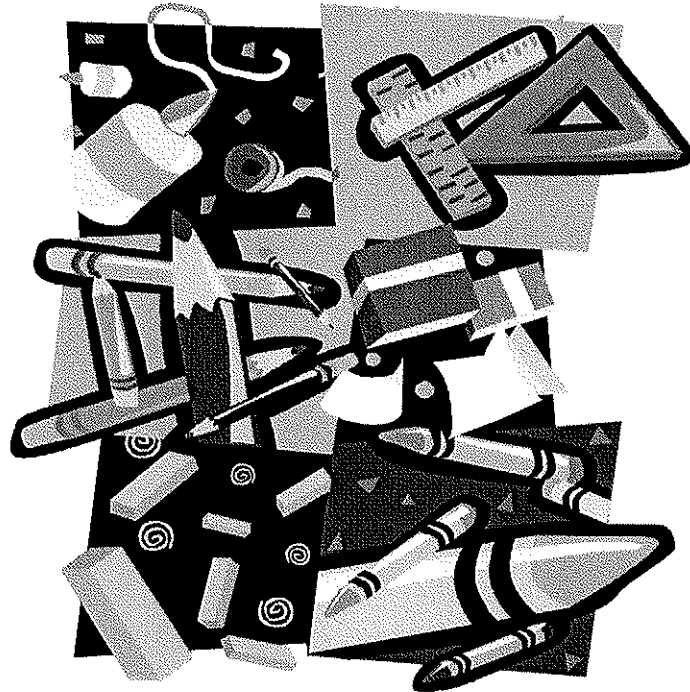


# FALCON HEIGHTS ELEMENTARY...

"A neighborhood school where personal excellence is nurtured in an inclusive, caring community."



## FAMILY HANDBOOK

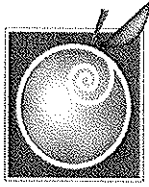
2011-2012

1393 Garden Avenue West  
Falcon Heights, Minnesota 55113  
MAIN OFFICE (651) 646-0021  
ATTENDANCE (651) 646-0816  
Office Hours: 8:00 a.m.-3:45 p.m.  
Student Hours: 8:55 a.m.-3:20 p.m.

**FALCON HEIGHTS STAFF/ROOM PHONE LISTING**  
2011-2012

<b>PRINCIPAL</b>	Paul Charest-100	<b>BAND</b>	Aaron Freed-124
<b>SECRETARY</b>	Nancy Nelson-202	<b>BLDG. EVE. SUP.</b>	
<b>SPE.ED. SEC./</b>			
<b>STUDENT SERV.</b>	Karen Ruud-200	<b>COOKS</b>	Luanne Green, Mgr.-153
<b>HEALTH AIDE</b>	Pat Hornbach-Health & Attendance-102 Angie McCoy --Health, Tuesdays-102		Dana Anderson, Cook-153
<b>KINDERGARTEN</b>		<b>DISTRICT INFORMATIONAL</b>	
Alison Clow-128		<b>TECH ASSIST</b>	Kathy Palmer-129
Kelly Klein AM-105			
Luanne Olson-103			
Laurie Schlossmacher-104			
Julie Schulz PM-105			
		<b>CUSTODIANS</b>	_____ -160
			Ken Mills -PM
			Joe Tocko-PM
<b>GRADE 1</b>		<b>ELL</b>	Vina Chan-117
Joan Norgon-146			
Kaela Splett-147			
<b>GRADE 2</b>		<b>FRIENDSHIP CONNECTION</b>	Dan Morlock-115
Ann Lundy/Ronda Plathe-140			
Kathy Kakaliouras-122		<b>LIBRARIAN</b>	Melanie Houff-130
Nan Knutsen-125			
<b>GRADE 3</b>		<b>MEDIA TECH ASSISTANT</b>	Mary Bohl-132
Gwaynel Donatell-139			
Meggan Lovick-127		<b>NURSE</b>	Liz Freeman-174
<b>GRADE 4</b>		<b>ORCHESTRA</b>	Susan Scott-124 (223)
Joyce Heille-119			
Sally Schroeder-120		<b>PHYSICAL ED. P.E.-ADAPE</b>	Benjamin Holty-109 Nathan Newman -109 (209)
<b>GRADE 5</b>		<b>PSYCHOLOGIST</b>	Paige Lemke-114
Abram Hanson-144			
Matthew Hausman-145		<b>SOCIAL WORKER</b>	Carrie Walker-112
<b>GRADE 6</b>		<b>SPEC. ED.</b>	Jen Grant-150 Ruthanne Hovland-149
Kathie Froemming-141			
Maira Simonson-142		<b>SPEECH</b>	Lauren Kakert-116
<b>TEACHER ASSISTANTS</b>		<b>VOCAL MUSIC</b>	Linnea Marrin-107
Jill Andersen-111(STAR & Playground) (206)			
Adelanke Ani-150 (Spec. Ed.)		<b>VOLUNTEER</b>	Jill Andersen-111
Connie Enman -152 (lunch money & TA)		<b>COORDINATOR</b>	
Darlene Joyer-103 (Kindergarten) (203)			
Linda Kathman-104 (Kindergarten) (224)			
Shelli Kinney-149 (Spec. Ed.)			
Heidi Larson-150 (Spec. Ed.) (226)			
Jenny Okland -149 (Spec. Ed.)			
Cathy Ohlgren-(Playground) (210)			
Jane Savage -128 (Kindergarten) (228)			
<b>ART</b>			
Teri Eiswald-123			

*Number in ( ) is a virtual voicemail number only.*



Roseville Area Schools  
*Quality Teaching & Learning for All*

# Equity Vision

In alignment with our district vision\*, Roseville Area Schools is committed to ensuring an equitable and respectful educational experience for every student, family, and staff member, regardless of:

- race
- gender
- sexual orientation
- socioeconomic status
- ability
- home or first language
- religion
- national origin
- age
- physical characteristics

## **\* DISTRICT VISION**

Roseville Area Schools will be a learning community characterized by...

Engaged, motivated and high achieving lifelong learners; a nurturing and challenging environment for each student and staff member; clear goals, high expectations and measurable results; professionals who apply current best educational practices in instruction, curriculum and assessment; and meaningful involvement and interactive communication among students, families, staff and the community.

Welcome to Falcon Heights Elementary School! The purpose of this booklet is to familiarize families with both the mechanics of the school day as well as with some of the resources available to the students outside of the classroom. In compiling this information, we have tried to consider general questions families of Falcon Heights students might ask.

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## **SECTION I. MISSION STATEMENT AND YEARLY GOALS**

### **A. MISSION STATEMENT**

**A neighborhood school where personal excellence is nurtured in an inclusive and caring community.**

### **B. SCHOOL GOALS 2011-2012**

- Through the development and implementation of systemic strategies, the percent of students making one year's growth in reading in 2010-11 will increase by at least 2 percentage points from test data gathered in spring of 2010. One year's growth will be measured by the difference between the fall and spring MAP tests in grades 2 through 6. Grades K and 1 will implement their own assessments to mirror this goal.
- Increase students' experience/perception of their feeling welcome and belonging, as measured by the district climate survey taken by grades 3 and 5 in the spring of 2011, so the results for boys and children of color are within 10% of the results for white students.

### **SCHOOL DISTRICT ADMINISTRATION**

**Dr. John Thein** 651-635-1600  
**Superintendent of Schools**

**Joe Wemette** 651-635-1622  
**Assistant Superintendent for Teaching & Learning**

**Dr. Chris Sonenblum** 651-635-1600  
**Director of Student Services**

**Karen Schaub** 651-604-3502  
**Director of Community Relations/Technology**

## **SECTION II. BASIC OPERATION**

### **A. ENTRANCE REQUIREMENTS**

#### **Birth Certificates**

Birth Certificates are required for enrollment into Kindergarten. Children need to be five years old on or before September 1 in order to enroll in the Kindergarten program.

#### **Immunization Certificates**

All students enrolling in a Minnesota school need to file an official CERTIFICATE OF IMMUNIZATION with the school nurse. This certificate may be secured from local physicians or the County Health Department.

