4th Grade Orientation

Welcome to the Rogers Community

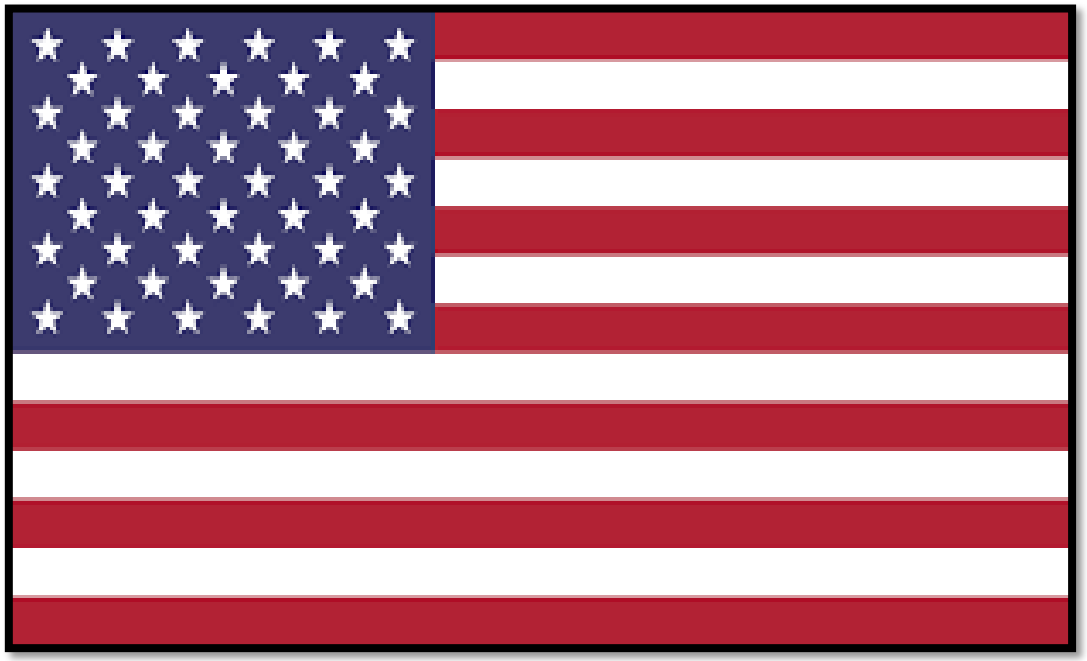


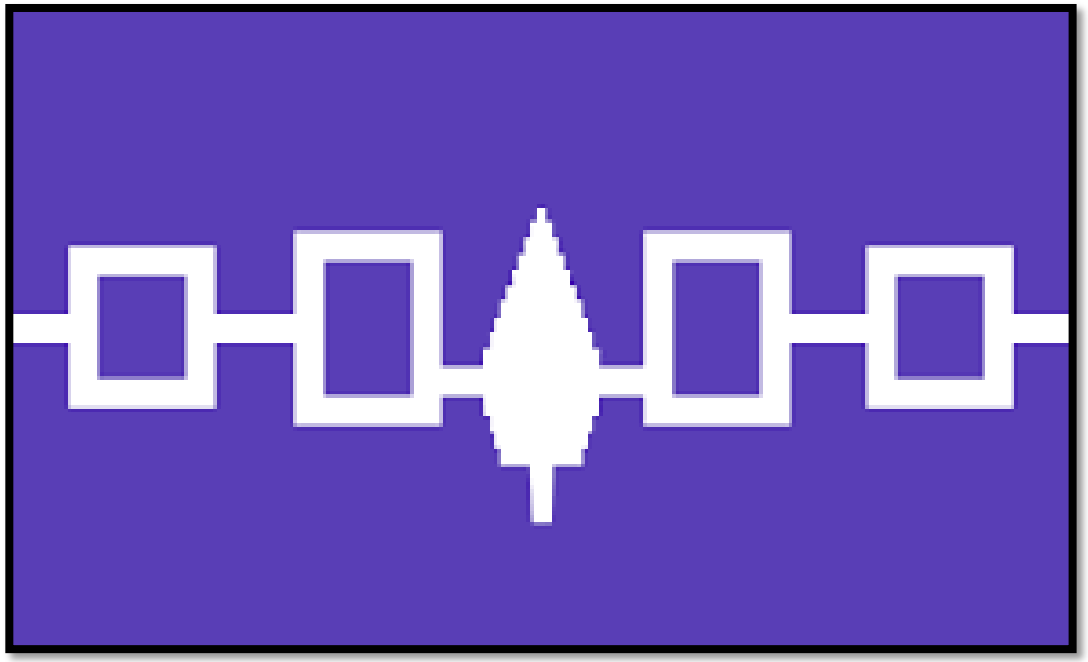






Rogers Middle School





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.

