



TASHUA ELEMENTARY

STAFF

HANDBOOK

2023-2024

SECTION I

SCHEDULES, CALENDARS, ETC.

- Calendars
- School Hours
- Lunch/Recess Schedule
- TPS Meeting Date and Marking Period & Report Card Dates

CALENDARS



TPS School Year Calendar



Tashua Elementary School Calendar

Tuesday Meeting Dates

Professional Learning Meeting Dates

Marking Period and Report Card Dates

SCHOOL HOURS

CONTRACTUAL HOURS FOR CERTIFIED STAFF

8:20 a.m. – 3:35 p.m.

REGULAR DAY

Grades K - 5 8:35 a.m. - 3:20 p.m.

LEGAL DAY

Grades K - 5 8:35 a.m. - 1:00 p.m.

EARLY DISMISSAL

Grades K -5 8:35 a.m. - 1:00 p.m.

DELAYED OPENINGS Grades K - 5

90 Minute 10:05 a.m. - 3:20 p.m.

2 Hour 10:35 a.m. - 3:20 p.m.

2 ½ Hour 11:05 a.m. - 3:20 p.m.

Tashua Elementary 2023-2024
LUNCH SCHEDULE



| <u>GRADE</u> | <u>LUNCH</u> | <u>RECESS</u> |
|---------------------|---------------------|-----------------------------|
| Grade 2 | 11:10 – 11:40 | 1:50 – 2:10 |
| Grade 5 | 11:30 – 12:00 | 1:15 – 1:25 (W 2:05 - 2:25) |
| Kindergarten | 11:45 – 12:15 | 2:40 – 3:00 |
| Grade 3 | 12:10 – 12:40 | 12:50 – 1:10 |
| Grade 4 | 12:35 – 1:05 | 12:05 – 12:25 |
| Grade 1 | 1:00 – 1:30 | 12:30 – 12:50 |

EARLY DISMISSAL LUNCH SCHEDULE

10:35 – 11:05 Grade 2 (sitting on side near the windows)

10:50 – 11:20 Kindergarten

11:10 – 11:40 Grade 3

11:25 – 11:55 Grade 4

11:45 – 12:15 Grade 5

12:15 – 12:45 Grade 1 (sitting on side near the hallway)

SECTION II

ABSENCES

- Procedures for Reporting Teacher/Staff Absences
- Personal Days

Tashua Elementary 2023-2024
PROCEDURE FOR REPORTING
TEACHING/STAFF ABSENCES

Website: www.aesoponline.com

Phone: 1-800-942-3767

Teachers should call absences by 6:00 a.m. to report an absence. Para-educators should report absences no later than 7:00 a.m., preferably sooner.

Regarding Personal and Professional Days:

- Teachers must report in their own personal and/or professional days.
- **You need to notify Jen by email 24 hours prior to taking a personal day.** Be sure to copy Cindy on the email as well. Indicate PERSONAL DAY and the date of the personal day on the subject line of the email (example: Personal Day/September 8, 2023)
- It is each teacher's responsibility to arrange for a substitute even if the paperwork for a professional development day has been submitted and approved by Marty Semmel.

PERSONAL DAYS

Teachers are allowed up to a maximum of three personal days to conduct personal business that cannot be conducted at a time other than when the teacher is scheduled to be in school. The personal business may include such compelling events such as: religious holidays, attendance at the teacher's own graduation or the graduation of members of his/her immediate family, attendance at his or her own wedding or the wedding of a member of his or her immediate family, legal business that cannot be conducted outside of the normal work day, the death or illness of a teacher's relative not from a teacher's immediate family and for whom the teacher does not have custodial responsibility, or some other similarly compelling reason, but shall not include an extension of a vacation or holiday period, an accommodation of travel plans connected with a vacation or holiday period, and shall not be taken the last ten days of the school year or on consecutive days unless special permission is granted by the superintendent. Accordingly, these days shall not be used on the teacher's last scheduled work day before or after a vacation or holiday except under the most compelling circumstances and then only with the approval of the superintendent.