#### **STATE MANDATED IMMUNIZATIONS FOR SCHOOL ATTENDANCE**

1. The minimum accepted age for measles immunization is 12 months, a second MMR is required before entering kindergarten.
2. Records submitted from parents, physician, clinic must indicate day, month, year of each immunization for the following: **For students 6 years of age or younger**, a) measles, mumps and rubella vaccine, b) 5 doses of DTP vaccine, unless the 4<sup>th</sup> dose was given after the 4<sup>th</sup> birthday then 4 doses are minimum, c) 4 doses of polio vaccine, unless the 3<sup>rd</sup> dose was given after the 4<sup>th</sup> birthday, then 3 doses are minimum. **For students 7 year of age and older**, a) measles, mumps and rubella vaccine, b) 3 doses of both TD (or DTP/DT and polio vaccine (the major change in this subdivision will affect new enrollees less than 7 years; all older students should be compliance under the current law), c) New law, a booster of Td after age 11 unless after 5 years previous to 11 years.
3. Records submitted from physicians, public clinics or parents/guardians must include the month, day and year of each immunization received. (applies to all new enrollees)
4. The Minnesota Department of Health requires Hepatitis B vaccination for all 10-14 year olds who have not received it at a younger age. The Hepatitis B series consists of three shots given within a six month period. It is available at most doctor's offices and at the Ramsey County walk-in immunization clinics. For more information, call 266-2400 or 266-1254.
5. Students in kindergarten and seventh grades will need to show proof they are vaccinated against chickenpox (varicella) or have had the disease.
6. If you are conscientiously opposed to your child receiving these required immunizations, you may complete a notarized statement on the Pupil Health Immunization Record, which is available in our health office.

### **B. GENERAL INFORMATION**

Opening enrollment at the Falcon Heights Elementary School for the 2011-2012 school year is anticipated to be approximately 450 students. Falcon Heights is a unit of the Roseville Area Public School System, which provides the curriculum, bus transportation system and many of the general policies utilized at the school. The Roseville Area Board of Education, consisting of six elected officials, is the policy making body of the District. The Superintendent of Schools, Dr. John Thein, is appointed by the Board of Education and administers board policies.

### **C. CITIZENSHIP AND MANAGEMENT PROGRAM**

Falcon Heights Elementary School is aligning itself with the beliefs and practices that are associated with an approach identified as "Responsive Classroom." The main components of this approach include: morning meetings, teaching students to be responsible (i.e. expectations, routines, consequences, and restituting mistakes), using the democratic approach in managing the classroom, offering students choice in their day, and communicating with families.

### **D. STUDENT CHEMICAL USE**

Students shall not possess, use, or distribute alcohol, tobacco, or other illegal drugs while on school grounds or in school-sponsored programs and activities. Such behavior is illegal as well as harmful to the student. Violations will result in any of the following consequences, depending on their frequency and the severity of the offense:

- \*Parent Notification
- \*Parent Conference
- \*Suspension or Saturday School under Pupil Fair Dismissal Act
- \*Police notification or referral for prosecution
- \*Referral or Counselor, Social Worker, or other resource
- \*Expulsion under Pupil Fair Dismissal Act

## E. STUDENT DISCIPLINE

Our approach to discipline is positive and proactive. Most inappropriate behavior is corrected by re-teaching or through some low level intervention which occurs in the classroom.

If the behavior is dangerous, against the law or continues to disrupt the learning of others, more significant measures such as dismissal, suspension, referral to police or referral for prosecution or expulsion may occur. Listed below are examples of serious behavior which would merit a significant intervention.

If you are interested in knowing more about how we approach disciplinary issues, please visit our school web site and explore the sections on "Discipline" and "Quality Schools" that are located within the button "About Our School." Our school's web address is: <http://www.roseville.k12.mn.us/fh/>

**BOARD POLICY:** Copies of the School Board Policy: Student Discipline and the State of Minnesota Pupil Fair Dismissal Act of 2009 are distributed to families of kindergartners, third grade students, and new students. School Board Policies are also available on our school web site.

**DRESS:** Please work with your child to ensure that what they are wearing to school is appropriate. Shorts are to be mid-thigh or longer. Tops may be sleeveless, but they should cover their shoulders and midriffs, in addition to not having a revealing neckline. Clothing is not to have offensive language/pictures, or language that promotes illegal activities or products (ex. tobacco, alcohol, etc.). Shoes or sandals must always be worn. Hats and coats are only to be worn outdoors.

**FIGHTING:** Fighting is a mutual physical conflict in which both parties contribute to the situation by verbal and/or physical action. This includes "play fighting," which frequently leads to real fighting. We are teaching all students that violence is not an acceptable way of dealing with anger and frustration.

All children need to know how to deal with anger. It is not OK to use physical violence when someone disagrees with us, teases us, takes something that belongs to us, or hits us first. If those things happen, students are encouraged to follow the conflict resolution steps. If this does not result in a solution, the student should know how to safely remove him/herself from the problem and report it immediately to the supervisor. Children need to know how to protect themselves when someone is trying to hurt them not how to hurt that person in retaliation. **In other words, "punching back" will not be an acceptable excuse for fighting with another student.**

**SCHOOL "TOOLS":** Students can be responsible by coming to school ready to learn and by bringing belongings that are only used for learning. That would mean students wouldn't bring radios, hand held games, toys, cards or other such items. "Soft" balls and bats (Nerf or plastic) may be brought to school for recess use. Cell phones are to be switched off while on the bus or at school. If a family needs to contact their child, they should call school. Students may use their cell phones if they have permission from a staff member. If a student uses a cell phone inappropriately, it will be confiscated and kept until an adult from the family claims it. We will not accept responsibility for damage or loss of these devices. Students may roller blade, skateboard, bike or ride scooters to and from school with their families' permission. These items are to be stored at the outdoor bike rack located near the garage. Students are encouraged to lock these items to the bike rack and wear appropriate safety gear (i.e. helmets, etc.). The school nor the district assumes liability for such items.

**SEXUAL, RACIAL, AND RELIGIOUS HARASSMENT & VIOLENCE:** It is the policy of Independent School District No. 623 to maintain a learning and working environment that is free from sexual, racial and religious harassment and violence. You may obtain a copy of the entire policy in the school office if you so desire.

**WEAPONS:** Students who bring a weapon to school may face immediate suspension and possible expulsion. This includes pocket-knives! Play weapons also are not allowed. Please help your child understand that under no circumstances should a weapon be carried to school.

## F. PEER MEDIATION PROGRAM

We have students trained as "peer mediators" in grades 4-6. When a conflict arises between or among students, they may volunteer to have help working out the problem using the peer mediation program.

## G. ARRIVAL AND DEPARTURE PROCEDURES

Most students at Falcon Heights arrive by bus. Students arriving by car should use the **DRIVEWAY ON THE EAST SIDE OF THE BUILDING. USE OF THE DRIVEWAY IN FRONT OF THE SCHOOL IS RESERVED FOR BUSES ONLY.** The school doors open at 8:50 a.m. and classes start at 8:55 a.m. At 9:05 attendance is taken. Students arriving after 8:55 need to stop by the office for an "I'm Here" slip before going to class. A note explaining the tardiness needs to be given to the teacher.

It is very important that cars not be left parked in the fire lanes next to the sidewalks in the front of the school. These are congested areas, and room needs to be left open for emergency vehicles as well as for delivery trucks, school buses, etc. **PLEASE DO NOT USE THE DRIVEWAY IN FRONT OF THE BUILDING DURING ARRIVAL OR DISMISSAL TIME.**

Families who need to pick up their children at the close of the school day should send the classroom teacher a note in the morning requesting that their child be dismissed with "walkers and car riders". These children are picked up in the car-pool line at the **EAST ENTRANCE OF THE SCHOOL UTILIZING THE SIDE DRIVEWAY.** Students will exit the building at the door on the east side of the school. We believe there is a need to increase our safety measures at dismissal. We want to stop parents coming onto the school sidewalk, gathering up their child(ren) and then walking between the buses to return to their cars. We also want to stop children from running in the east parking lot to waiting parents, crossing Garden without an adult or getting picked up in our crowded west parking lot. Finally, we also want to have efficient system for families to pickup their children. What follows are our after school pickup procedures:

### Pickup Option #1:

As you enter our east driveway, proceed to the entryway.

1. Please stay in your vehicle, a school patrol will open your passenger door and your child(ren) may then enter. The patrol will close the vehicle door.
2. Once your child(ren) are safe inside, you are then to depart the parking lot.
3. If you reach the entry way and your child is not present, please move forward with the line of cars and re-circle the parking lot or park your vehicle in the lot and walk to the entryway to pickup your child.
4. Do not from two lanes of traffic.
5. Do not pull around a car once your child(ren) are pickup. Stay in line and move as the cars ahead of you move. (If you have picked up someone at the airport, this is a similar system.)

