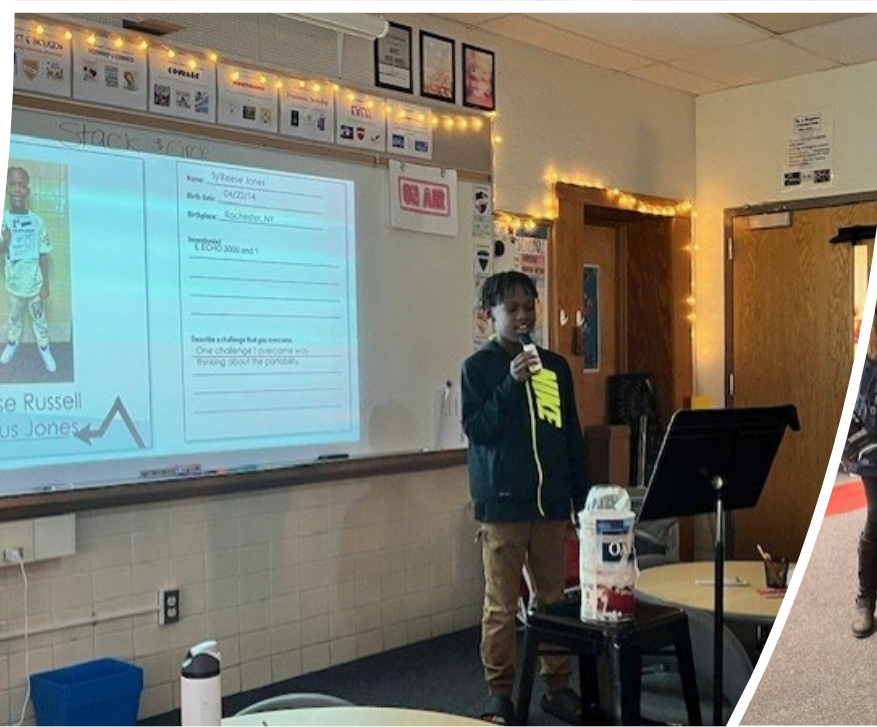
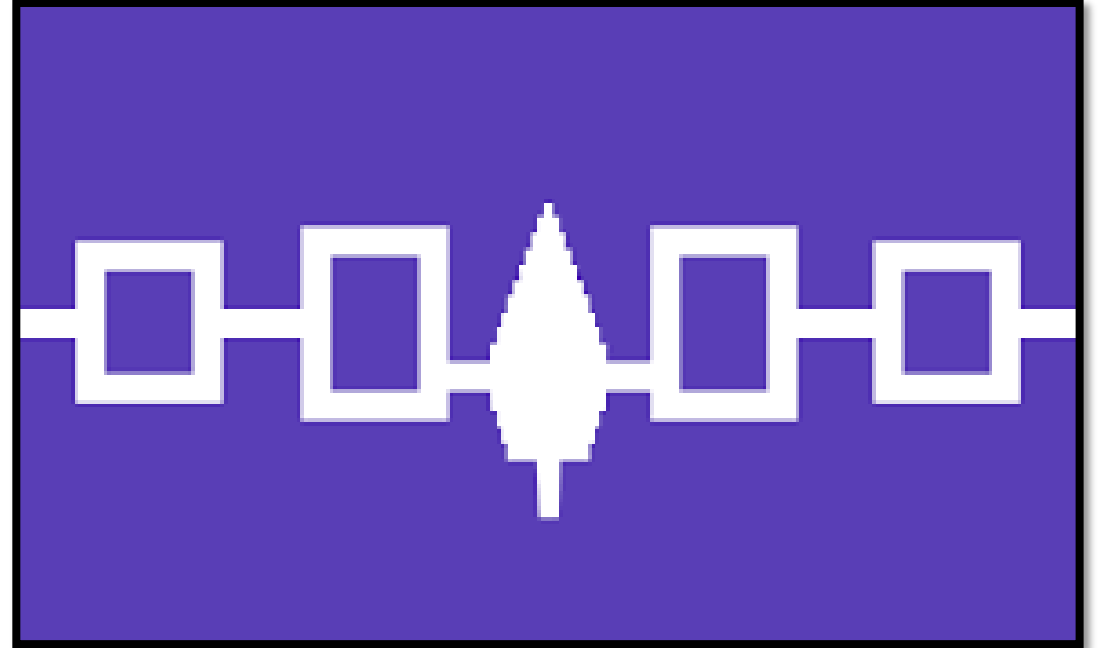
