Berkeley Elementary School

Parent/Student Handbook 2024-2025

It's a Great Day to Be a Bulldog!



Principal: Ms. Tangie Francwar Assistant Principal: Mr. John Capuano Dean of Students: Mr. Timothy Felton

> 8300 Frost Avenue Berkeley, MO 63134 (314) 524-3883

FFSD Vision: All learners graduate believing that anything is possible and prepared to realize those possibilities.

FFSD Mission: We provide high-quality instruction to every student in every neighborhood while prioritizing equity and compassionate relationships.

Principal Francwar's Vision: By the end of each school year, all Berkeley students will show academic growth of at least one year as a result of the support of teachers who are focused on improving their instructional practices and teaching priority standards in a variety of ways.

The Berkeley Elementary School Parent Handbook includes important school policies and procedures. It is important that all parents become familiar with the information in the handbook. This handbook is designed to be a reference to questions concerning the operations of the school. If you have questions that are not answered within the confines of this resource, please contact the principal or assistant principal for any assistance.

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Attendance

Regular attendance at school is critical to academic success. Being present each day and being on time is essential. Parents can help foster good attendance by monitoring their child's attendance and talking with their child about the importance of school.

If your child is absent from school, call the school at 524-3883, stating the reason for and the date of the absence. Advance notification of absences will allow teachers to have time to gather student work to send home.

In order for the school district to maintain accreditation, the state of Missouri expects all students to be at school for at least 90% of the time. The Department of Elementary and Secondary Education does not recognize excused absences when calculating the attendance rate for accreditation purposes. All absences (excused or unexcused) count against a student's attendance rate.

Parents will receive an automated attendance call for any absence. If students accumulate three (3) days of absences with the exception of being sick, a conference with parents will be scheduled with a school representative in order to address the issues that are causing the student's absences and to establish conditions under which the student may remain in school and be successful. School personnel are required by law to make court referrals for excessive absenteeism. Parents will be reported to the Family Court of St. Louis County for educational neglect or truancy after ten (10) days of unexcused absences by the school social worker. The school may also hotline parents when students reach 10 or more absences.

NOTE: School District Policy #3070-VI - States: "Students who are scheduled to participate in any outside school program or activity are required to attend school as usual on the day the activity takes place, unless the administration issues prior approval. Students under suspension will not be allowed to participate in school sponsored activities or ceremonies." In addition, students who are suspended out of school will not be allowed on the school grounds during the suspension.

Berkeley Elementary School Arrival/Dismissal Procedures

Berkeley Elementary School - Grades 3-5 will adhere to the arrival and dismissal procedures listed below. Please help us keep our children safe and the flow of traffic moving quickly by following these procedures.

Arrival Procedures

Unleashing Potential ONLY

6:30 a.m. - <u>Unleashing Potential</u> accepts ENROLLED ONLY students after parents sign-in.

Student Arrival

8:35 a.m. - Bus riders enter through door 13 after an adult signals the bus driver to release the students from the bus. At the same time - car riders, cab riders, day care van riders and walkers enter the front door. Students are not allowed to ride their bikes to and from school because traffic patterns are often unsafe during arrival and dismissal. It is important that students who enter the building through the front doors are in a single line by grade level. <u>There is no supervision before 8:35 a.m.</u> Please don't send your child to school early.

8:35 a.m. - Breakfast begins - All students pick up a grab & go breakfast from the cafe and then report to their classrooms to eat their breakfast.

8:50 a.m. - Breakfast ends

8:50 a.m. - Tardy bell and morning announcements

8:55 a.m. - Instruction begins for all grade levels

9:05 a.m. Bell rings - Late period starts and impacts attendance minutes. ATTENDANCE submitted to the office by classroom teachers.

If it is absolutely necessary that your child have an early dismissal, please pick them up before 3:00 p.m. to avoid the dismissal traffic and end of the day announcements and transitions. This is a busy time of day which can delay pick up for your child if you have an important appointment. When a student leaves early we will not call the student to the office until the parent arrives to the school. Every moment of instruction is important. In addition, students may not change their dismissal plans. Parents must call the school in the morning to inform the office of any changes for the day.

Dismissal Procedures

3:34 p.m. - Afternoon Announcements - Bell rings

3:35 p.m. - After Care Students - The teacher will release students enrolled in Unleashing Potential - after care program to the Unleashing Potential staff. Students are then signed in by the Unleashing Potential staff.

3:35 p.m. - Walkers are called to the main hallway by door 1. In three lines (left, center, right) the students assemble in a single line. Led by a staff member with a stop sign, the three lines of students are led to the left, across and the right. Students living on the opposite side of Frost Avenue, must cross with an adult. Crossing without an adult is strongly discouraged.

3:35 p.m. - Car/Cab/Daycare Van Riders - In a single file line, led by staff members, all walkers leave out the east exterior door (2) and then down the sidewalk, up the stairs and into their cars. It helps the process go quicker if parents remain in the cars and allow students to follow the dismissal process.

3:40 p.m. - Bus Riders - Teachers walk students to the gym, supervise and then walk the group to the bus.

Additional Reminders

Older siblings will have a designated area in the front outside of the school to wait for students who are walking home. They will not be allowed to enter the building.

PARENTS PLEASE REMAIN IN YOUR CARS - Staff will help get your children to you and in your car. We appreciate your patience as we solidify our procedures. Our goal is to make sure every student is safe first and then work towards efficiency.

**Any student arriving after 9:05 a.m. or leaving before 3:25 p.m. will receive a reduction in their attendance percentage. Our goal is for every student to attend school at least 90% of the time.

EVERY MINUTE OF THE SCHOOL DAY COUNTS so please avoid late arrivals and early dismissals. Please use our scheduled half days for doctor appointments. Thank you kindly.

Behavior Management

Classroom Management Strategies

Behavior Management Strategies For Staff What Strategies are in your Tool Box?

Teach and model expectations Practice expectations Use proximity Student behavior reflection Refocus/calm down area in the classroom Parent intervention Conference with student Preferential seating Cueing techniques Redirection to expected behavior Parent Conference



Student planner Weekly progress report Conflict mediation Counselor contact Individual/class incentive plans Confiscation of item Review of BehaviorExpectations Loss of privileges Behavior contract/goals Academic contract/goals PBIS Rewards/PBIS incentives

It is the expectation that every staff member build positive relationships with students. Teachers should use their toolbox of strategies to build those relationships and positively direct student behavior.

Important things to remember...