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

Est. 1928

Rogers Middle School



We are a **Community School**

- Collaborative leadership, shared power and voice
- Powerful Student and Family Engagement
- Integrated Systems of Support
- Culture of Belonging, Safety, and Care
- Rigorous, community-connected classroom instruction
- Expanded, enriched learning opportunities

Rogers Middle School



We are a **Community School**

- Collaborative leadership, shared power and voice
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- Rigorous, community-connected classroom instruction
- Expanded, enriched learning opportunities

Rogers Middle School

Southlawn

Briarwood

Brookview

Rogers Ready!

Meet our Team!



Mr. DiMartino, Principal



Mrs. Kane, Secretary



Mr. Rogers, Assistant Principal



Mrs. Lindenberg, Secretary

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, Reading



Mrs. Williams, Reading



Mrs. Gardner, Math



Mrs. Lenzi



Ms. Heron



Mrs. DeFay



Mrs. Epping

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, Chorus and General Music



Mrs. Doi, Band



Ms. Aldous, Orchestra and General Music



Mr. Dumee, PE



Mr. Schaller, PE



Mrs. Landt, Art



Ms. Mankowski, Art



Mrs. DeNoto, Library MS



Ms. Becker, Library Clerk

Security/ Youth Assistant



Mr. Horton

Recess Team



Mrs. Stuart
Mrs. Sheldon
Mr. Martinez

Community Schools Coordinator



Ms. Hoadley

Nurse



Dr. Jeffery

Health Office Clerk



Mrs. Mistretta

Teaching Assistants



Mrs. Peterson



Ms. Wood



Mrs. Wood



Mrs. Chodak



Mrs. Schoepful



Mrs. Eckert



Mrs. Aponte



Mrs. Evarts



Mrs. Wamsley



Ms. Mulrooney



Mrs. Hart

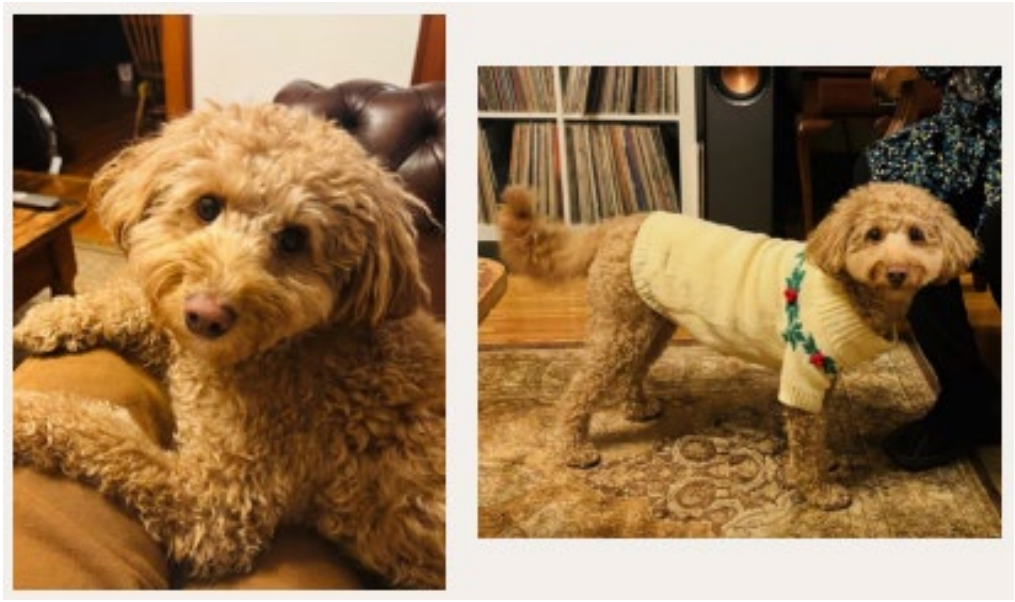


Mr. Donohew

Therapy Dogs



Gunnar



Rosie

Safety

Drills

- Shelter in place
- Hold in place
- Evacuation
- Secure 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