### Pickup Option #2

1. Families who wish to park along Garden, are to leave their car, walk to our school sign, and pickup their children) from the patrol on duty.
2. Children will not be allowed to go past the school sign without an adult.

Children who live north of Larpenteur, South of Roselawn, East of Snelling, and West of Hamline are able to walk to school. The same is true for children who live north of Larpenteur, east of Hamline, south of Roselawn, and west of Lexington. School patrols will escort these children to school along the walker's lines. Please call school for details. If you live outside of these boundaries and wish to have your child walk to school, written permission is required and needs be turned into the principal's office before your child begins to walk to or from school. We appreciate your cooperation.

## H. RELEASE PROCEDURES

According to Roseville's School Board policy, no student shall be authorized to leave school building or grounds during school hours without approval of parents/guardians and the principal or his/her delegated agent. On occasion, parents come to school to take their child to a scheduled appointment. We request that in each case, parents come to the office to sign their child "out." With this in mind, our procedures are as follows:

- If your child is to leave school during the day, we ask that you send a note with your child to your child's teacher, stop in the office to sign your child out, and have your child called down to meet you.
- If your child is to walk home at the end of the day, we ask that you send a note to your child's teacher.
- People who sign a child out and are unknown by staff will be asked to show picture identification.
- A note or phone call will be required to release a child with anyone other than a parent/guardian.
- All individuals unfamiliar to any members of staff who go beyond the office will sign in and wear an identification tag. Unknown people in the building will be directed and escorted to the office.
- All outside doors will be locked when students are in attendance with the exception of the main entry.
- If your child is to go home any other way than he/she normally goes home, i.e., parent pick up, go home with another child, etc. a note should be sent with your child to school.

If you would like to arrange for additional safety measures, you are asked to provide the school with a list of names of people who have the exclusive right to take your child from school. However, if there is a separation or divorce situation and your intent is to restrict parental access, a copy of the restraining order must be on file at school.

## I. ABSENCES

Compulsory School Attendance Law: All children between the ages of 7-18, plus 5 & 6 years olds if enrolled, must attend school everyday on time unless lawfully excused by the school. A typical elementary age student is absent about 7 days/school year. The following are some definitions that relate to this law:

- Unexcused Out-Of-Building Tardy – a student who is not in the school building at the official start time (i.e. 8:55). Reasons may include, but limited to, oversleeping or personal transportation issues.
- Excused Tardy – a student who is not in the school building at the official start times due to reasons that are excused. Reasons may include, but not limited to, illness, medical appointments, up to three hours/week of religious instruction, and late bus.
- In-Building Tardy – a student who is in the school building but not in his/her designated area at the designated time. In-building tardies are to be handled by the teacher with any assistance s/he deems appropriate.
- Lawful School Absences – include sickness, medical appointments, recognized religious holiday, government mandate, attending A Roseville High School state playoff event, attending "Take Your Child to Work Day," conditions which render school attendance impossible due to hazardous health or safety issues and other extreme family emergency all as reported by an adult family member.
- Invalid School Excuses – includes babysitting, being too tired, travel, vacations, being needed at home, weather, transportation issues, bus suspension, oversleeping, and insufficient immunizations.
- Unapproved Absences – absences that the school determines to be invalid and therefore unexcused.
- Unverified Absences – absences unreported to school by parents.

Please call school at **646-0816** to report your child absent. Please call and leave a message on the tape, or you may also visit our webpage and report your absence at [www.isd623.org](http://www.isd623.org). Also, for each day missed a note explaining the absence needs to be brought to school on the following day and given to the classroom teacher.

For a student to be dismissed early, the parent or guardian is asked to send a note to the teacher explaining the request. The parent needs to come, in person, to the school office to sign out their child. Students will be released only to those persons listed by the parent on the office information card.

## A. GUIDELINES FOR DETERMINING OUTSTANDING ATTENDANCE

Outstanding attendance is highly valued due to the fact that this practice is related to positive school outcomes. Thus our school recognizes students who have "Outstanding" year-long attendance as described below. The practice of recognizing outstanding attendance is not meant to encourage students to attend school if they need to be away. Students qualify for perfect attendance if all of the following points are met:

- They have been present every school day for at least half of the day.
- They were away from school for less than half of a day and the reason for being gone matches the list of valid reasons for being absent.
- They have not come late or left early more than four days per school year.

(Reasons for being late or dismissed early from school are listed in the "absences" section.)

## K. EMERGENCY SCHOOL CLOSING

In the event of severe weather or mechanical breakdown, the starting time of Falcon Heights may be delayed or the entire school system may be closed. Official announcements will be made between 6 and 7:30 a.m. using many local television and radio stations to provide this information. If no report is heard, school will be in session. The same conditions may also necessitate early dismissal. Please do not call the school. Telephone lines need to be kept open for emergencies. The following is a listing of locations where you can find school closing information:

KARE	Continuous TV listing, e-mail alert process available at <a href="http://www.kare11.com">www.kare11.com</a>
KSTP TV	Continuous TV listing, district information available at <a href="http://www.kstp.com">www.kstp.com</a>
WCCO TV	Continuous TV listing, e-mail alert process available at <a href="http://www.channel4000.com">www.channel4000.com</a>
WCCO Radio	Closings read often during the early morning am radio program
KMSP TV	Continuous TV listing
<a href="http://www.cancellations.com">www.cancellations.com</a>	District information posted, e-mail alert process available
<a href="http://www.roseville.k12.mn.us">www.roseville.k12.mn.us</a>	District information posted on the cancellations page
District phone line	Closing information is posted on the district phone #651-635-1600

## L. INSIDE DAY POLICY

Generally, when the temperature at noon recess time is below 0° Fahrenheit, or the wind chill is -17° Fahrenheit (or colder) students will remain indoors. Rain or sloppy playground conditions may also necessitate an "inside" day.

## M. TRANSPORTATION

Bus service at Falcon Heights is handled directly by the Transportation Department of the Roseville Area Schools. Questions or problems regarding school transportation should be directed to this department at 651-635-1609 or you may wish to call Centerline Charter Corp. at 651-482-1794.

School transportation is offered to Roseville Area School students who live more than 1/2 mile from their assigned school or who live in an area where walking is hazardous. School transportation is a privilege extended by the Board of Education; it is not a right. All students are required to obey bus conduct rules posted in each bus. These rules are to protect the safety and well being of all students. Failure to observe these rules can result in suspension of bus privileges.

We ask that you do not use the buses to transport children for parties, meetings or other get-togethers. We can at times accommodate one child, however, putting groups of children on buses for social events is very difficult. If your child needs to ride a different bus, please call the office to determine if there is room for your child. If there is, we will ask you to send a note authorizing your child to ride a different bus. Students will not be allowed to ride a different bus without a note from a parent and approval by someone in the office, Mr. Holty or Mr. Charest.

Adults may get on a bus only when prior approval has been granted by Mr. Charest or district transportation staff. Examples of when this might occur is at the start of the year when volunteers ride along on kindergarten routes to ensure that kindergartners get on or off of the bus safely and at the right stop or when family members attend field trips. The main reason to restrict family members from riding on buses is to ensure the safety and protection of the children on the bus. We require background checks of all staff. Most parents who ride the bus for special circumstances have not had a background check. In addition, a parent is not an employee of the school district, and has no authority to discipline a student on the bus that is not their child.

### 1. BUS STOP

**For safety reasons** students are requested to observe the following procedures at the bus stop (loading and unloading area on the route).

- (a) Students should be at the assigned bus stop only **5 minutes before** the scheduled arrival of the bus.
- (b) When waiting for the bus, students need to stay off the main surface of the roadway. Give the bus room to stop.
- (c) Students should line up in an orderly fashion and wait for the bus to come to a complete stop before boarding. Do not crowd or push.
- (d) Students should use the handrail when boarding the bus.
- (e) Mount the steps one at a time.
- (f) Avoid walking on private property. Have special regard for lawns, flowers, trees and shrubs.
- (g) The student day begins when the student enters the bus and lasts until the student exits the bus after-school. The safety and behavior of your child is your responsibility before they enter the bus in the morning and after they exit in the afternoon. If a problem occurs with your child at the bus stop these are some things that you might consider in order to resolve it:
  - 1.) Try to understand both sides of the dispute, and then help those involved to agree to a solution.
  - 2.) If needed, involve the other families in resolving the problem.
  - 3.) In the case of a physical assault or destruction of property, you may want to contact the police.