- Use Pre-corrects...they are effective in preventing problem behaviors from occurring.
- **Recognize positive behavior with positive narration...**for all students, but especially recognize improvements made by students that have been redirected.
- Use your 'team'... as a resource to problem solve continued misbehaviors for individual or groups of students (parents, teachers, administrator, counselor, students are all a part of that team).
- The discipline process is a teaching process...what we do for the student is more important than what we do to the student.

Berkeley Elementary Expectations Matrix

I will be	Classroom	Restroom	Walkways	Playground	Cafeteria	Bus	Gym/Asse mbly
Responsible	 Follow directions Listen to the speaker Be prepared & on time Keep your area clean & organized Give cell phone to teacher for safe keeping Use materials appropriatel y Follow directions in a timely manner 	 Respect the privacy of others Flush the toilet & wash hands Knock before entering Keep the bathroom clean Use restroom at appropriate times & with permission 	 Follow line expectatio ns Walk directly to your assigned location Report problems to an adult 	 Follow playground expectation s Be fair & honest Report problem s to an adult Play by the rules taught by teachers 	 Follow cafe expectatio ns Enter at voice level zero with control of your body Table talk voice level 2 or lower Take only what you will eat Clean up after yourself 	 Follow all bus expectations Enter & exit in an orderly manner Keep track of belongings Seat to seat, back to back, feet to floor Use appropriate voice level 	 Raise my hand to speak Stay with the assigned adult Meet personal needs (restroom & drink) before assembly Attention on speaker
Safe	 Use KHFOOTY Walk & move carefully Ask adult permission to leave area Follow emergency drill procedures 	 Use KHFOOTY Report problems to an adult Wash hands with soap Use restroom appropriately 	 Use KHFOOTY Report problems to an adult Keep eyes & head forward Always walk Follow instructions given for drills & emergencie s 	 Use KHFOOTY Use equipment appropriatel y Stay in designated area Play approved games 	 Use KHFOOTY Walk & stay in your line Eat your own food Raise your hand to report spills & any other problems to an adult 4 on the floor Once seated, stay seated Push in your chair 	 Use KHFOOTY Stay seated while the bus is moving Keep your body/belon gings inside the bus Report problems to an adult 	 Sit in assigned area Walk when entering & exit Use KHFOOTY
Cooperative	 Follow directions Share & take turns Participate in class 	 Follow directions Wait your turn Exit restroom promptly 	 Follow directions Follow line expectation s Use a hall 	 Follow directions Follow line expectations Practice good 	 Follow adult directions Raise your hand for help 	 Follow directions Enter & exit in an orderly fashion Remain in 	 Listen attentively to the speaker. Applaud appropriat

	activities • Solve problems peacefully	when finished & return to class	pass when not traveling with an adult	sportsmansh ip • Share equipment & take turns	• Wait your turn patiently	your seat • Put food & drink away	ely • Follow universal signal
Kind	 Use appropriate words & actions Be friendly & helpful Treat others as you want to be treated Be patient 	 Use appropriate words & actions Be considerate to others Knock before entering 	 Use appropriate words & actions Wait patiently 	 Use appropriate words & actions Share equipment & take turns Accept skill differences Treat others as you want to be treated 	 Use appropriate words & actions Be considerate of others' food choices Use good table manners Treat others as you want to be treated 	 Use appropriate words & actions Show a positive attitude Treat others as you want to be treated 	 Be respectful to the speaker/pe rformer & others around you Applaud appropriat ely Wait your turn patiently
l will Persevere	 Think, "Ready to learn" Maintain a positive attitude Work through challenges Put forth your best effort 	 Use restroom as quickly as possible Return to class peacefully 	 Walk directly to your assigned location Return to class quickly & peacefully 	 Work through challenges Ask for help from adults when needed Exercise patience 	 Make a healthy choice Try new foods 	 Enter & exit the bus at your stop Exercise patience 	 Enter & exit properly Remain calm always Applaud appropriat ely Stay on topic & focus

Bulldog Creed

As a Berkeley Bulldog...

I will follow my <u>safe</u> practices in all areas of the world..

I will <u>persevere</u> in times of challenge.

I am <u>responsible</u> for my actions everywhere I go.

I am <u>cooperative</u> when working with others.

I am <u>kind</u> to everyone.

Because, I am BULLDOG STRONG!

Revised SEC-2023-2024

Student Expectation Code

Dress Code Violations: See Student Expectation Code

Uniforms: K-12 students will be expected to wear a school uniform each day. Any student who has beyond 8 uniform inconsistencies will be recommended for reassignment to virtual learning. Parents must review uniform colors and expectations that are listed on the district's website.

BOOKS

Books and materials are issued to each student and books are the property of the Ferguson-Florissant School District. Students are responsible for taking care of all books & materials issued to them. If books or materials are lost or damaged, parents must pay for replacement or repair of these materials. At the end of the year all books and materials are collected and fines are assessed for lost or damaged materials.

BUS BEHAVIOR

Appropriate behavior on the school bus is the responsibility of each student. Violations of the rules will result in consequences ranging from student conference to loss of bus privileges up to and including the penalties for Type I and Type II Behaviors. The general rules listed below are for the safety and protection of all students.

• Bus riders are required to ride the bus home unless the office receives a parent phone call prior to 3 p.m.

• Students must have permission from transportation and/or an administrator to ride a different bus.

- Be courteous, use no profane language.
- Do not eat or drink on the bus.
- Cooperate with the driver (follow directions).
- Do not be destructive or throw objects on/off the bus.

- Stay in your seat and keep head, hands, feet, and all other body parts inside the bus.
- Bus drivers are authorized to assign seats to students.

CELL PHONE PROCEDURE

Students may possess cell phones in the case of an emergency; however, the cell phone must be turned in to the classroom teacher or attendance secretary at the <u>beginning</u> of the school day. Cell phone use is <u>not</u> allowed during school hours. The school will not be responsible for the loss or theft of these items and may not investigate loss of such items. Unauthorized use of cell phones will result in parent pick-up and possible disciplinary action for violation of FFSD electronic device policy. If a student needs to make a call home during the school day, he or she should request a pass to use the office phone.

INSTRUCTION

Assessments: Each standard and plan related to it should reflect an assessment. Teachers are to use a variety of assessments when evaluating student work to include: common formative assessments to determine students' progress toward meeting learning objectives; student-created projects or performances with scoring guides and summative assessments to measure students' mastery of learning objectives at the end of units of instruction.

Grades and Grading: Our district adopted standards based grading for K-5 students. Please review the grading scale for academic performance.

Academic Performance:

- 4 = Exceeds end-of-year standard
- 3 = Meets end-of-year standard
- 2 = Approaches end-of-year standard
- 1 = Not at end-of-year standard
- Blank = Not assessed at this time
- Social Skills: X = An Area of Concern

Our office manager, Ms. Bess will email progress reports and report cards to parents based on our district's schedule.