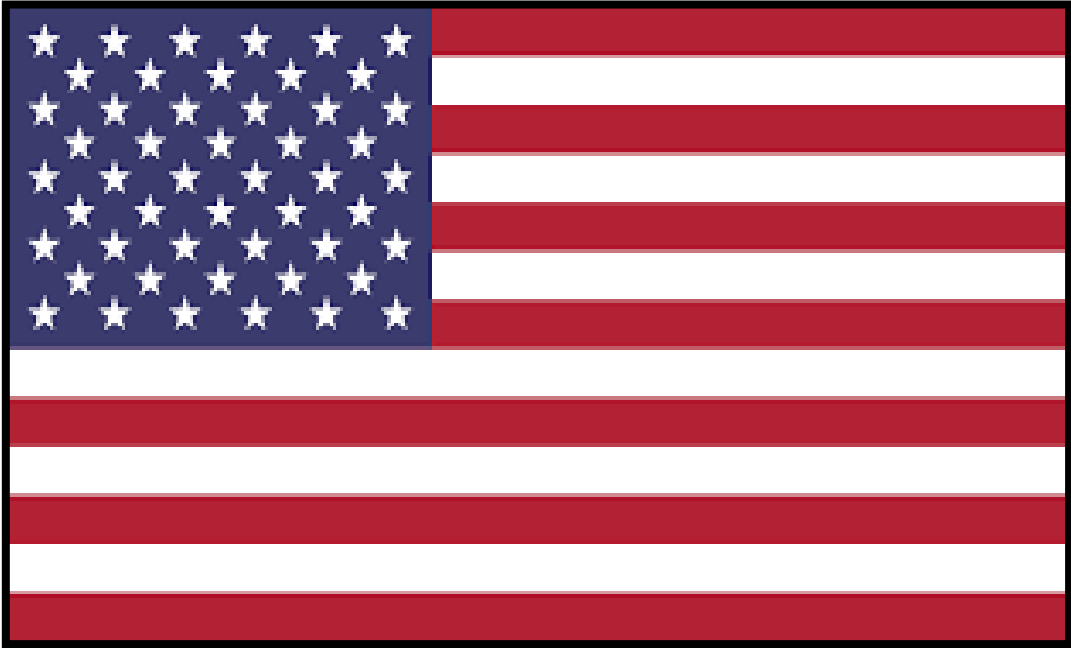