\*Please spend some time teaching these procedures to your child/children.

### 2. ITEMS ON BUS

We would like to clarify items which may or may not be taken onto the bus.

- (a) Dangerous, potential safety hazards or objectionable items such as: weapons, squirt guns, eggs, shaving cream, gasoline cans, animals or other large objects may not be taken on the bus.
- (b) Sports equipment which could be a hazard to bus riders such as: hockey sticks, hard baseball bats, or skates(unguarded) may not be taken on a bus. When a bus is full, sports equipment may not take up a seating space. In all instances, sports equipment may not be carried where it would impede the safe evacuation of the bus.
- (c) Items of offensive nature such as inappropriate magazines, pictures, or other materials may not be taken on the bus.
- (d) Food items may not be consumed on the bus unless by special arrangement.
- (e) Musical instruments are an area of controversy in terms of transportation on the bus. When a bus is

full, a musical instrument may not take up a seating space. Instruments may be allowed when the student is able to keep the instrument in the seat area where he/she is sitting. In a crowded bus this would be on the lap of the student. In all of these instances, instruments may not be carried where they would impede the safe evacuation of the bus.

### 3. BUS BEHAVIOR

Bus drivers are in frequent contact with the school personnel about behavior on the bus. If the driver reports that a child has misbehaved on the bus, these consequences are Roseville Schools' policy:

- 1st violation: The student will be issued a warning. If however, the offense is willful vandalism or destructive behavior, bus privileges will be suspended immediately.
- 2nd violation: Removal of bus riding privileges for up to five days.
- 3rd violation: Removal of bus riding privileges for five days or longer, depending upon the seriousness of the violation.

### N. PATTERN OF SCHOOL ACTIVITIES

Children are typically **not allowed in the building prior to 8:50 A.M.** unless with a parent. **Students should arrive between 8:50 and 8:55 and report to their classroom. AT 8:55 A.M. CLASS BEGINS.**

During the course of the week, students may attend classes taught by various subject specialists.

Many teachers permit students to bring morning or afternoon snacks to school. Check with the classroom teacher to be certain of this procedure.

Individual and class pictures are taken during the school year. Pictures will be taken on Tues., Sept. 20, 2011 retakes on October 26, further information will be sent home at the appropriate time.

Lost and found articles are in the entrance to the east hallway and kept for a period of time after being found. These may be reclaimed at any time during the school year. We periodically donate the lost items to charity.

### O. CAFETERIA

All classes have assigned lunch periods, taken in the school cafeteria. A new class is scheduled to enter the serving line every three minutes. In order to facilitate a schedule this precise, it is important that payment and serving be handled as smoothly as possible.

Hot lunches including milk are \$2.40 each and breakfast is \$1.65. Milk costs 50 cents. **WE USE A DEPOSIT SYSTEM FOR HANDLING HOT LUNCH MONEY AND MILK.** When depositing money for hot lunches, we encourage you to deposit at least two weeks, or \$20.00, into your child's account at one time. We will accept both larger and smaller deposits. Please make your check payable to Roseville Area Schools. Your child will receive a "verbal warning" when their account is low, however, we encourage YOU to keep track of your child's account at home. If your child's account runs low, the following procedure will be implemented:

#### **NO MONEY ON DEPOSIT IN ACCOUNT:**

1. When a student has money in their account for only 2-3 more lunches, he/she will receive a verbal reminder.
2. If there is no money in a student's account, you will receive a phone call or written letter.
3. Beginning on the third day without payment, the student will receive a simple sandwich and milk.
4. After three days with no payment and no response from parents, the principal will be notified and will contact the student's family.
5. After three days with no payment, the student will not receive a lunch from the food service.

Your child is welcome to purchase a bag lunch for field trips when one is required. Let your child's teacher know that you want this and the price of a hot lunch will be deducted from your child's account. If you receive free lunches, a bag lunch will be provided for your child for field trips that require one.

Questions concerning free and reduced lunches should be directed to Food Services Supervisor, 635-1619. Visit our website [www.isd623.org](http://www.isd623.org) to pay online.

Parents are welcome to eat with their children at any time. We ask that you please call the office before 10:00 a.m. to order a meal. Teachers at Falcon Heights have a duty free lunch period and do not eat with their class; management for the entire cafeteria is handled by our cafeteria supervisor.

#### **P. CONSUMABLE SUPPLIES**

A list of consumable supplies is sent home at the beginning of each school year. Shop and charge at Target and the school receives 1% of your total charge. For more information on this fundraiser contact the school office or your local Target Store.

#### **Q. BIRTHDAYS**

An important goal at Falcon Heights is to help each student be sensitive and responsive to the needs and values of others. To be consistent with this goal, it is asked that parents do not send birthday invitations to school. Please use another method of communication that does not involve the school setting. This request is made in order to protect the feelings of all the children.

If you wish to send treats for birthdays or holidays, please contact the teacher in advance. Several birthdays may be close together and the teacher may ask you to send the treat at a later date. **TREATS NEED TO BE COMMERCIALY MADE.** This is in keeping with the policy we have regarding the control of communicable disease. Some parents choose to donate a book to the Information Center in honor of their child's birthday in lieu of a treat.

#### **R. STUDENTS AND THE MEDIA**

It seems each school year, Falcon Heights is selected, often with very little notice, to be on television, appear in a newspaper, or some other form of media. Also, from time to time, we record or quote students for P.R. reasons or to help individuals better understanding the educational needs of others. Your child may be a part of these experiences and Falcon Heights would like to hear from you, in writing, if you do not want this to happen for your child. We will keep a list of children whose families do not want such access, thus allowing us to better honor your wishes.

#### **S. AMERICANS WITH DISABILITIES**

If you as a parent/guardian require auxiliary aids for effective communication regarding issues of the district or the education of your child, please notify your building principal, Paul Charest at 646-0021 or Bob Rygh, ADA Coordinator at 635-1611 (TDD#) 635-1648.

#### **T. DISCRIMINATION**

It is the practice of the Roseville Area Schools not to discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, or disability in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973 and Minnesota Statute 363.03. Inquiries regarding compliance with this practice may be directed to Bob Rygh, Title IX Officer, at the District Center, 1251 West County Road B2, Roseville, Minnesota 55113, (651-635-1611) or to the Director of the Office for Civil Rights, Department of Health and Human Services, Washington, D.C.

#### **U. VISITING SCHOOL**

Parents are encouraged to visit Falcon Heights! At the same time, staff need to attend to students and complete related tasks. Keeping both needs in mind, we ask that you please comply with the following procedures when you visit a classroom:

- Schedule a visit or conference in advance
- Check-in at the office before proceeding to the classroom
- Enter the room and sit in the designated area
- Limit your visit to 30 minutes
- Avoid engaging the teacher in a lengthy conversation during the visit
- No more than two parents per room, per visit

Elementary school age children, who do not attend FH, may visit up to a half day with teacher and office permission.

#### **V. LOBBY BULLETIN BOARD**

A portion of the lobby bulletin board is available for community use. Thus items displayed on this board aren't necessarily supported by the school or district. Items may be posted if they meet the identified criteria. Items to be posted .

Are to be pre-approved by the office  
Match our district and school mission, vision, and values  
Will not create a distraction

Are associated with a nonprofit individual/group  
Come from within and pertain to our community

## **W. SHARING STUDENT INFORMATION**

Various state and Federal laws govern the Roseville Area Schools with respect to the release of information about our students. This means that we may discuss a child only with the child's parents or with individuals within the district who have a need to know. Without written parental permission, we cannot discuss a child with a stepparent, grandparent, other family member, or daycare provider even if they are in the same household.

Occasionally, a custodial parent will ask us not to communicate with the non-custodial parent. By law, both parents have access to educational information about their child unless there is a court order to the contrary. If a court order restricts or denies a parent access to school information, a copy of that order should be filed with the principal.

Please keep in mind while e-mail is a convenient method of communication between home and school, it cannot be considered private.