SECTION III

ROUTINES/DUTIES

- Morning/Afternoon Duty Schedules
- Arrival Duties / Routines
- Recess
- Guidelines for Use of Playground Equipment
- Lunch
- Dismissal Options / Plans
- Dismissal Schedule
- Dismissal Duties / Routines

Tashua Elementary 2023-2024

Morning/Afternoon Duties Schedules

See reserve for bus duty schedule

MORNING DUTY SCHEDULE 8:20 – 8:35 a.m.

| Duty | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|--------------------------------|---------------------------------|------------------------------|-----------------------------|-------------------------------|
| Common Planning 8:20-8:50 a.m. <i>* Arriving at 8:35</i> | Healey McKenna Kunschaft | Bonaventura Healey Thomas | McKenna Oporto Richard | Gidwani Hatstat Cohen | Grossman Oporto Paredes |
| Parent Drop Off | Kunschaft | Kunschaft | Kunschaft | Kunschaft | Kunschaft |
| | Zultowski | Zultowski | Zultowski | Zultowski | Zultowski |
| | Richard | Richard | Richard | Richard | Richard |
| Bus | Hatstat | Hatstat | Hatstat | Hatstat | Hatstat |
| | Medoff | Medoff | Medoff | Medoff | Medoff |
| Foyer | Paredes | Oporto | Paredes | Thomas | Paredes |

DISMISSAL DUTY SCHEDULE 3:15 – 3:35 p.m.

| Duty | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------------------------|-------------|-------------|-----------|----------|-------------|
| Bus Dismissal | Holmes | Holmes | Holmes | Holmes | Holmes |
| Car/Van Numbers | Medoff | Medoff | Medoff | Medoff | Medoff |
| Car/Van Parent Pick up | McKenna | McKenna | McKenna | McKenna | McKenna |
| | Bonaventura | Bonaventura | Grossman | Grossman | Bonaventura |
| | Thomas | Thomas | Thomas | Thomas | Thomas |
| Walker Fox | Flynn | Flynn | Flynn | Flynn | Flynn |
| | Wyckoff | Wyckoff | Wyckoff | Wyckoff | Wyckoff |
| Walker Dayton | Cohen | Cohen | Cohen | Cohen | Cohen |
| Walker Stemway | Pierce | Pierce | Pierce | Pierce | Pierce |
| | Lynch | Lynch | Lynch | Lynch | Lynch |

Bus Duty Schedule Assignments - Weeks of:

| | | | | | | | | | | |
|---------------------------------|-------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|-------------|
| Preman Kenler | 8/28 | 9/25 | 10/23 | 11/20 | 12/18 | 1/22 | 2/19 | 3/18 | 4/22 | 5/20 |
| Bruno Weitzman | 9/4 | 10/2 | 10/30 | 11/27 | 1/1 | 1/29 | 2/26 | 3/25 | 4/29 | 5/27 |
| Smith McGillicuddy | 9/11 | 10/9 | 11/6 | 12/4 | 1/8 | 2/5 | 3/4 | 4/1 | 5/6 | 6/3 |
| Yurkerwich Fernandes | 9/18 | 10/16 | 11/13 | 12/11 | 1/15 | 2/12 | 3/11 | 4/15 | 5/13 | 6/10 |

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ARRIVAL DUTIES / ROUTINES

ALL CLASSROOM TEACHERS MUST BE IN THEIR CLASSROOMS BY 8:20 a.m.

ARRIVAL BUS DUTY

One of the staff members on duty should record the arrival times of all buses. Once all buses have arrived and have been unloaded, the staff members on duty should notify the office that all buses have arrived. They should also drop off the clipboard with the arrival times at the office.

PARENT DROP OFF DUTY

Staff members will cover the morning parent drop off by the TLC entrance and students may enter the building starting at 8:20 a.m.

Please refer to Tashua's Parent Drop off Guidelines for more information:

Parents may drop-off their children from 8:20 a.m. until 8:35 a.m. at the rear entrance of the school. **DO NOT drop off before this time as staff is not available to supervise children who arrive early.**

Parents who drive their children to school in the morning may not use the main entrance and may not drive through or park in the bus lanes. Violators will be reported to the police and subject to fines.

- Cars should enter our back drop-off/pick up circle behind the school by TLC. It is safest for our children if all parents make a right hand turn into this area. In order to do this all drivers need to access the Dayton Road entrance by traveling towards school via Ashbury Road, Old Village Road or Lake Avenue. **(It is NOT SAFE for parents to make a left-hand turn off of Stonehouse road to access our Dayton Road entrance.) When this suggestion isn't followed, it puts our children at risk and causes the traffic to back-up, resulting in the buses being delayed.** Further, when exiting the drop-off/pick up area, it is recommended that all parents make a right onto Dayton Road traveling towards Stonehouse Road. Again, this avoids the cross-intersection traffic pattern.
- Please remember to not make a 3-point turn while on Dayton Road for the safety of walkers and other drivers.
- The first car in the drop-off/pick-up line should pull all the way up to the yellow poles by the curb.
- Five cars will be unloaded in the circle at a time. The other cars in line should wait until these five cars have unloaded and have driven out of the circle. Then the next five cars may pull into the circle to unload.
- **At no time should cars pull out of line.** This again creates a safety hazard. If one car has finished unloading before the preceding car, the driver should wait patiently until the car has finished unloading and has pulled away before leaving the circle.
- Staff members will be available to help children out of the cars. You should not exit your car to do so. This is unsafe and significantly slows the flow of traffic.
- **Please have your child seated on the passenger side of the car.** Younger siblings in car seats should not be situated on the passenger side, as we want children exiting cars at the curb not in the circle.
- Staff members are only on duty until 8:35 a.m. If you arrive after that time, you must drive around to the front of the building.