4th Grade Orientation

Welcome to the Rogers Community



Rogers Middle School



The West Irondequoit Central School District acknowledges the Indigenous People of this region and that this school district building sits on the homelands of the Onöndowa'ga:´ (Seneca) of the Haudenosaunee Confederacy. It is on these lands that we teach, learn, and live.

Meet our Team!





Mr. DiMartino, Principal



Mrs. Kane, Secretary



Mr. Rogers, Lead Teacher



Ms. Vay, Lead Teacher

4th Grade Teachers



Ms. Elliott



Mrs. Davies



Mrs. LaPierre



Mrs. Borchers



Mrs. Arcarisi



Ms. Lennertz



Mrs. Kraybill



Mrs. Kucsmas



Mr. Swisher

Intervention Teachers



Mrs. Poinan



Mrs. Williams



Mrs. Gardner

Social Emotional Support (SES) Team



Ms. Brimstein
Psychologist



Mrs. Wicks
Social Worker



Mrs. Petty
Counselor



Mrs. Tuschong
Counselor



Mrs. Killigrew
Guidance Clerk

Music, Physical Education, Art, Library Teachers



Mrs. Conti



Mrs. Doi



Ms. Aldous



Mr. Dumeé



Mr. Schaller



Mrs. Landt



Mrs. DeNoto



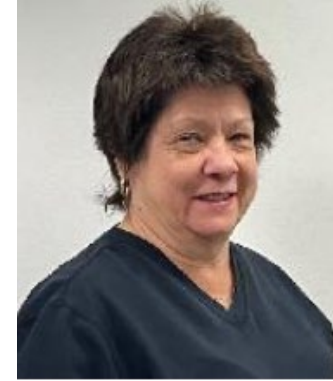
Ms. Becker

Security/ Youth Assistant



Mr. Horton

Nurse / Nurse Clerk



Dr. Jeffery



Mrs. Mistretta



Mrs. Lenzi



Ms. Heron



Mrs. DeFay

Ms. Wood

Mrs. Peterson

Ms. Peck

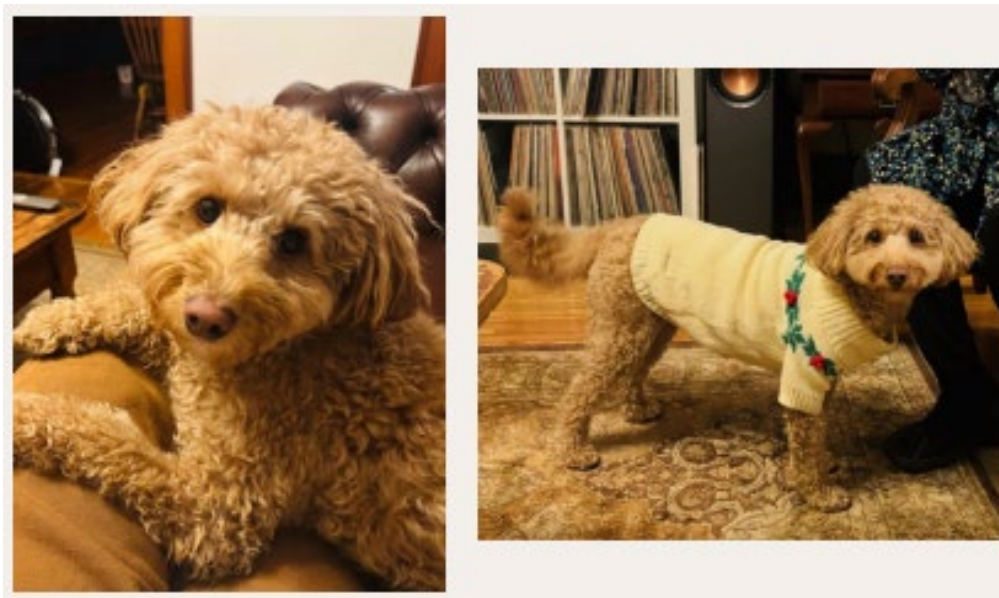


Mrs. Epping

Therapy Dogs



Gunnar



Rosie

Rogers Middle School

At Rogers, we C.A.R.E.

Cooperate with all members of our school community

Appreciate and accept differences

Respect ourselves, others, and property

Excel by doing our best, through trying our hardest

Arrival

- Doors open at 8:50 AM
- Rogers students enter at door 9
- Breakfast spots are throughout the building
- First period starts at 9:05. Teachers will take attendance at this time. Late arrivals will be marked tardy.
- Cell phones, smartwatches, and personal electronic devices must be stored and locked in lockers prior to entering the classroom.

Dismissal

- The day ends at 3:05 PM
- 5th and 6th grade students exit door 9
- 4th grade students exit through door 8
- Students riding the bus walk to their bus loading location and check in with a staff member/ student leader
- Students must leave or be picked up from campus by 3:15
- Designate a consistent pick up location with your child (Wimbledon/ Barry Rd Path)

Library Renovations – Anticipated completion December 2025



Example Schedule

Time	Period	A Day	B Day	C Day	D Day	E Day	S Day
8:05-8:50	Before School			Intramurals	Band/ Orchestra		Band/ Orchestra
9:00-9:05	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
9:05-9:50	1	Math	Math	Math	Math	Math	Math
9:50-10:35	2	Phys Ed	Math	Phys Ed	Library	Phys Ed	Music
10:35-11:20	3	Math	Music	Math	Math	Math	Math
11:20-12:05	4	ELA	ELA	ELA	ELA	ELA	ELA
12:05-12:50	5	ELA	ELA	ELA	ELA	ELA	ELA
12:50-1:35	6	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:35-2:20	7	Rtl	Science	Rtl	Science	Rtl	Science
2:20-3:05	8	Social Studies	Art	Social Studies	Social Studies	Art	Social Studies