Curriculum: Board policy requires that teachers teach board approved curriculum. There should be evidence in every classroom of a safe and engaging learning environment, well-planned and implemented lesson delivery, and optimal time on task. Lessons should be standards-based as

aligned to the district pacing guide and curriculum resources, and instructional strategies should include various best practices from researchers such as Marzano and Kagan.

Curriculum Resources

Reading & Writing-The district will pilot a new curriculum for the 2023-2024 school year. *Wit & Wisdom®* will be implemented at the elementary level. Curriculum documents and resources will be updated on the district's website.



FFSD Elementary Literacy Framework



Math

Elementary Math Block Framework

Concept Development or Application Small groups and/or working alone Group roles and norms Assessment of content and process standards Attention to conceptual and procedural understandings



3rd Grade Pacing Guide by Quarter 2022-20233rd Grade Scope and Sequence:Eureka Math

Content Area: Mathematics

Proficiency Scales

Quarter	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
1	<u>Module</u>	1: Propertie	<u>s of Multiplicatio</u>	<u>n and Divis</u>	Module 2:Pl	odule 2:Place Value and Problem Solving wit			
(9 Weeks)	<u>Solvin</u>	<u>g Problems</u>	with Units of 2-5	and 10 (23	<u>days)</u>	<u>Units of Measure (23 days)</u>			
	Priority: 3.	Supporting	2, 3.RA.A.3, 3.RA.0 3 RA A 4, 3 RA A 5	3 RA R 6	, 3.RA.E.11	Supporting	Priority: 3.0	3M.B. 7 B 5 3 GM B 6 3	GM B 8
		Cupporting.	0.101.71.4, 0.101.71.0,	0.101.0.0		oupporting.	3.NBT.A.1, 3.	NBT.A.2	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
2 (9 Weeke)		Module	3: Multiplication	and Division	on	Module 4:	Multiplication	and Area (16	<u>i Days)</u>
(O WEEKS)	with	Units of 0,	<u>1, 6-9, and Multip</u>	<u>oles of 10 (</u>	<u>19 days)</u>	P Supporting: 3	Priority: 3.GM.C.1	13, 3.GM.C.14	3 GM C 12
	Priority Su	/: 3.RA.C.7, 3.	RA.C.8, 3.RA.D.9, 3. A 4 3 RA A 5 3 RA	.RA.D.10, 3.R B 6 3 NBT A	A.E.11	Supporting, 5		.10, 5.614.6.11,	5.GIVI.C. 12
		ipporting. on o							
	14/1.4				M. 1 5	W	NAV. 1 7		W. 1.0
3 (8 Weeks)	Week 1	Week 2	Week 3	Week 4	Week 5	VVEEK 6	Week /	VVеек 8	Week 9
		Module 5:	Fractions as Nu	mbers on t	he Number	Line (23 days)	1	Module 7: 0	Geometry
		Priority: 3.GM.A.3, 3.NF.A.1, 3.NF.A.2, 3.NF.A.5, 3.NF.A.6, 3.NF.A.7							
	Supporting: 5.141.A.5, 5.141.A.4								
4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
(8 Weeks)									
	Modu	e 7: Geome	try and Measure	ment Word	Problems ((<u>28 Days)</u>			
		Phoney. S.GM	Supporting: 3.DS.	A.3, 3.DS.A.4	ч. р.э, э.к а.р.	. 10		<u>pliecting and i</u> ata (10 Dave)	Jisplaying
		Supporting: 3.D3.A.9, 3.D3.A.4 Supporting: 3.DS.A.1, 3.DS.A.2, 3.DS.A.3,							
								3.DS.A.4	

* Throughout all units all Missouri Mathematical Practices are being embedded.

4th Grade Pacing Guide by Quarter 2022-20234th Grade Scope and Sequence:Eureka Math

Content Area: Mathematics

Proficiency Scales

-									
Quarter	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
1	Module	1: Place Val	<u>ue, Rounding,</u>	and Algori	<u>ithms for</u>	Module	<u>ə 3: Multi-Digi</u>	t Multiplication	on and
(9 Weeks)		Addition a	nd Subtraction	(21 days)			Division (<u>37 days)</u>	
		Prior	ity Standards 4.RA	A.A.2					
	Supportir	ng: 4.NBT.A.1, 4	.NBT.A.2, 4.NBT.A.	3, 4.NBT.A.4,	4.NBT.A.5	Priority: 4.GM	1.C.8,4.RA.A.2, 4	I.RA.A.3, 4.GM.	C.7, 4.RA.C.6,
							4.RA	.C.7	
						Supporting: 4	.NBT.A6, 4.NBT.A7	7, 4.RA.A.1, 4.RA.	B.4, 4.RA.B.5
2 (8 Weeke)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
(o weeks)	Module	e 3: Multi-Die	git Multiplication	on and	Module	e 2: Unit	Module 5:	Fraction Equ	ivalence,
		Division	(37 days)		Conversio	ns (7 days)	Ordering, ar	nd Operation	s (40 days)
					Priority:	4.GM.C.7	Priority Stan	dards: 4.NF.A.1	l, 4.NF.A.2,
	Priority:	4.GM.C.8,4.RA	.A.2, 4.RA.A.3, 4.	GM.C.7,	Supporting	g: 4.GM.C.6	4.NF.A.	3, 4.NF.B.6, 4.I	NF.B.8
	-	4.RA.C.	6, 4.RA.C.7				Supporting •	4.NF.B.4, 4.NF.B.5	5, 4.NF.B.7
	Supportir	ng: 4.NBT.A6, 4.	NBT.A7, 4.RA.A.1, 4	.RA.B.4,					
		4.F	A.B.5						
		-		-		-		-	-
3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
(8 weeks)	Module 5	: Fraction E	quivalence, Or	dering, and	d Operation	<u>s (40 days)</u>	Module 6:	Decimal Fra	ction (22
	Prior	rity Standards	: 4.NF.A.1, 4.NF.A	4.2, 4.NF.A.3,	, 4.NF.B.6, 4.1	NF.B.8		davs)	
		S	upporting 4.NF.B.4,	4.NF.B.5, 4.NF	.B.7				
							Priority: 4.N	F.A.1, 4.NF.A.2,	4.NF.C.10,
							4.NF.C.*	12, 4.GM.C.7, 4.[DS.A.3
							Supporting: 4	.NF.C.9, 4.NF.C.1	1,4.DS.A.1,
								4.DS.A.2,	
4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
(8 Weeks)	Module 6	: Decimal	Module 4: A	ngle Meas	ure and Plar	ne Figures	Module 7: Ex	ploring Measu	rement with
	Fraction (22 days) (19 d				avs)		<u>Multip</u>	olication. (15 d	<u>ays)</u>
	Priority: 4.GM.A,2 4.GM.B.4						Priority: 4.R	A.A.2, 4.RA.A.3	, 4.GM.C.7
			Supporting: 4	.GM.A.1, 4.GN	I.A.3, 4.GM.B.5	, 4.GM.C.6	Supporti	ng: 4.RA.A.1, 4.0	SM.C.6

* Throughout all units all Missouri Mathematical Practices are being embedded.