Arrival

- Doors open at **8:50 AM**
  - Please dress for the weather
- Rogers students enter at **door 9**
- Breakfast spots are throughout the building
- **Homeroom starts at 9:00**. 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 (near the gym)**
- 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)
- Students who are walking exit and walk home with peers

Golf Carts and E-Bikes



All motor vehicles on school property, including cars, trucks, recreational vehicles, and golf carts (slow-moving vehicles), must be licensed, registered, and operated only in designated roadways and parking areas. Vehicles should never be driven on sidewalks, pedestrian pathways, or grassy areas.

Golf carts (slow-moving vehicles) must be licensed, operated by licensed drivers, and follow all traffic laws. They should not be driven near entrances, sidewalks, or pedestrian areas.

Students under the age of 16 may not operate e-bikes or electric scooters on public streets or district property. Students of appropriate age who ride e-bikes or scooters to school or district property must dismount and walk their devices while on campus and until they leave, to ensure the safety of themselves and others. All e-bikes and scooters must be parked in designated areas and should never be operated on sidewalks, pedestrian pathways, or near entrances.

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?



CHRONIC ABSENCE
18 or more days

WARNING SIGNS
10 to 17 days

SATISFACTORY
9 or fewer absences

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

Visit Attendance Works at **www.attendanceworks.org** for free downloadable resources and tools!

Recess

- Come dressed and ready to go outside
- Proper weather-related gear (gloves, hats, coats, shoes, boots)
- We go outside all the way down to 20 degrees with wind chill pending safe conditions.

If you need assistance with weather- related gear, please reach out to our Community Schools Coordinator or anyone in the main office.





Example Schedule

*Chorus begins in May

Time	Period	A Day	B Day	C Day	D Day	E Day	S Day
8:05-8:50	Before School			Intramurals / Chorus	Band/ Orchestra	Chorus	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	RtI	Science	RtI	Science	RtI	Science
2:20-3:05	8	Social Studies	Art	Social Studies	Social Studies	Art	Social Studies

HUMANITIES

WEST IRONDEQUOIT

Personal Narrative

Empires in the Middle Ages

Poetry

Eureka! Student Inventors

Geology

Contemporary Fiction

American Revolution

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

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



STEAM
West Irondequoit



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

Science: Amplify

- Energy Conversions
- Earth's Features
- Waves, Energy and Information
- Vision and Light

Ready Math

Multi-digit Addition	Multi-digit Subtraction	Multi-digit Multiplication
Multi-digit Division	Word Problems	Fractions
Decimals	Geometry	Measurement

Social Emotional Learning







Report Cards K-4

Elementary Progress Report (2025-2026)

West Irondequoit Central School District

Our report card is designed to communicate individual student progress towards learning standards. West Irondequoit CSD learning standards are aligned to New York State Next Generation Learning Standards. The purpose of our elementary report card is to provide accurate information to students, parents/guardians, and teaching staff. As part of the process, please review the report card with your child.

As you review the report card, use the **Academic Performance Level Chart** to help you and your child understand their progress towards the standards. This report card represents one component of our district's reporting system. Families are encouraged to review school newsletters, classroom notes and assignments, and to participate in parent/guardian/teacher conferences to support student achievement. We are committed to ongoing home and school collaboration.

Each Child Belongs to All of Us (insert logo)

(Include schedule of trimesters, when report cards are sent home and conference dates)

***** To be sent out 3 times per year in alignment to benchmarks starting in the winter*****

Academic Performance Level Chart
4 **Meeting Grade Level Standards** Student Performance demonstrates a thorough and consistent understanding of the knowledge and skills expected by the standards at this grade level at this point in the school year
3 **Mostly Meeting Grade Level Standards** Student Performance demonstrates a foundational and mostly consistent understanding of the knowledge and skills expected by the standards at this grade level at this point in the school year
2 **Inconsistently Meeting Grade Level Standards** Student Performance demonstrates an inconsistent understanding of the knowledge and skills expected by the standards at this grade level
1 **Not Yet Meeting Grade Level Standards** Student Performance does not demonstrate an understanding of the knowledge and skills expected by the standards at this grade level
N/A **Standard not yet assessed**
***** **Instruction Modified to Address Student's Learning Needs** Student performance grade based on modifications needed to address individual student learning needs