WHAT OUR HUMANITIES UNITS BRING FOR OUR STUDENTS

- Engagement in Novel Studies, Authentic Texts, Diverse Perspectives, and Book Clubs that Promote Student Choice
- Writing Process Pieces (that will be strengthened by materials from the reading resource)
- Social Studies and Civic Learning Experiences, including Local History Connections and Service-Learning Opportunities
- Student Collaboration and Discourse





WHAT EXPLICIT READING INSTRUCTION BRINGS FOR OUR STUDENTS



- High interest readers that span a wide range of genres and align with grade level text expectations
- A resource that will help us to organize reading instruction in alignment with science of reading research
- Resources that will support teachers' implementation of reading and writing instruction, including:
 - Morphology and Word Study/Vocabulary
 - Grammar and Sentence Structure
 - Reading Comprehension
 - Writing Process Pieces
 - Writing in Response to Reading

CKLA SKILLS: READING/WRITING

Text dependent questions	Inferencing	Character traits	Text Features
Text Structure	Main Idea	Theme	Story Elements
Supporting Answer with Evidence	Types of Writing	Poetry	Perspective Taking
Decoding	Figurative Language	Summarizing	Vocabulary

CKLA UNITS TOPICS

Personal
Narrative

Empires in the
Middle Ages

Poetry

Eureka!
Student
Inventors

Geology

Contemporary
Fiction

American
Revolution



What Math Class Looks Like with *i-Ready Classroom Mathematics*



Lessons span approximately one week.



Each day is a session centered around a single, powerful problem.



Lessons start with an Explore session, followed by one to three Develop sessions, and end with one to two Refine sessions.





Try-Discuss-Connect



i-Ready Classroom Mathematics is a program that uses the Try-Discuss-Connect framework to spark meaningful partner and whole class discussions.

This strengthens students' understanding and helps them become independent learners.



MATH BLOCK: SKILLS

Multi-digit
Addition

Multi-digit
Subtraction

Multi-digit
Multiplication

Multi-digit
Division

Word
Problems

Fractions

Decimals

Geometry

Measurement

THE HOUSE SYSTEM

This year, our students will be part of four houses: **Care, Appreciate, Respect, and Excel**. Each of these houses embodies the core values that are integral to our school community!

As students earn points for their houses through positive behaviors, participation, and academics, they will be reinforcing the importance of our CARE values. Each month the house in the “lead” will earn a small celebration with their house!

In addition to behavior management, these houses will also allow students participate in monthly activities building character and school spirit, while learning more about our character themes of the month!

SCIENCE: AMPLIFY

Energy Conversions

Earth's Features

Waves, Energy and Information

Vision and Light

REQUIRED SCIENCE INVESTIGATIONS GR. 3-4

- Hands on laboratory experiences administered locally as **performance-based tasks**.
- Considered part of the NYS Assessment strategy but **not considered tests**.
- Provide students an opportunity to show understanding of performance-based standards that are not easily assessed in a written test.

Counseling

I am excited to be your child's counselor next year at Rogers! School counselors provide monthly classroom lessons, group and individual counseling and crisis counseling.

Topics include social skills, family change, anxiety/worry, emotional identification and regulation and impulse control.

In order to maximize instructional time, we often see students during lunch or recess.

Next Year

School based counseling is short term, usually lasting 8-12 sessions depending on the need. It does not automatically continue to the next year. This allows time for transition, growth and application of the skills learned in counseling.

If you would like your child to receive counseling next year, the referral process begins in mid-October. Please reach out directly to your child's new teacher or myself to begin the referral process. If you believe your child is in need of more intensive counseling, we have a list of community providers we can share with you.