5th Grade Pacing Guide by Quarter 2022-20235th Grade Scope and Sequence:Eureka Math

Content Area: Mathematics

Proficiency Scales

Quarter	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
1 (8 Weeks)	Module 1: Place Value and Decimal Fractions Mo (19 days) Priority: 5.GM.D.9, 5.NF.A.3, 5.NF.B.4, 5.RA.C.5 Mo Supporting: 5.NBT.A.1,5.NBT.A.2, 5.NBT.A.3, 5.NBT.A.4, 5.NBT.A.5, 5.NBT.A.6, 5.GM.D.8 5.GM.D.8					Module 2: Mi Decim Supporting: 5.NBT.A.7,	ulti-Digit Whole N als Fractions (26 Priority: S.RA.C.5 5.NBT.A.1, 5.NBT.A.2, 5.NBT.A.18, 5.RA.B.3,	umbers and days) 5.NBT.A.6, 5.RA.B.4	
2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
(8 Weeks)	Module 2: Multi-Digit Whole Numbers and Decimals Fractions (26 days)	Module 3: A	ddition and Su <u>Fractions</u> <u>(17 days)</u> ity: 5.NF.B.4,.5.N	ibtraction of F.B.6	Module 4: Priority: 5.	Multiplication ar Decimal (24 DS.A.2, 5.NF.B.4, 5.R Supporting:5.RA.B.3	nd Division of Fra Fractions days) 5.NF.B.5, 5.NF.B.6, A.C.5 3, 5.RA.B.4, 5.GM.D.8	clions and	
3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
(8 Weeks)	Module 4: N and Division and Decima (24 c	Multiplication on of Fractions mal Fractions days)			Multiplication with Volume and Area (22 days) ity: 5.GM.A.2, 5.GM.B.4, 5.NF.B.6, Supporting:5.GM.A.1, 5.GM.B.5				
	Week 4	Week 2	Week 2	Week 4	Week 5	Week C	Mook 7	Masta 0	
4 (8 Weeks)	Week 1 Module 6: C Prior Supporting:	vveek 2 Problem Solv coordinate Pla (21.days) ity: 5.GM.C.6,5.F 5.RA.B.4, 5.GM.	week 3 ing with the ne RA.A.1 C.7,5.DS.A.1	vveek 4	vveek 5 Priority: Supporting:	vveek o	vveek /	VVEEK 8	

* Throughout all units all Missouri Mathematical Practices are being embedded.

Science & Engineering Practices





Science 3rd grade Proficiency Scales

	I CAN UNDERSTAND FORCE AND ENERGY.
Quarte	er 1: Students will understand forces and energy and their interactions. (4.PS2.A.2, 4.PS2.B.1, 4.PS3.B.1)
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
3	 The student can plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. plan and conduct a fair test to compare and contrast the amount of force (measured by a spring scale, in Newtons) required to overcome friction when an object moves over different surfaces (i.e., rough/smooth). provide evidence to construct an explanation of an energy transformation (e.g. temperature change, light, sound, motion, and magnetic effects). predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object. use evidence to construct an explanation relating the speed of an object to the energy of that object.
2	 There are no major errors or omissions regarding the simpler details and processes as the student recognizes or recalls basic vocabulary such as: balanced and unbalanced forces, Newtons, spring scale, surfaces, friction, speed, gravitational force, energy transformation, convert, simple machines (not specific).

	performs basic processes, such as:
	 identifying in a given scenario, evidence of balanced and unbalanced forces on the motion of an object.
	 using given data, comparing and contrasting the amount of force required to overcome friction when an object moves over different surfaces (i.e., rough/smooth).
	 describing an energy transformation
	 predicting how changes in the amount of force applied to an object affects the motion (speed and direction) of the object.
	 identifying that the speed of an object is related to the energy of that object (i.e. a ball rolling faster has more energy).
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
1	Partial success with 2 content and 3 content with support.
Possil	ble Assessment Evidence:
•	My Sci Unit 1, Kit 16 How Things Move
	 Student response journal
	 Pre/post assessment

• Partner or group conversation

	Quarter 1: I CAN UNDERSTAND MAGNETIC INTERACTIONS.
	Students will understand the relationship between electric or magnetic interactions. (3.PS2.B.1)
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
3	 The student can plan and conduct investigations to determine the cause and effect relationship of electric or magnetic interactions between two objects not in contact with each other.
	The student exhibits no major errors or omissions.
2	 There are no major errors or omissions regarding the simpler details and processes as the student recognizes or recalls basic vocabulary such as: electric, magnetic, force, attract, repel. performs basic processes, such as observing and identifying the relationships of electric or magnetic interactions between two objects not in contact with each other.
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
1	Partial success with 2 content and 3 content with support.
Possib •	Ile Assessment Evidence: My Sci Unit 1, Kit 16 How Things Move

	Quarter 2: I CAN UNDERSTAND LIFE CYCLES.
	Students will understand the life cycle. (3.LS1.B.1)
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
3	 The student can develop a model to compare and contrast observations on the life cycle of different plants and animals. The student exhibits no major errors or omissions.
2	 There are no major errors or omissions regarding the simpler details and processes as the student: recognizes or recalls basic vocabulary such as: life cycle, variations, reproduction, birth, growth, death, performs basic processes, such as identifying the life cycle of a plant and an animal. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
1	Partial success with 2 content and 3 content with support.
	 Possible Assessment Evidence: My Sci Unit 2, Kit 14 Change Over Time Student response journal Pre/post assessment Partner or group conversations

	Quarter 2: I CAN UNDERSTAND THE INHERITANCE OF TRAITS.
Stud	lents will understand that traits are inherited and influenced by the environment. (3.LS3.A.1, 3.LS3.B.1)
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
3	 The student can construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment. construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving and finding mates. The student exhibits no major errors or omissions.
2	 There are no major errors or omissions regarding the simpler details and processes as the student: recognizes or recalls basic vocabulary such as: inheritance, characteristics, environment, offspring, and traits. performs basic processes, such as identifying that some characteristics of organisms are inherited from parents and some are influenced by the environment. identifying what traits will allow some individuals in a species to find traits more than other

	individuals.
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
1	Partial success with 2 content and 3 content with support.
Possib •	ble Assessment Evidence: My Sci Unit 2, Kit 14 Change Over Time Student response journal Pre/post assessment Partner or group conversation