Elementary Progress Report (2025-2026)

West Irondequoit Central School District

Student performance grade based on modifications needed to address individual student learning needs

Student_____
Homeroom_____
School:_____

Attendance	
Term	
Days Present	
Days Absent	
Periods Tardy	

Learning Behaviors			
Indicators	**Score (1-4)**		
	T1	**T2**	**T3**
Insert grade level criteria			

English Language Arts			
Indicators	**Score (1-4)**		
	T1	**T2**	**T3**
Insert grade level criteria			

Math			
Indicators	**Score (1-4)**		
	T1	**T2**	**T3**
Insert grade level criteria			

Science			
Indicators	**Score (1-4)**		
	T1	**T2**	**T3**
Insert grade level criteria			

Special Areas (Separate boxes for Art, Music, PE			
Indicators	**Score (1-4)**		
	T1	**T2**	**T3**
Insert grade level criteria			

Intervention (ELA or Math)
Enrollment status and progress towards goal

Comments
Learning Behaviors Comments
Academic Comments Teachers should talk about each subject using guidelines



Field Trips & Special Events

- Helmer Nature Center
- Fire Safety
- Rochester Museum and Science Center
- Irondequoit Public Safety Tour
- Colonial Belle
- Field Days





THE HOUSE SYSTEM

Four houses: **Care**, **Appreciate**, **Respect**, and **Excel**.

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!

Extracurricular Activities

4th Grade:
Art Club
Chess Club
Connection Club
Debate Club
Gardening Club
Morning Show
Newspaper Club
Odyssey of the Mind
Snowsports Club
Yearbook Club

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



Counseling



Ms. Petty

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.

Community Engagement and Involvement Opportunities

- PTSA events
- Field trip chaperone opportunities
- Grade Level Fun Night
- Shared decision-making team (Mondays once a month from 8:05-8:45)

Rogers Middle School

PTSA®

everychild. onevoice.®

Sharing Concerns With Us

PEAK PERFORMANCE
WEST IRONDEQUOIT SCHOOL DISTRICT
WELCOME. NURTURE. INSPIRE.

ALL means ALL

STEP 1 Classroom level

STEP 2 School/building level

STEP 3 District level

STEP 4 Superintendent

Cell Phones, Electronic Devices, and Social Media

Please see the dedicated page around The Student Internet-Enabled Device Policy.

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.

Should Your Child Have a Smartphone?

Is your child 13 or older?

NO

Result: Not Ready
Teach your child online safety, privacy, and respectful phone use. Set clear rules, limits, and consequences before granting access.

YES

Have you explained cyberbullying and how to respond (block, report, tell an adult)?

YES

Have you taught them what to do if they see inappropriate content or accidentally tap a risky ad?

NO

YES

Do they understand never to share personal details (address, school, full name, passwords, location, private photos)?

YES

Have you discussed phone/online etiquette and healthy screen habits?

YES

Have you explained consequences and loss-of-privilege rules (what happens if rules are broken)?

YES

Result: Maybe
Allow with supervision and a clear family agreement — set rules, limits, approved apps, and check-ins.



Curated Resources to Support Families with Navigating Smart Phones, Social Media, and Screen Time

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

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

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.30
- 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.