Field Trips & Special Events

Helmer Nature Center

Fire Safety

Rochester Museum and
Science Center

Irondequoit Public Safety
Tour

Colonial Belle

Field Days



Extracurricular Activities

Newspaper Club
Intramurals
Chess Club
Odyssey of the Mind
Snowsports Club
Art Club
Gardening Club
Connection Club
Morning Show
Yearbook Club
Band, Orchestra, and Chorus

5th and 6th Grades:
Dramatic/Musical
Production Debate
Club
Jazz Band
Math Olympiad



Safety

Practice Drills

- Shelter in place
- Hold in place
- Evacuation
- Lockout
- Lockdown
- Reunification

Safe School Helpline

The Safe School Helpline is a confidential way for anyone to report information about situations that might affect safety at our schools. You can call the number 24/7 to report concerns about unsafe, threatening, or potentially disruptive activities and situations. Examples include thoughts of suicide or self-harm, violence, weapons, bullying, drugs and alcohol, and theft. Report by:

Calling 800-418-6423 (ext. 359)

Texting “TIPS” to 66746

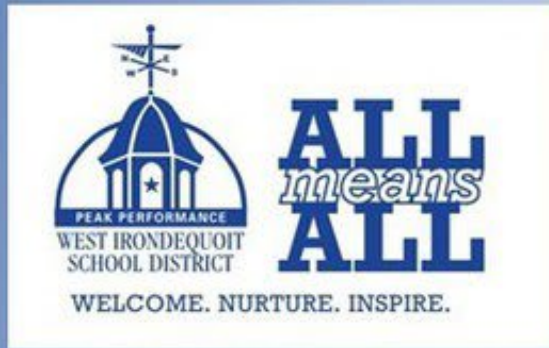
[Submit via online form](#)

ROGERS MIDDLE SCHOOL



WE ARE HERE TO KEEP YOU SAFE

Sharing Concerns With Us



- STEP ① Classroom level
- STEP ② School/building level
- STEP ③ District level
- STEP ④ Superintendent
- ```
graph TD; A[STEP 1 Classroom level] --> B[STEP 2 School/building level]; B --> C[STEP 3 District level]; C --> D[STEP 4 Superintendent];
```

## WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Keep your child healthy and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor or another parent.
- Try to schedule non-urgent related medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If you are concerned that your child may have Covid-19, call your school for advice.
- If your child must stay home due to illness, ask the teacher for resources and ideas to continue learning at home.

Revised September 2023

## When Do Absences Become a Problem?



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

Visit Attendance Works at [www.attendanceworks.org](http://www.attendanceworks.org) for free downloadable resources and tools!

## School Procedures

### Cell Phones, Electronic Devices, and Social Media

The responsible use of electronic devices, cell phones and social media before, during and after the school day is critical to promoting healthy decision making and a positive climate and culture at Rogers Middle School. Inappropriate use that includes but is not limited to harassment, bullying, threatening or intimidation of any kind or that creates a disruption to the normal business of the school day will result in school-based consequences to include in-school or out-of-school suspension (s). If the conduct occurs off school grounds and causes or threatens to cause ill will towards a student, the building, or its staff, the conduct will be treated just as if it had occurred at school, and the school administration will impose consequences in accordance with the inappropriate conduct.

Cell phones, smartwatches/watches with calling features, sound producing equipment, cameras, and novelty items such as laser pointers are prohibited. Students are discouraged from bringing these types of equipment into school, since the equipment could be damaged or stolen, as well as cause disruption to the instructional day. Recording or taking pictures of people on school property without their permission may result in disciplinary consequences. Teachers may confiscate such items if they are used/worn during school hours. The teachers or principal will return them to students at the end of the day. If a second violation occurs, the equipment will be held until the parent comes and picks the item up in the office. If a third violation occurs, the item will only be returned to a parent, and it will not be allowed to be brought back into school for the remainder of the year.

Please be advised that for all West Irondequoit students in grades 4-8, personal cell phones or watches that function as phones, are to be stored in the student's locker while at school. Students not adhering to this rule will be prompted to return the phone to the locker or have it confiscated for the day. Family support in this matter is greatly appreciated.

bark 

̄  
AURA  
Good

## [Surgeon General Advisory on Social Media.pdf](#)

- A longitudinal cohort study of U.S. adolescents aged 12–15 (n=6,595) that adjusted for baseline mental health status found that adolescents who spent more than 3 hours per day on social media faced double the risk of experiencing poor mental health outcomes including symptoms of depression and anxiety.<sup>30</sup>
- A synthesis of 20 studies demonstrated a significant relationship between social media use and body image concerns and eating disorders, with social comparison as a potential contributing factor
- A systematic review of 42 studies on the effects of excessive social media use found a consistent relationship between social media use and poor sleep quality, reduced sleep duration, sleep difficulties, and depression among youth.