Quarter 3: I CAN UNDERSTAND ADAPTATIONS.		
Stude	Students will understand how organisms adapt to an ecosystem. (3.LS1.A.1, 3.LS1.B.1 , 3.LS3.C.1 3.LS3.D.1)	
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.	
3	 The student can construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving and finding mates. construct an argument with evidence that in a particular ecosystem some organisms — based on structural adaptations or behaviors — can survive well, can survive less well, and cannot survive. make a claim about the environment changes and how the types of plants and animals that live there may change. 	
	The student exhibits no major errors or omissions.	
2	 There are no major errors or omissions regarding the simpler details and processes as the student recognizes or recalls basic vocabulary such as: variations, reproduction, organism, environment, diversity, and physical characteristics. performs basic processes, such as identifying physical characteristics that could be an advantage for a particular environment. identifying physical characteristics that could be a disadvantage for a particular environment. identifying or explaining what an animal or plant could do to survive if the environment changed. However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 	
1	Partial success with 2 content and 3 content with support.	
Possib •	Ile Assessment Evidence: My Sci Unit 3, Kit 13 Adapting to Change • Student response journal • Pre/post assessment Partner or group conversation	

	Quarter 4: I CAN UNDERSTAND WEATHER AND CLIMATE.	
	Students will understand the weather and climate. (3.ESS2.D.1, 3.ESS2.D.2, 3.ESS3.B.1)	
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.	
3	 The student can represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. obtain and combine information to describe climates in different regions of the world. make a claim about the merit of an existing design solution (e.g. levies, tornado shelters, sea walls, etc.) that reduces the impacts of a weather-related hazard. 	
	The student exhibits no major errors or omissions.	
2	 There are no major errors or omissions regarding the simpler details and processes as the student: recognizes or recalls basic vocabulary such as: weather, seasons, climate, regions, natural hazards. performs basic processes, such as describing typical weather conditions expected during a particular season. identifying various climates with their regions in the world. identifying a solution that reduces the impact of a weather-related hazard. 	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
1	Partial success with 2 content and 3 content with support.	
Possib •	le Assessment Evidence: My Sci Unit 4, Kit 15 Observing Weather Patterns Student response journal Pre/post assessment Partner or group conversation	

	Quarter 1, 2, 3, 4: I CAN UNDERSTAND THE SCIENCE AND ENGINEERING PRACTICES.	
St	Students will understand the practices of engineering and science. (3.ETS1.A.1, 3.ETS1.B.1, 3.ETS1.C.1)	
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.	
3	 The student can define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. The student exhibits no major errors or omissions. 	

2	 There are no major errors or omissions regarding the simpler details and processes as the student recognizes or recalls basic vocabulary such as: phenomenon; variables - independent, dependent, control, prototype, fair test, solutions, constraints, criteria, limitations. performs basic processes, such as defining a simple design problem reflecting a need or a want. generating a solution to the design problem. carrying out a fair test including identifying variables, with assistance. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
1	Partial success with 2 content and 3 content with support.
Possib • • •	 Assessment Evidence: My Sci Unit 3, Kit 13: use models of different ecosystems to describe characteristics of each My Sci Unit 2, Kit 14: design a simulation to demonstrate how camouflage is a variable affecting survival My Sci Unit 1, Kit 15: design and test different levees or flood walls that can reduce the impact of flooding My Sci Unit 4, Kit 16: design and test a parachute to show the effects of gravity Student response journal Pre/post assessment Partner or group conversations

Science 4th grade Proficiency Scales

	Quarter 1: I CAN UNDERSTAND FORCE AND ENERGY.	
	Students will understand forces and energy and their interactions. (4.PS3.A.1, 4.PS3.B.1, 4.PS3.C.1)	
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.	
3	 The student can conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. conduct a fair test to compare and contrast the amount of force (measured by a spring scale, in Newtons) required to overcome friction when an object moves over different surfaces (i.e., rough/smooth). predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object. use evidence to construct an explanation relating the speed of an object to the energy of that object. 	
2	There are no major errors or omissions regarding the simpler details and processes as the student	
	 recognizes or recalls basic vocabulary such as: balanced and unbalanced forces, Newtons, spring scale, surfaces, friction, speed, gravitational force, energy transformation, convert, simple machines (not specific). performs basic processes, such as identifying in a given scenario, evidence of balanced and unbalanced forces on the motion of an object. using given data, comparing and contrasting the amount of force required to overcome friction 	

	 when an object moves over different surfaces (i.e., rough/smooth). predicting how changes in the amount of force applied to an object affects the motion (speed and direction) of the object. identifying that the speed of an object is related to the energy of that object (i.e. a ball rolling faster has more energy).
	However, the student exhibits major errors of omissions regarding the more complex ideas and processes.
1	Partial success with 2 content and 3 content with support.
Possi •	 ble Assessment Evidence: Use models to explain how simple machines (e.g., lever, pulley, inclined plane, wheel and axle, screw, wedge, gear) change the amount of effort force and/or direction of force. My Sci Unit 1, Kit 20 Energy and Work Student response journal Pre/post assessment

• Partner and group conversations

Quarter 2: I CAN UNDERSTAND EARTH'S SYSTEMS.	
Stude	nts will understand Earth's systems and its effect on human activity. (4.ESS2.A.1, 4.ESS2.B.1, 4.ESS3.A.1)
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
3	 The student can plan and conduct scientific investigations or simulations to provide evidence how natural processes (e.g. weathering and erosion) shape Earth's surfaces; analyze and interpret data from maps to describe patterns of Earth's features; generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
2	 There are no major errors or omissions regarding the simpler details and processes as the student recognizes or recalls basic vocabulary such as: landscape, weathering, erosion, vegetation, topographic map. performs basic processes, such as identifying evidence from patterns in rock formations and fossils. using given scientific simulations to describe how natural processes shape Earth's surfaces. describing patterns of Earth's features. comparing multiple solutions to reduce the impacts of natural Earth processes on humans.
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
1	Partial success with 2 content and 3 content with support.
Possib •	le Assessment Evidence: My Sci Unit 2, Kit 18 Our Dynamic Earth