Parental / Caregiver Controls

Common Sense Media Guide to Parent Controls

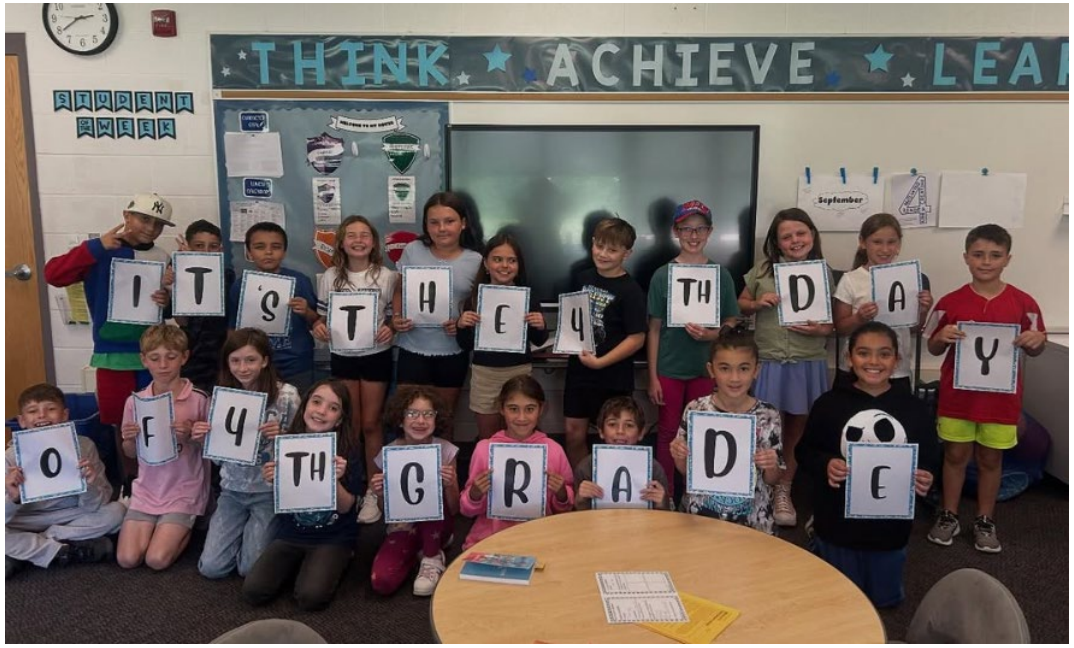
- Offers a comprehensive overview of tools for blocking, filtering, and monitoring content across devices and platforms
- Emphasizes that parental controls work best when used transparently and collaboratively with children
- Recommends tailoring controls to your family's needs, from basic browser filters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

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

Stay tuned for the Summer Mailing

- Schedule with Teacher Placement
- Supply List
- District Calendar
- Letter Day Calendar
- Health Office Forms



Do not forget to share information about your child in the form sent out recently.

Share information about your child!

May 1: Reminder - 4th Grade Info Night is May 6! Summarize

P

public_info@westiron.monroe.edu<noreply@notification.com>

To: Nicholas DiMartino

Fri 5/1/2026 8:30 AM

CAUTION: This email originated from outside of West Irondequoit Central School District.

Do not click on links or open attachments unless you recognize the sender and know the content is safe.

Hello third-grade families:

This is another reminder about **4th Grade Information Night next week on Wednesday, May 6** at the Rogers Middle School Gymnasium. Please click THIS LINK to read an important letter from Rogers Principal, Mr. Nicholas DiMartino. The letter is also attached below.

Thank you,
Office of Public Information

Attachments:

Rogers-Grade3_Family_Transition_Letter.pdf (277.9 KB)

Share information about your child!

Parent - Guardian Student Insights for 2026-27

Dear Parents and Guardians,

As we approach the end of the school year, it is time to start organizing our classrooms for the fall. Our goal is to create an environment that supports the success of all students. To achieve this, we consider several factors, including diverse achievement levels, various learning styles, and maintaining thoughtful teacher-to-student ratios. Additionally, fostering pupil compatibility is crucial for creating a positive and supportive classroom environment.

Our dedicated staff is well-equipped to make appropriate placement recommendations based on their interactions with your child. However, we recognize that no one knows your child better than you do. Therefore, we invite you to share any additional information about your child's social, emotional, and academic needs. If you have specific insights, please provide them in writing by **May 15.**

Important Note: While we appreciate your input, we kindly request that you refrain from requesting a specific teacher. Unfortunately, we cannot honor such requests due to the complexity of class assignments.

As we finalize student placement during the summer, we will reach out if we need any clarification regarding the information you have shared. Thank you for your support in ensuring a successful and enriching learning experience for all our students.

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

* Required

1. Your Name *

Enter your answer

2. Your Child's Name *

Enter your answer

3. What grade is your child entering for the 2025-2026 school year? *

- ◯ 4
- ◯ 5
- ◯ 6

4. We invite you to share any information about your child's social, emotional, and academic needs. *

Enter your answer

Questions?

Contacts:

Building Principal:

Nicholas DiMartino

Nicholas_DiMartino@westiron.Monroe.edu

Assistant to the Principal

Cody Rogers

Cody_Rogers@westiron.Monroe.edu

School Counselors:

Leia_Petty@westiron.Monroe.edu

Lindsay_Tuschong@westiron.Monroe.edu