## [American Academy of Pediatrics Guidelines](#)

- Instead of strict screen time limits, focus on quality of media interactions, co-viewing, and open communication to support healthy development
- Rules emphasizing balance, content, and communication are more effective than those focused solely on screen time
- Media use should be tailored to the child's developmental stage, with attention to how it affects sleep, physical activity, and emotional well-being

## [Family Media Plan \(American Academy of Pediatrics\)](#)

- A customizable tool that helps families set shared priorities for media use, including screen-free zones and times
- Encourages ongoing conversations about digital habits and allows for regular updates as children grow or routines change
- Promotes healthy boundaries around media to support sleep, physical activity, and family connection

### [Brain Drain: Proximity of phones and impact on cognitive ability](#)

- The mere presence of a smartphone—even when not in use—can significantly reduce cognitive performance and focus
- Keeping phones in another room during tasks improves attention and mental capacity
- This effect is strongest in individuals who are most dependent on their phones, highlighting the importance of tech-free zones

### [Common Sense Media Guide to Parent Controls](#)

- Offers a comprehensive overview of tools for blocking, filtering, and monitoring content across devices and platforms
- Emphasizes that parental controls work best when used transparently and collaboratively with children
- Recommends tailoring controls to your family's needs, from basic browser filters to advanced monitoring apps

### [Kids & Screen Time: The 5 C's Questions for Young Teens - HealthyChildren.org](#)

- AAP's "5 C's" framework helps parents guide media use by focusing on: Child, Content, Calm, Crowding Out, and Communication
- Encourages parents to understand their child's motivations and emotional responses to media
- Promotes co-viewing and discussion to help teens navigate social media and body image issues

### [Parental Controls: Setting Safe & Healthy Media Limits - HealthyChildren.org](#)

- Highlights signs of problematic media use, such as irritability, sleep disruption, and academic decline
- Recommends using screen time trackers and content filters to support healthy habits
- Suggests integrating tools like the AAP Family Media Plan to balance screen time with other activities

### [Parental Controls & Digital Monitoring](#)

- Warns that over-reliance on monitoring apps may hinder teens' development of self-regulation
- Recommends open communication and collaborative rule-setting over restrictive controls
- Encourages parents to model responsible tech use and involve teens in creating online safety plans

# Engagement Opportunities

- Numerous PTSA events
- Field trip chaperone opportunities
- Grade Level Fun Night
- Shared decision-making team
- Family Fun Night (September & Spring)



# Our 4<sup>th</sup> Graders Think You Should Know...

## **In 4<sup>th</sup> grade, these things are different:**

Locks & Lockers

Band, Orchestra, Chorus

Outdoor recess most days

Intramurals

Later Lunch

Reading to Learn

Six sections

Multiplication & Division

Math & Reading homework

Dismissal

## **In 4<sup>th</sup> grade, your students can look forward to:**

Themed learning days

Before & after school activities

Dedicated teachers

Morning meeting

Fun Friday

More independence

Field Days

Meet and Greet

15+ clubs to join

4<sup>th</sup> grade Fun Night

# Student-Guided Building Tour



Lucy Langton



Jessica Burns



Julia Anderson

# Questions?

## **Contacts:**

### **Building Principal:**

Nicholas DiMartino

[Nicholas\\_DiMartino@westiron.Monroe.edu](mailto:Nicholas_DiMartino@westiron.Monroe.edu)

### **Assistant to the Principal**

Cody Rogers

Cody\_Rogers@westiron.Monroe.edu

### **Lead Teacher:**

Colleen\_Vay@westiron.Monroe.edu

### **School Counselors:**

Leia\_Petty@westiron.Monroe.edu

Lindsay\_Tuschong@westiron.Monroe.edu