Schools maintain an educational record for each student containing information that allows an effective educational program to be developed for each learner. Collection, maintenance, and release of student information is based on the idea that the welfare of the student and his/her family is primary and must be protected. The Family Educational Rights and Privacy Act (FERPA) gives parents/guardians and students over the 18 years of age ("eligible students") certain rights with respect to the student's educational records. These rights are:

- The right to inspect and review the student's education records immediately or within 10 days of the day the school receives a request for access.
- The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent.
- The right to file a complaint with the U.S. Department of Education regarding alleged failures by the School District to comply with the requirements of FERPA.

Finally, you should be aware that the district also keeps "directory information" on students that is available to outsiders unless the family informs the principal that this information is not to be released. Directory information generally includes the following: the student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, pictures for school approved publications or newspapers or cable transmission, grade, gender, and other similar information. Directory information does not include identifying information on a student's religion, race, color, social position, or nationality. Directory information may also be withheld in part or in whole and not released to third parties at the request of the family. That request needs to take place each school year. For more information regarding data records and privacy, please contact Mr. Charest.

## **SECTION III. SCHOOL SERVICES AND RESOURCES**

### **A. RESOURCES AFFECTING ALL STUDENTS**

#### **1. TEACHER ASSISTANTS**

Falcon Heights hires a number of teacher assistants to help in the classroom and other areas of the school. Typical duties include such activities as tutoring individual students, working with small groups of students within the classroom to reinforce skills taught by the teacher, preparing instructional materials and bulletin boards, and a variety of other tasks including lunchroom, hall and bus duty.

#### **2. NURSE**

Falcon Heights is staffed by a part-time licensed school nurse and a full-time health assistant. An average 20 sick or injured students are seen each day. At the beginning of the school year, a health and emergency form needs to be filled out by the parent for each student. It is essential to keep the school informed of changes in daytime telephone numbers, especially in the event of a medical emergency. If your child is to have any physical restriction such as not running during P.E. or recess, please send a doctor's note to school.

#### **SICK CHILD POLICY**

If a child becomes sick during the school day, the following procedure will be followed:

1. Parent/Guardian will be called to pick up child.
2. If parent does not answer the emergency contacts will be called.
3. If there is no response to the school within 45 minutes the police may be asked to take the child to an emergency foster home depending on time of day, severity of the condition, family's pattern of not being able to pick-up, etc.

## **MEDICATION POLICY**

The medication policy of Roseville schools was developed using a state mandated policy as a guideline and is designed to protect students, parents, and school personnel. For the protection of our students, all medication will be stored in the nurse's office in elementary and middle schools.

A new medication form is required each school year.

### **Procedure:**

Medication prescribed for more than two weeks which must be taken at school must have a permission slip signed by a physician or dentist and parent/guardian.

Prescribed medication to be taken less than two weeks requires written parental permission only.

All prescribed medicine must be in a pharmacy-labeled bottle. (Most pharmacies, when asked, will provide an extra container to be kept at school.)

Prescription label for school must include:

- a) Student's name
- b) Medication and dosage
- c) Time of day (to take medication)
- d) Doctor's name

Over-the-counter medication that is to be administered by school personnel should have a permission form signed by a parent/guardian.

The school nurse, at her discretion, may request a physician's order for over-the-counter medications, such as aspirin, antihistamine, cough medicine, etc.

## **3. INFORMATION CENTER**

Located in the center of the school opposite the main entrance is the Information Center. The flexibly-scheduled learning area provides seating for several classes, a storytelling/teaching area, a computer lab, and a video production room. This inviting reading/research space is highlighted by original artwork and memorial sculptures.

The Information Center is a "library" of print and non-print resources reflecting the curriculum and society in general. The center houses 25,000 titles, 33 periodicals, the Minnesota collection, a complete reference section, and numerous online resources including magazine and newspaper articles from around the globe. A full-time professional and technical staff supports the wide variety of student learning activities which occur there.

Students may come as individuals, in small groups, or with their classes to the Information Center daily to select books for pleasure reading, to search for information, to develop information skills, and to utilize computers with the assistance of the Information Center team. Fostering a love of reading is a school goal strongly supported by our classroom teachers, principal, staff, and parents.

The Information Center's local area network (LAN) provides a file server which allows students and staff to save their documents in personal folders as well as access the center's collection from any computer in the school. The Roseville District's wide area network (WAN) permits students supervised access to a world of information through the Internet on most of the school computers. From home computers, students may access school and district home pages to utilize pre-selected sites and resources.

The Information Center and lab have 50 Apple Computers along with 68 AlphaSmarts, which are portable computers used in classrooms. Classes are scheduled in the lab at least twice a week with students utilizing open computers before, during and after the school day. Third through sixth graders may check out AlphaSmarts overnight to complete word-processed school assignments.

Students are able to create a variety of multimedia presentations and illustrated documents through the use of three scanners, six digital cameras, and 6 digital video cameras. Technology encourages student to access, process, produce, and communicate information in a variety of ways as they become lifelong learners and problem solvers.

Special recognition must be awarded to the PTA for their continuing, generous financial support of the Information Center and to many dedicated volunteers for their invaluable help throughout the school year.

\*See Appendix C for Internet "Acceptable Use Practice"

#### **4. KINDERGARTEN EXPERIENCE**

Parents and their future kindergartner are invited to school each spring for Kindergarten Registration. This evening gives the parent and the child a chance to become acquainted with the Kindergarten program at Falcon Heights. We offer full day and half day kindergarten.

#### **5. COMMUNITY EDUCATION**

Through the Community Education Department, Falcon Heights School provides the following:

Classes, activities and special events for all ages which promote lifelong learning and growth. These learning opportunities take place before and after school, evenings and weekends, non-school days or occasionally daytime if held elsewhere in the community.

### **B. RESOURCES AFFECTING SPECIAL STUDENT POPULATIONS**

#### **1. GIFTED AND TALENTED**

Students in the Roseville area Schools come from a variety of backgrounds and have a wide variety of academic needs. Curriculum enhancements for students, who have exceptional academic needs beyond the regular curriculum, are provided through differentiation of the curriculum by the gifted and talented cluster classroom teachers. In addition, students may participate in enrichment program services. These enrichment opportunities are integrated into the school day, and through academic enrichment competitions offered after school. Students are provided information regarding metro area enrichment programs and summer enrichment opportunities in the metro area, including North Suburban summer Academy.

Students are selected to participate in the Gifted and Talented Program during the school year by meeting district wide criteria, which included teacher screening, parent survey information, student interview, group ability testing and individual ability testing. Students are informally identified for services in grades 1-3 and formal identification takes place during third grade. Formal identification placement takes place in grades 4, 5 and 6. Placement recommendations are completed by the end of the school year for placement in the upcoming school year. The contact person for G/T issues at Falcon is Ann Lundy.

#### **2. SPECIAL EDUCATION**

Resource programs are available at Falcon Heights for students with various special needs requirements. These programs include special support for students with physical, learning, and/or emotional disabilities. State and Federal laws provide definite guidelines for the administration of these programs, as well as specific eligibility criteria that a student must meet prior to admission.

Falcon Heights also employs a speech /language clinician. This specialist works with students having speech or language disorders severe enough to negatively affect their ability to benefit from classroom instruction.

Evaluation of a student for admission into any of these programs is a very complex process requiring professional study and testing. Parents have the right to request testing for their child.

#### **3. STUDENT ACTION LEADERSHIP TEAM (S.A.L.T.)**

We have an active student leadership council which helps promote school spirit and service to others. This team serves as a vehicle for the airing of student ideas or concerns. It also fosters student leadership and encourages student participation in the management of the building. The Student Action Leadership Team is advised by a staff member.

### **C. PARENT ORGANIZATIONS AND ACTIVITIES**

#### **1. PARENT/TEACHER ASSOCIATION (PTA)**

The Falcon Heights Parent, Teacher Association is very active at Falcon Heights. The PTA provides support to the school through volunteer programs such as the Room Parent Program, by providing classroom resource funds for classroom teachers, and by providing many special programs and projects throughout the school year. The Fall Open House, the Winter Carnival, and many fine arts programs are examples of the ways the PTA contributes to the educational experience of students at Falcon Heights. We encourage you to join us and become an active participant in your child's education.

## 2. PTA FUNDRAISERS

**UPC codes (NOT LABELS) from Campbell products**, including soups, Franco-American Spaghetti's and Pepperidge Farm products, such as Gold Fish crackers and Milano cookies. Plus save **LIDS** from Prego Pasta sauces and V8 beverages.