Quarter 3: I CAN UNDERSTAND LIVING ORGANISMS.		
S	Students will apply their understanding of the structure and processes of living organisms. (4.LS1.A.1, 4.LS1.D.1)	
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.	
3	 The student can construct an argument that plants and animals have internal and external structures that function together as part of a system to support survival, growth, behavior, and reproduction. use a model to describe that animals receive different types of information through their senses, process the information in their brains, and respond in different ways. 	
	The student exhibits no major errors or omissions.	
2	 There are no major errors or omissions regarding the simpler details and processes as the student recognizes or recalls basic vocabulary such as: internal, external, function, survival, behavior, and reproduction. performs basic processes, such as identifying internal and external structures that function together as part of a system to support survival, growth, behavior, and reproduction. identifying that animals receive different types of information through their senses, process the information in their brains, and respond in different ways. However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 	
1	Partial success with 2 content and 3 content with support.	
Possik •	ble Assessment Evidence: My Sci Unit 3, Kit 17 Structure, Function and Survival Student response journal Pre/post assessment Partner or group conversations	

	Quarter 4: I CAN UNDERSTAND WAVES AND INFORMATION TRANSFER.	
Stud	dents will understand waves and their applications in technologies for information transfer. (4.PS4.A.1)	
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.	
3	 The student can Develop a model to describe patterns in terms of wave height (amplitude) or wavelength. describe that waves can cause objects to move. The student exhibits no major errors or omissions. 	

2	 There are no major errors or omissions regarding the simpler details and processes as the student recognizes or recalls basic vocabulary such as: waves, transfer, vibrate performs basic processes, such as: Using a given model, describe patterns in terms of wave height (amplitude) or wavelength. describe that waves can cause objects to move.
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
1	Partial success with 2 content and 3 content with support.
Possib •	Die Assessment Evidence: My Sci Unit 4, Kit 19 Transfer of Energy and Information Student response journal Pre/post assessment Partner or group conversations

	Quarter 1, 2, 3, 4: I CAN UNDERSTAND SCIENCE AND ENGINEERING PRACTICES.	
Stu	udents will understand the practices of engineering and science. (4.ETS1.A.1, 4.ETS1.B.1, 4.ETS1.C.1)	
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.	
3	 The student can define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. 	
2	 There are no major errors or omissions regarding the simpler details and processes as the student recognizes or recalls basic vocabulary such as: phenomenon; variables - independent, dependent, control, prototype, fair test, solutions, constraints, criteria, limitations. performs basic processes, such as defining a simple design problem reflecting a need or a want. generating a solution to the design problem. carrying out a fair test including identifying variables, with assistance. However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 	
1	Partial success with 2 content and 3 content with support.	
Possib • •	 Ie Assessment Evidence: My Sci Unit 17: design and test an experiment to see what environment a mealworm prefers My Sci Unit 18: design and test a solution that will help avoid earthquake damage to buildings My Sci Unit 19: design a system that communicates with a partner over a distance My Sci Unit 20: design a machine that will solve a problem Student response journal 	

- Pre/post assessment
- Partner and group conversations

Science 5th grade Proficiency Scales

Quarter 1: UNDERSTAND STRUCTURE AND INTERACTIONS OF MATTER.		
s	Students will use models and investigations to understand the structure of matter and how it interacts. (5.PS1.A.1, 5.PS1.A.2, 5.PS1.B.1, 5.PS1.B.2)	
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.	
3	 The student can develop a model to describe that matter is made of particles too small to be seen. measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. plan and conduct investigations to separate the components of a mixture/solution by their physical properties (i.e., sorting, filtration, magnets, and screening). conduct an investigation to determine whether the combining of two or more substances results in new substances. 	
	The student exhibits no major errors or omissions.	
2	 There are no major errors or omissions regarding the simpler details and processes as the student recognizes or recalls basic vocabulary such as: matter, weight, solution, particles, mixtures, physical properties, substances, states of matter, reaction. performs basic processes, such as using a given model to describe that matter is made of particles too small to be seen. measuring and graphing the properties of matter. conducting investigations when given the plan to separate the components of a mixture/solution by their physical properties (i.e., sorting, filtration, magnets, and screening). through observation, determining whether the combining of two or more substances results in new substances. 	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
1	Partial success with 2 content and 3 content with support.	
Possik •	 Assessment Evidence My Sci Unit 1, Kit 24 What's Consistent About Matter? Student response journal Pre/post assessment Partner or group conversations 	

Quarter 2: I CAN UNDERSTAND ORGANISMS & ECOSYSTEMS.			
Stud	Students will understand matter and energy in organisms and ecosystems. (5.LS1.C.1, 5.LS2.B.1, 5.PS.3.D.1)		
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.		
3	 The student can support an argument that plants get the materials (i.e., carbon dioxide, water, and sunlight) they need for growth chiefly from air and water. develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. use models to describe that energy stored in food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. 		
	The student exhibits no major errors or omissions.		
2	 There are no major errors or omissions regarding the simpler details and processes as the student recognize or recall basic vocabulary such as: carbon dioxide, matter, environment, stored energy, consumers, producers, decomposers. perform basic processes, such as identifying that plants get the materials they need for growth from air and water. using a given model to describe the movement of matter among plants, animals, decomposers, and the environment. describing that energy stored in food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 		
1	Partial success with 2 content and 3 content with support.		
Possik •	I Image: Strict String Strict Strict Strict String Strict Strict Strict Str		

	Quarter 3: I CAN INVESTIGATE EARTH'S PLACE IN THE UNIVERSE.		
	Students will investigate Earth's place in the universe. (5.ESS1.A.1, 5.ESS1.B.1, 5.ESS1.B.2)		
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.		
3	 The student can support an argument that relative distances from Earth affect the apparent brightness of the sun compared to other stars. make observations during different seasons to relate the amount of daylight to the time of year. represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. 		