**Box Tops.** Clip the Box Tops for Education symbols off General Mills products, including Big G cereals, Betty Crocker mixes, Pillsbury dough products, Old El Paso products, Betty Crocker fruit snacks and select Yoplait yogurt products. You also can find Box Tops on Ziplok bags, containers and wraps, Hefty tableware and bags, and Kleenex, Cottonelle, Scott and Viva paper products.

**Kemps Caps or P.O.P. symbols and Land O Lakes milk and orange juice caps.** Save caps from Kemps and Land O Lakes plastic jugs. Or save proof-of-purchase symbols from Kemps paper ½ gallons of white milk. For each one we redeem, we receive 5 cents for our school.

**Save used printer cartridges and cellular phones.** We collect used printer (both laser and ink jet), copier and fax machine cartridges and cellular phones. We redeem them for points to acquire technology equipment for our school. Cartridges can be brought to school, Falcon Heights City Hall or the St. Paul Bagelry.

**Save Aluminum cans.** Don't put pop cans out for recycling – bring them to school instead. Drop the cans off in the new garage at the door marked **Aluminum Can Recycling**. PTA volunteers bring the cans to a recycling center to earn cash for school. **PLEASE EMPTY CANS!** And please remember – aluminum cans only.

**Designate our school.** If a retailer offers a program that gives a percentage of your purchases to the school of your choice, *choose our school!* For example, Target donates 1% of purchases made with a Target® Visa to schools.

## 2. PARENT/SENIOR VOLUNTEERS

Parent volunteer work at Falcon Heights is both encouraged and appreciated. Parents are utilized in a number of areas, both within individual classrooms and in various resource areas of the school. Classroom teachers request parent help as they need it; our volunteers are organized through our coordinator. The following is a list of some of the areas in which parent help is utilized:

- A. Every class is assigned one or more room parents who help to organize the three approved class parties. They also help to find chaperones for field trips.
  - Many teachers also use parent/senior volunteers within the classroom on either an occasional or ongoing basis to assist individual children.
  - A large contingent of media volunteers help to keep the information center functioning smoothly, thus allowing the media specialist to spend her time on professional duties.
  - During the school year there is also a need for volunteers for one time jobs. Examples: Fall Health Screening, Early Childhood Screening or simply a special project that may arise.
  - Various resource teachers, such as the physical education and music teacher frequently need help, as do the staffs of both the office and cafeteria. This list is not complete. As a general rule anyone having time or special abilities to share with the students is highly encouraged to become involved within the school. Please contact our Volunteer Coordinator, the Falcon Heights office staff or individual teachers for further details. All parent volunteers are requested to sign-in the main office before reporting to the area in which they are to work.

## **SECTION IV. ACADEMICS**

### **A. HOMEWORK**

Occasionally home study is a necessary part of each pupil's educational program. Each student may be expected to spend some time in addition to scheduled class instruction to achieve satisfactory work.

Some assignments are long range in nature and require planned study time for their completion. Planned study eliminates the necessity of spending too much time in completing an assignment the day before it is due.

If your child is absent and you would like to request work to be sent home, please phone the school office before 11:00 a.m.

### **B. CURRICULUM**

The curriculum taught at Falcon Heights has been adopted by the Roseville Area Schools Board of Education, and is uniform throughout the District. All texts used are reviewed and evaluated approximately every seven years on a rotating basis. The curriculum for the Roseville Area Schools incorporates recommendation from National Curriculum Organizations, Best Practice, New Standards for Teaching and Learning in America's Schools Instructional research, The State of Minnesota Department of Education.

#### **ART**

Students in all-day kindergarten and in grades 1-6 have art with Teri Eiswald twice each week. Teri is an art specialist and she follows a district curriculum as well as reporting progress to families when report cards go home. Art education encompasses history, culture, aesthetics and critical thinking. Art isn't just a product, it is also a process.

#### **HEALTH**

The "Great Body Shop" has been adopted as their source for teaching our health outcomes. The general health outcomes are:

1. Understand how we grow and mature: physically, mentally, emotionally, and sexually
2. Develop healthy behaviors and practice: nutrition, exercise, healthy attitudes, wellness and basic hygiene
3. Increase personal safety: disease prevention, chemical prevention, and safety in physical environments and in relationships
4. Build healthy, productive relationships
5. Learn and practice reflective thinking, planning, and communication skills regarding health and wellness issues.
6. Learn about health and wellness issues in a manner which shows respect for self and others, values families, and builds personal responsibility.

#### **MATHEMATICS**

The mathematics program teaches children not only to find correct answers but also to understand a variety of ways to think about mathematics and to determine answers. Students learn that mathematics includes exploring, investigating, reasoning logically, communicating effectively, and using a variety of mathematical methods to solve problems with confidence. A variety of resources and manipulative materials are used in a way that promotes long-term success in mathematics. Problem solving, estimation, patterns, number sense, geometry, statistics, probability, measurement, and computation are studied at each grade level. Knowledge of basic facts and computational procedures is expected. For specific mathematics outcomes see the district mathematics outcomes document.

Falcon Heights math instruction focuses on the district adopted math curricula. The kindergarten through grade 5 curriculum is *Everyday Mathematics* by McGraw-Hill. Everyday Math is supplemented by the *Number Corner Math Program* published by The Math Learning Center. The math curriculum for grades 6-8 is *STEM* (Success Through Exploring Mathematics) by McDougal Littell.

#### **MUSIC**

Classroom and instrumental music are taught by music specialists. Vocal music uses singing and a wide range of other activities to introduce students to the world of music and note reading including the recorder in fourth grade and the guitar in sixth grade. Band (grades 5 & 6) and orchestra (grades 4, 5, & 6) are offered during the school day through small group lessons and large group rehearsals. Summer music camp provides instrumental music students from grades 4 through 8 an exciting and fun way to improve their playing skills with peers from across the school district. Performance opportunities for both vocal and instrumental music include school concerts and district-wide festivals.

#### **PHYSICAL EDUCATION**

Students in Grades 1-6 participate in physical education every day, either with their classroom teacher or with the physical education specialists, Mr. Holty and Mr. Newman. The curriculum emphasizes developing basic physical skills and encouraging physical fitness through the use of a variety of activities including games, dance and gymnastics. No special clothing is required for Physical Education except non-slippery, soft-soled shoes which have a minimum of four holes of laces over the instep.

## Literacy

Literacy includes reading, writing, and oral communication as detailed in the MN standards in reading and language arts, as well as district outcomes.

The new literacy program maintains strong alignment to expected content in each grade while also advancing our district's strong focus on equity. The program emphasizes a gradual release of responsibility from teacher to student. Skills first are taught explicitly by the teacher, then often are practiced together in cooperative settings, with students practicing independently only after strong initial support has been provided. This approach helps to ensure a high likelihood of success for all students.

Students read a wide variety of fiction, nonfiction and poetry across a range of genres. Nonfiction selections are aligned to national science and social studies standards. Selections become more varied as students advance through the grades. Writing instruction aligns to reading, with students often learning to write the same genre as they are studying in their reading groups. Students are taught to write in a variety of forms through a process approach that includes pre-writing, revising, editing, and publishing.

Spelling, grammar, and usage are taught both through specific lessons that help students expand their skills, as well as through applied activities like process writing. Greater emphasis is given to applied/embedded activities as students advance through the program, although specific skills lessons are part of instruction at all grades.

Student motivation is fostered through the varied tests and activities students complete throughout the program. Students have ongoing opportunities to talk about their learning, and to read, write, and think critically throughout their K-6 experiences.

## SCIENCE

The elementary science program FOSS (Full Options Science System) emphasized scientific thinking skills. Life, earth and physical science concepts are studied at each grade level using engaging, hands-on materials. Listed below are the units for each grade level.

### FOSS Modules

	<u>Life Science</u>	<u>Physical Science</u>	<u>Earth Science</u>	<u>Scientific Reasoning</u>
K	Animals 2 by 2	Fabric	Paper	
1	Insects	Solids & Liquids	Pebbles, Sand & Silt	
2	New Plants	Balance & Motion	Air & Weather	
3	Structures of Life/partial	Physics of Sound	Water	Measurement/partial
4	Human Body	Magnetism & Electricity	Earth Materials	
5	Environments	Mixtures & Solutions	Landforms	Variables
6	Food & Nutrition	Levers & Pulleys		Models & Designs

## SOCIAL STUDIES

The social studies curriculum, taught from a multicultural perspective, includes the following areas of focus:

- Kindergarten - Self, family, school, and community
- Grade 1 - Families in North America (United States, Canada, and Mexico)
- Grade 2 - Communities and citizenship
- Grade 3 - United States
- Grade 4 - Minnesota
- Grade 5 - United States history
- Grade 6 - World history and geography

Also addressed is the study of current events, map skills, and graph reading. Social studies instruction includes the use of a variety of print and non print materials and is often integrated into multidisciplinary learning with reading, art, music, math, and other curricular areas.

## C. TESTING

1. Minnesota Comprehensives grades 3, 4, 5, 6

All grades three through six students must be tested with the Minnesota Comprehensive Assessments.

What is the purpose of the comprehensive assessments? The purpose of these assessments is threefold: 1) provide information for system accountability; 2) provide information about instruction against state standards; and, 3) fulfill statewide testing requirements for grades 3, 4, 5, 6, 8 and 10.

How is the Statewide Testing different from Basic Standards Testing? All students in the state of Minnesota must pass the Basic Standards Tests in order to be eligible to receive a high school diploma. Students with special needs may meet the standards at an adjusted level according to the requirements of their IEP, 504 plan or local district process for LEP students. For the statewide testing, all students will take the tests. There is no minimum score required for individual students. The results of these assessments will be used for school and district accountability.

What are the Minnesota Comprehensive Assessments (MCA)? The Minnesota Comprehensive Assessments are custom-designed, criterion referenced tests based on the high standards of the profile of Learning at the primary and intermediate levels. The mathematics and reading tests contain both multiple choice and open response items. The writing test requires students to write a composition on one of four possible topics. The tests are untimed. Schools will be advised to schedule test sessions of 60-90 minutes total time per subject. The reading and mathematics tests will be divided into two sections; students will be permitted to take one section per day.

Who will take the MCA? The statewide testing is mandated for all students in grades 3, 4, 5, 6, 8 and 10. Exemptions from the state wide testing requirement are only permitted with parental approval for those very few students whose IEP or 504 teams determine that the student is incapable of taking the statewide tests. Students MAY be exempted if they are incapable of taking a statewide test. This should occur if and when the student is incapable due to a total lack of cognitive ability to participate in learning within the subject area.

When will the MCA be given in our school? The MCA testing window is scheduled for April 9-May 2, 2012.

What is the content of the tests? Reading, Math and Science.

What is the passing score for the MCA? Unlike the Basic Standards, individual student scores on the MCA will not be used for graduation or grade promotion. Rather, these tests are designed to evaluate instruction of the High Standards of the profile of Learning. A student's score is based on how well he/she mastered the subject area content and communicate what a student knows and what he/she is able to do as defined in the High Standards.

2. Measures of Academic Progress Achievement Tests occurs in grades 2-6 during the fall, winter and spring.

#### D. FORMATION OF CLASSES

Near the end of each school year, Falcon Heights staff work on assigning students to classes for the next school year. Placement teams consist of grade level teachers, specialists, special education educators, support staff and the Principal.

The process for developing class lists for the coming year is quite extensive. Careful attention is given to the placement of each child into a learning group. We will work together to create balanced, heterogeneous classrooms using factors of effective instructional groups, student to student relationships, student to adult relationships, and equity.

Teachers have been asked not to discuss placement with individual families, and we **do not accept parent/guardian requests**. We are asking that you trust our staff to place your child(ren) in a class where their needs will be best met.

Thank you in advance for respecting the integrity of this process. We want parents and guardians to know that *all of our children are valued equally* as precious members of our learning community. We are confident in the professionalism of each of our teachers and their ability to provide quality teaching and learning for all.

**E. PARENT-TEACHER COMMUNICATIONS**

1. Communication between parents, teachers, and administration is strongly encouraged at Falcon Heights. A parent may request a personal conference with any member of the Falcon Heights staff at any time, either by calling the school or sending a note with their child. Teachers may also initiate these conferences. There are a number of other ways in which the school communicates with parents on a regular basis. Listed below is the reporting model that we use at Falcon Heights for grades 1-6:

WHEN	ACTIVITY	LENGTH	PURPOSE	LOOKS LIKE
Sept.	Parent Info Night	45 minutes	overview of year	Teacher presentation
September	Conference	15 minutes	Information gathering	Parent/Child tell teacher
October	Open House	1 1/2 hours	Visit child's room	Informal drop-in
December	Report Card ONLY		Info to parents	Send home
January	Mid-term (as needed)		Info to parents	Send home
February	Conference ONLY NO REPORT CARD	20 minutes	Reporting/Goal setting	Parent/Child/Teacher
April	Mid-term (as needed)		Info to parents	Send home
April/May	Determined by teacher	2 hours	Celebrating learning	1.Portfolio Night 2.Student-led stations 3.Open house with structured activities 4.Other
June	Report Card ONLY		Info to parents	Send home

2. "THE BIRD'S WORD" is our building-wide newsletter and it is sent home the 1<sup>st</sup> & 3<sup>rd</sup> WEDNESDAY of the month. It contains general news and current information about the school and various classes.

3. If you believe it is beneficial for staff at Falcon Heights Elementary School to communicate directly with someone who is not a biological parent of your child, please contact the office so we can supply you with a form that would allow us to honor your request. Complete the form by listing the individuals that you are wanting us to visit with regarding your child's progress and needs. Your approval of this list would legally allow us to hear and share information about your child without you being present. If that is your wish, you also need to sign and date this form. This release of information arrangement will stay in effect until you inform us otherwise,

## **Notice of Bullying Prohibition Policy**

1. Bullying is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. Bullying is prohibited on school district property or at school-related functions.
2. Bullying is any unprovoked, repeated or aggressive action or threat of action that is intended to cause or is perceived as causing fear, distress or harm to another person. Bullying includes but is not limited to:
  - a. name-calling,
  - b. taunting,
  - c. teasing and put-downs,
  - d. saying or writing inappropriate things about a person,
  - e. deliberately excluding a person from activities or conversations,
  - f. threatening a person with bodily harm,
  - g. hitting, kicking, tripping, shoving or otherwise inappropriately touching a person,
  - h. taking or damaging a person's belongings, or
  - i. making a person do things the or she does not want to do.

Bullying can also occur through electronic means via Web postings, e-mails, chat rooms and text messaging.

3. The Bullying Prohibition policy applies to students who directly engage in bullying as well as to students who permit or tolerate another student's act of bullying.
4. No teacher, administrator, volunteer or other employee of the school district shall permit or tolerate bullying.
5. All complaints of bullying will be investigated and discipline or appropriate actions will be taken against anyone who violates the Bullying Prohibition policy.
6. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in the policy.
7. Retaliation against a victim, reporter or a witness of bullying is prohibited.
8. False accusations or reports of bullying against another student are prohibited.
9. Consequences for bullying may range from positive behavioral interventions to suspension and/or expulsion.

## **Bullying Information - Elementary Level** File: JB-R

Bullying is not allowed at our school. Bullying is NEVER OK. It is against the rules!

Rules against bullying

1. We do not bully other students.
2. We help students who are bullied.
3. We include students who are left out.
4. We tell an adult right away when someone is being bullied.

**BULLYING IS.....**

Name calling

Put downs

Teasing

Threatening

Hitting

Kicking

Biting

Ignoring or leaving someone out on purpose

Saying or writing mean things about someone

Making someone do something they don't want to do

Taking someone else's things without permission

Making someone feel scared or uncomfortable

Adults at your school are responsible for keeping you safe. You need to report bullying right away to a teacher or another staff person you trust.

If you help bully someone or you see someone being bullied and you do nothing, that's being a bully too, and that's not OK!

## APPENDIX B

### Section 504

Roseville Area Schools supports the aims of Section 504 of the Human Rights Act and is committed to providing accommodations for students in our schools.

#### **Who Qualifies for Section 504?**

A person is "disabled" within the meaning of Section 504 if he/she has a mental or physical impairment which *substantially limits* one or more *major life activities*.

#### **Substantially Limits...**

An impairment is only a "disability" under Section 504 if it *substantially limits* one or more major life activities, such as learning. An individual must be unable to perform, or be significantly limited in the ability to perform, an activity, compared to an average person in the general population.