2	 There are no major errors or omissions regarding the simpler details and processes as the student recognizes or recalls basic vocabulary such as: luminous, natural bodies, stellar bodies, relative distance. performs basic processes, such as identifying that relative distances from Earth affect the apparent brightness of the sun compared to other stars. given relevant data, identifying the relationship between seasons and amounts of daylight. given relevant data, identifying and describing patterns of daily changes length and direction of shadows and day and night. 	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
1	Partial success with 2 content and 3 content with support.	
Possib •	le Assessment Evidence My Sci Unit 3, Kit 23 Our Place in the Universe Student response journal Pre/post assessment Partner or group conversations	

Quarter 3: I CAN UNDERSTAND GRAVITATIONAL FORCE.			
	Students will understand gravitational force. (5.PS2.B.1)		
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.		
3	 The student can support an argument that the gravitational force exerted by Earth on objects is directed toward the planet's center. 		
	The student exhibits no major errors or omissions.		
2	 There are no major errors or omissions regarding the simpler details and processes as the student recognizes or recalls basic vocabulary such as: gravity, force performs basic processes, such as: identifying effects of gravity on Earth. 		
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
1	Partial success with 2 content and 3 content with support.		
Possib •	le Assessment Evidence My Sci Unit 3, Kit 23 Our Place in the Universe Student response journal Pre/post assessment Partner or group conversation		

Quarter 4: I CAN UNDERSTAND EARTH'S SYSTEMS.		
Students will understand how Earth's systems interact. (5.ESS2.A.1)		
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.	
3	 The student can develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. 	
	The student exhibits no major errors or omissions.	
2	 There are no major errors or omissions regarding the simpler details and processes as the student recognizes or recalls basic vocabulary such as: the geosphere, biosphere, hydrosphere, atmosphere, systems, landforms, climate. performs basic processes, such as using a given model, describing ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. 	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
1	Partial success with 2 content and 3 content with support.	
Possib •	De Assessment Evidence My Sci Unit 4, Kit 22 Using Our Resources Wisely Student response journal Pre/post assessment Partner or group conversations	

	Quarter 4: I CAN DESCRIBE HUMAN IMPACT ON EARTH'S RESOURCES.		
Students will describe the role of water on the Earth and how humans impact the Earth and Earth's resources. (5.ESS2.C.1, 5.ESS3.C.1)			
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.		
3	 The student can describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. The student exhibits no major errors or omissions. 		
2	 There are no major errors or omissions regarding the simpler details and processes as the student recognizes or recalls basic vocabulary such as: natural resources, reservoirs, glaciers, and freshwater. performs basic processes such as determining amounts and percentages of water and fresh water in various reservoirs. given a graph, describing the amounts and percentages of water on Earth. 		

	 describing ways individual communities use science ideas to protect the Earth's resources and environment. 			
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.			
1	Partial success with 2 content and 3 content with support.			
Possible Assessment Evidence My Sci Unit 4, Kit 22 Using Our Resources Wisely Student response journal Pre/post assessment 				

• Partner or group conversations

Quarter 1, 2, 3, 4: I CAN UNDERSTAND SCIENCE AND ENGINEERING PRACTICES.		
Students will understand the practices of engineering and science. (5.ETS1.A.1, 5.ETS1.B.1, 5.ETS1.C.1)		
4	The student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.	
3	 The student can define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. The student exhibits no major errors or omissions. 	
2	 There are no major errors or omissions regarding the simpler details and processes as the student recognizes or recalls basic vocabulary such as: phenomenon; variables - independent, dependent, control, prototype, fair test, solutions, constraints, criteria, limitations. performs basic processes, such as defining a simple design problem reflecting a need or a want. generating a solution to the design problem. carrying out a fair test including identifying variables, with assistance. However, the student exhibits major errors or omissions regarding the more complex ideas and processes. 	
1	Partial success with 2 content and 3 content with support.	
 Possible Assessment Evidence My Sci Unit 2, Kit 21: design a farm that minimally impacts the natural world and still feeds people My Sci Unit 4, Kit 22: design a wind turbine that will lift a bucket of pennies My Sci Unit 3, Kit 23: collect data to show lunar patterns My Sci Unit 1, Kit 24: use physical and chemical changes to prepare delicious food Student response journal Pre/post assessment Partner or group conversations 		

Scientific Process

Ask a Question

End it with a question mark Wonder about something Can be tested by something we can do or see

Draw Conclusions

Prove or disprove hypothesis data Raise more questions Share with others

Record Your Data

Draw or write what happened in a way that others can clearly understand

> Include titles, dates, times and amounts

Plan and Do

a Test

Gather materials Create steps to follow

Follow the plan to observe and measure what happens

Learn All That You Can

Use senses to learn more about a question or topic

Make a Hypothesis

Make a detailed prediction about what might happen **Curriculum documents for all other subjects may not be available on the district's website; however, if requested, your child's teacher can provide you with standards for learning. and grading.

CLASSROOM ENVIRONMENT

Teachers will create a classroom environment that is inviting, positive, and academically safe for all students. Teachers will focus daily on the physical component and the social/emotional component of the learning environment because both are essential when it comes to increasing student achievement and boosting student morale.

The expectations of the classroom environment are listed in each of the sections below.

Physical Environment	Social/Emotional Environment	
 Positive and inviting Collaborative and interactive Tables or desks arranged in groups A variety of learning spaces Clean and organized Anchor charts displayed Student work on display that relates to the content 	 Clear expectations established and taught 4:1 positives Respects and maintains students' dignity Predictable class routines and procedures Instruction differentiated to meet students' needs Active supervision of all students Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide expectations Evidence of positive relationships with students and safe academic environment Encourages a growth mindset 	
Our Classroom Environment Is Not		
 Physical Environment Is not desks in a row 		

- Is not unorganized
- Social/Emotional Environment
 - Is not a fixed mindset
 - Is not negative or sarcastic

- Is not yelling at or redirecting students from across the room
- Is not inconsistent

SPECIAL EDUCATION

Individualized Education Programs: An Individualized Education Program (IEP) is a legal document developed to ensure equitable access to education for students with disabilities. Both district policy and the law require that IEPs are to be implemented by all teachers. Teachers employed by Special School District serve as case managers for students who have IEPs and are responsible for ensuring that necessary supports are being provided by all teachers. Any concerns with compliance should be reported to the building principal and SSD area coordinator.

Special Education Requests: Parents or guardians have the right to request special education testing for their child. If a parent/guardian makes a request for services or testing, report to the counselor and assistant principal immediately. By law, the process of pre-determination must take place within ten days. The counselor will follow up with the parent to guide them through the formal process.

SCHOOL INFORMATION

After School Activities: After school activities will take place for students on *Tuesdays and/or Thursdays from 3:40-4:40 pm.* Staff members who stay after school with students are responsible for the students until they leave campus. Parents must pick their child up on time or the student may not continue to participate in the after school activity. The main office closes at 4:15 p.m.,and it is imperative that students are picked up on time at 4:40 p.m.

Emergency Procedures: All teachers should orient their students to the different emergencies, the hazards that may occur during the school day and the safety precautions that are necessary. Calmness and compliance are necessary for safe execution of emergency procedures. All teachers should practice preventive measures in each classroom and should acquaint themselves with emergency procedures and equipment. Teachers should remain with students during the duration of the emergency drill or procedure. Emergency drills will be held on a regular basis and we will review expectations with students throughout the school year.

Hall Passes: Hall passes are required and necessary for both safety and liability. A hall pass should be issued every time a student leaves a classroom during instructional time, including when a student is called to the office, taking a restroom break with the class, or called to another area within the school.