#### **Education is Considered a Major Life Activity**

Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. When a condition significantly limits a major life activity, an accommodation plan must be developed for that individual. Accommodations or services must be determined by a team knowledgeable about the individual and his/her disability.

Parents or students may request accommodations under the protections of this law by contacting the building principal or program supervisor.

#### **District Compliance Officer for Section 504**

**Dr. Chris Sonenblum**  
Director of Student Services  
651-635-1608

## APPENDIX C

### **Roseville Area Schools Student Technology Acceptable Use Procedures and Policy (AUP)**

1. I understand many important educational resources are accessed using school technology.
2. I will use technology in schools *for educational purposes only*. The school has a right to monitor my use of school technology.
3. I will use respectful language and behavior while using school technology.
4. I will be mindful of school resources by printing only what is absolutely necessary.
5. I will not give out personal information about myself or anyone else while using school technology.
6. I will not look at, download, or communicate any material that is obscene, vulgar, sexually explicit or offensive in terms of race, ethnicity, sex, or religion. I will tell a teacher if I come across any information that is inappropriate or makes me feel uncomfortable.
7. I will never access, remove, change or harm another person's files.
8. I will not use another person's system or password.
9. I will follow all laws and school rules when I use school technology.
10. I will give credit when I use another's work, whether it is from a book, the Internet, or elsewhere.
11. I will use the Internet at school only with permission from a present, supervising adult.
12. I will be respectful of and responsible for all school technology I use, leaving it in good working order, organized and ready for the next person.

If you have any comments or questions, please contact your Media Specialist, school technology support staff member, or District Media/Technology Services at 651-604-1476. Check for updates to these guidelines on the Roseville web page AUP.

## APPENDIX D

### FALCON HEIGHTS SCHOOL GRADE LEVEL SUPPLY LISTS 2011-2012\*

#### KINDERGARTEN

Please **LABEL** the following items:

1. Paint Shirt
2. School bag/backpack
3. Two (durable quality) two-pocket folders

Please **DO NOT LABEL** any of the following items, students will be sharing these:

1. Two boxes 24 Crayola crayons
2. One box 8 Crayola **washable thin** markers (classic colors)
3. One box 8 Crayola **washable thick** markers (classic colors)
4. For students whose last name begins with **A-K**: One roll of white paper towels (**Bounty or Viva** preferred).
5. For students who last name begins with **L-Z**:  
One box unscented tissue.
6. Eight plain #2 **sharpened** pencils
7. Twelve glue sticks (white glue sticks, not the purple glue, Scotch brand preferred)
8. Dry erase board markers, one package thick and one package thin
9. One 1-inch 3-ring binder
10. \$5.00 for portfolio supplies

#### GRADE 1

Please **LABEL** the following items:

1. One small **school box with lid (5"x 8")**
2. Two two-pocket plastic or other sturdy folders for take home folders
3. One school bag/backpack
4. One **Fiskars** scissors
5. Coins for math (30 pennies, 10 nickels, 10 dimes, 10 quarters) in a baggie labeled with child's name.
6. Tennis shoes (**daily**)

Please **DO NOT LABEL** any of the following items, students will be sharing these:

1. Box 24 crayons
2. Box 8 **thick washable** markers in **classic** colors
3. One box of **unscented tissue**
4. Twenty-four plain sharpened (no design) #2 pencils (**that will be shared**)
5. Twelve (12) pencil top erasers
6. One rectangular pink "pearl" eraser
7. Four (no-odor) dry erase board markers
8. One bottle Elmer's school glue

9. \$2.50 for binder

#### GRADE 2

1. One –inch solid color binder (name on inside)
2. Two 2-pocket folders (any color or design, name on inside)

Please **DO NOT LABEL** any of the following items, students will be sharing these:

1. One box of colored pencils (12 count)
2. One box thin washable markers ( 8 or 10 count)
3. One box thick washable markers (8or 10 count)
4. One box crayons (24 count)
5. One children's size sharp-point scissors
6. 24 **plain** pencils (sharpened if possible)
7. Four gluesticks (Scotch or Elmer's preferred)
8. One package pencil top erasers
9. One large pink or white eraser
10. One package wide-ruled loose-leaf paper
11. One box unscented tissues

**Wish List:** thick dry erase markers, paper towels, extra markers, colored pencils, erasers and crayons

#### GRADE 3

1. Four solid-color, 2 pocket folders; (1 each: red, yellow, green, blue)
2. Three spiral wide-lined notebooks, 70 page minimum
3. Forty-eight #2 pencils sharpened
4. Plastic school supply box ( 6 x 9 or smaller)
5. Rectangular eraser (magic rub)
6. Scissors (child's Fiskars)
7. Wooden ruler, metric & standard markings
8. Box 8 thick washable markers
9. Box 8 thin washable markers
10. Box 24 crayons
11. One box colored pencils (sharpened)
12. Four large glue sticks
13. Two boxes of unscented tissue
14. Small pencil sharpener – container for shavings
15. One 3 x 3 package of post it notes
16. One sturdy two-pocket folders (any design or color) will be used as a transport folder daily
17. \$4.00 assignment notebook

**Wish List:** pencil top eraser, dry erase markers, extra markers, colored pencils

#### GRADE 4

1. Forty-eight #2 pencils
2. Scissors (good quality)
3. Tennis shoes
4. Six basic two-pocket folders ( 1 each: green, red, blue, yellow, orange, purple)
5. Two black felt tip pens (not sharpies)
6. One yellow highlighter
7. Small pencil sharpener with self-container
8. One box colored pencils'
9. One box 24 crayons
10. Four glue sticks
11. One box kleenex
12. One pkg thick markers
13. One pkg thin markers
14. \$5.00 (Assignment Notebook purchased by classroom teacher)
15. scotch tape
16. post-it notes

**Gr. 4 Music class supplies:** 1 pencil with eraser and 1 red two-pocket folder.

#### GRADE 5

1. Forty-eight #2 pencils
2. Set of colored pencils
3. Pencil box (7" x 11")
4. Two glue sticks and one bottle liquid school glue
5. Sharp scissors (good quality)
6. Straight edge ruler (clear color with both metric and standard markings) no flexible rulers
7. Protractor **and** compass
8. Six spiral notebooks – **single subject** (various colors; college or wide-ruled)
9. Two MEAD FIVE STAR (**1-subject notebook**)
10. One MEAD FIVE STAR (**3 subject notebook**)
11. Ten **two-pocket** folders (various solid colors),
12. Two boxes of unscented tissue
13. 1 Composition notebook

**Wish list:** One large art gum/rubber eraser, Two **blue or black** ball point writing pens, Two **fine-point** felt tip pens/markers, one black and one alternate color, One highlighter – any color, Post-it notes (3 x 3 and 1 ½" x 2"), One white 1 inch 3-ring binder with clear cover front, 2 dry erase markers (chisel tip) index cards (3x5 lined)

**Gr. 5 Music class supplies:** 1 pencil with eraser and 1 green two-pocket folder.

#### GRADE 6

1. Twenty-four #2 pencils
2. Set of colored pencils
3. Highlighters
4. Two glue sticks
5. Sharp scissors (good quality)
6. Straight edge ruler (clear color with both metric and standard markings) no flexible rulers
7. One MEAD FIVE STAR (3-subject notebook)
8. Two MEAD FIVE STAR (1-subject notebook)
9. 3-inch zipper binder with pencil pouch and file system included (Case-It is a common brand, can be found at Target, Staples, etc.)
10. 1 package college-ruled loose leaf paper (for classroom use)
11. Two boxes of unscented tissue
12. Two book covers: 1 for writing book 7.25"x9.5" and 1 for math textbook 8.5"x10.5"

**Wish list:** One large art gum/rubber eraser, Two **blue or black** ball point writing pens, small pencil sharpener, Two fine-point felt tip pens/markers, one black and one alternate color, Post-it notes (3 x 3 and 1 ½" x 2"), One white 1 inch 3-ring binder with clear cover front

**Gr. 6 Music class supplies:** 1 pencil with eraser, 1 yellow two-pocket folder and 1 box of tissues (students that are able to do so).  
August, 2010

**Gr. 5 & 6 Art supply:** 1 fine point black marker  
**\*If you have a concern regarding the purchasing of any of the school supplies, please contact your child's teacher at the beginning of the school year.**