Internet and computer use: Internet access is available for all staff and students through district network computers and designated for their use. The internet is an instructional/learning resource in the school district and, as such, it is available for student use in all classes as determined by the teacher. The internet offers many informational resources that are helpful for student projects, research, and other class assignments. Parents, students, and district staff need

to recognize that there are also sites on the internet, which are inappropriate for students due to student maturity, and/or site content. Such sites must be avoided by all using the district network and quickly exited if they are encountered. The final responsibility to avoid inappropriate websites rests with the internet user. Teachers will monitor student internet usage frequently.

All students in Ferguson-Florissant schools will have internet access when such access is determined appropriate by their teachers; unless parents or guardians inform the principal in writing that they do not want the student to have internet access. Any student who does not adhere to the internet guidelines will lose internet access privileges through the school district's network.

Interventions: It is expected that teachers maintain documentation for students throughout the year and progress monitor multiple times within each quarter. This documentation becomes essential when considering retention of students at the end of the year. Consistent, documented communication with parents, counselors, and administrators throughout the school year is expected with students who struggle academically or behaviorally. Our school will provide a set intervention time for each grade level to focus on an intervention time for learners who need support with reading and/or math.

Lunch: Students may eat the lunch offered in the cafeteria or bring a packed lunch from home. Outside food from restaurants will not be accepted (for example, DoorDash or parents bringing food from restaurants). If there is an emergency situation, parents can notify the office staff and we will accommodate if possible. <u>In addition, birthday treats are not allowed into the classrooms</u>. Our district participates in the healthy snack initiative and we receive federal funding to ensure our students are eating healthy each day. If a parent wants to send healthy snacks to celebrate their child's birthday we will allow this. Thank you for understanding.

Library Media Center: Our school has a great library media center for student and teacher use. To maintain library privileges, students should return all books in a timely manner and pay fines for overdue or lost materials. All books must be checked out properly. Students needing to utilize the library or technology in the library should be sent with a hall pass. Please contact us if you have any questions or concerns. Thank you.

Staff Member	Position	Email
Bell, Carol	4th Grade Teacher	Carol Bell
Bess, Stephanie	Office Manager	Stephanie Bess
Bowens, LaTonya	Social Worker	LaTonya Bowens
Bowman, Julie	4th Grade Teacher	<u>Julie Bowman</u>
Brown, Elise	5th Grade Teacher	Elise Brown
Capuano, John	Assistant Principal	John Capuano
Carranza, Ernest	Band Director	Ernest Carranza
Darris, Teyuna	3rd Grade Teacher	Teyuna Darris
Casady, Victoria	Instructional Support Leader	Victoria Casady
Clasby, Jillian	5th Grade Teacher	Jillian Clasby
Davis, Stephen	Traveling PE Teacher	Stephen Davis
Timothy, Felton	Dean of Students	Timothy Felton
Ekstrom, Lanae	3rd Grade Teacher	Lanae Ekstrom
Fleig, Taylor	SSD Social Worker	Taylor Fleig
Flieg, Deidra	SSD Speech and Language	Deidra Flieg
Ford, Chelette	5th Grade SSD Resource	Chelette Ford
Francwar, Tangie	Principal	Tangie Francwar
Hayes, DeShonda	SSD Teacher	DeShonda Hayes
Horstman, Samantha	3rd Grade Teacher	Samantha Horstman
Jackson, Christina	Attendance secretary	Christina Jackson
Jennerjohn, David	5th Grade Teacher	David Jennerjohn
Jennings, Megan	5th Grade Teacher	Megan Jennings
Kamp, Gabriella	Vocal Music Teacher (Traveling)	Gabriella Kamp
Kelley, Erika	SSD Teacher	Erika Kelley
Mackenberg, Jaime	3rd Grade Teacher	Jaime Mackenberg
McMiller, Clinton	Restorative Teacher	Clinton McMiller
Paulette-Selvey, Sharon	Counselor	Sharon Paulette-Selvey
Popp, Karen	4th & 5th Grade Orchestra	Karen Popp
Poynter, Tina	Vocal Music Teacher	Tina Poynter
Price, Tyler	ESS Skills Teacher	Tyler Price
Reiner, Tara	SSD Occupational Therapist	Tara Reiner

Schilligo, Anna Silvagnoli, Kayla Smith, Jessica Streck, Jennifer Stites, Matthew Taylor, LaTrisha Thomas, Lisa Williams, JoAnne Williams, Kimberly Wilson, Jennifer

- SSD Speech and Language ELL Teacher 4th Grade Teacher 4th Grade Teacher PE Teacher 5th Grade SSD Area Coordinator Nurse Counselor 3rd Grade Teacher
- Anna Schilligo Kayla Silvagnoli Jessica Smith Jennifer Streck Matthew Stites Latrisha Taylor Lisa Thomas Joanne Williams Kimberly Williams Jennifer Wilson

Follow us on Twitter:

Twitter: @BKBulldogs

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Visit our school's website:

https://www.fergflor.org/berkeley-elementary

UNLEASHING POTENTIAL AFTER SCHOOL CARE

https://upstl.org/after-school/



EARLY CHILDHOOD AFTER SCHOOL YOUTH DEVELOPMENT ENRICHMENT CAMPS

Parenety Neighborhood

HOUSE !!

Unleashing Potential

 3-5 State License Approved
 Hours
 After-School Services ONLY

 Days
 Days

 Berkeley
 M-F 3:30 to
 OPEN

Parents/Guardians please be advised of the following expectations...

- Early dismissals must occur prior to 3 p.m. The office staff is very busy at the end of the school day. Our office closes daily at 4:15 p.m.
- Parents and visitors please buzz and provide the office staff with the reason for your visit.
- If a parent/guardian needs to talk with a principal or teacher, be sure to call and request an appointment. The school day is busy and there is no guarantee that we can accommodate an unscheduled meeting.
- Birthday treats and balloons are not allowed into the classrooms. Parents may send healthy snacks for all students in the classroom to celebrate birthdays. Be sure to make arrangements with the classroom teacher prior to sending in snacks for birthdays.
- Parents/guardians will not be allowed to bring food from outside restaurants into the school nor will orders from Doordash, etc. be permitted.
- There is no microwave or stove available for student use.
- Student cell phone use is not allowed in the building. If a student must bring a cell phone to school it must be turned in at the beginning of class to the teacher or the office staff. If a student receives a third warning to put a cell phone away, it will be confiscated and there will be a request for a parent pick up.
- If the dismissal plan for your child changes, please call the office to communicate the new plan. We will not accept information from students.