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RECESS

Each grade level is assigned a recess period each day. Please be reminded that students cannot miss recess time for missing assignments that need to be completed. They can however miss part of their recess time to reflect on their misbehavior.

Recess will take place outdoors unless the weather is inclement. If this is the case, then recess will take place in your own classroom. To ensure safety during recess, each grade level should have an assigned person who will take the walkie-talkie out for each recess.

If you have students in your classroom with medical issues such as nut/peanut allergies, it is important that you inform the other teachers on your grade level. You should be sure that your grade level teammates, as well as specialists, can identify these children and they know what to do in an emergency situation.

Please **do not extend** recess beyond your allotted time as there will be too many students on the playground at one time if you do.

RECESS DUTY

All classroom teachers are expected to be outside during recess time for supervision.

Para-educators may not count as one of the staff members on duty as they are supervising specific students.

Teachers on duty should be stationed on the playground in various spots to provide adequate coverage for students.

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GUIDELINES FOR USE OF PLAYGROUND

All teachers should review the following guidelines for use of the playground prior to the first recess period of the year and periodically through the year as needed.

Supervision: It is essential to adequately supervise students on the playground to avert potential accidents. Adults on duty should be dispersed throughout the playground area to provide maximum supervision while students are playing. It is especially important for an adult to closely monitor all contact sports games. Problems with students should be addressed during the time of recess.

Walkie Talkies: Each grade level should have an assigned person who will take the walkie-talkie out for each recess.

Recess Rules: Before you students have their first recess period, involve them in a discussion of playground use, take a short “guided exploration” of the playground equipment, and review rules for use. The following are the rules you should discuss:

- NO “wall ball”
- WOODS – Off limits.
- SOFTBALL FIELD – can only be used if a teacher is available to actively supervise.
- SIDEWALK CHALK – This should be done ONLY on the sidewalk. Students should avoid drawing on the blacktop or the side of the building.
- NO PUSHING – HANDS OFF

Playground Equipment: Staff members need to actively monitor both play systems during recess and communicate appropriate use.

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LUNCH

On the first day of school, visit the cafeteria with your grade level to assign seats for your students.

Prior to the first lunch period and as needed through the year, please review the following cafeteria rules with your students:

1. **All students should go immediately to their seats after entering the cafeteria.** The lunch aides will call students who are purchasing school lunches up to the kitchen line one table at a time.
2. **All students will remain seated during the lunch period.** If students need to use the bathrooms, get utensils or napkins, etc. they must raise their hands to get permission from the lunch aides or from the parent volunteers.
3. **Use quiet voices.** Students should only be talking with other students who are seated across or next to them at their table.
4. **Students must clean up their trash and deposit it in the trash receptacle when the lunch aides bring the trash barrel to their table.** They should also check to see that the tabletop and the area on the floor where they are seated are clear of trash. The lunch aides should not be cleaning up after students.

LUNCH CONSEQUENCES

The classroom teacher should assign a logical consequence for the offense. If a child is consistently not following the cafeteria rules or if there is a single serious situation, the child will be sent to the office and I will contact the parents.

It is important that you make your expectations for cafeteria behavior clear to your students so the cafeteria will be a pleasant place for them. It is important that you follow-up on reports made by the aides.

The cafeteria aides will begin to line up your students about three minutes before the end of the lunch period. You must return on time for them. If you are late, it will interrupt the flow of classes entering and leaving the cafeteria.

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DISMISSAL OPTIONS / PLANS

PARENT PICK UP CAR/VAN

Parents will receive numbers to display in their car windows and K students will be given tags to display on their backpacks. Parent Pick up students will be dismissed via the shared Dismissal Google sheet which teachers will have open on their Smart Boards at dismissal time. As parents pull into the circle at the rear of the school, the school security officer will record their order of arrival. Once a student's name/number appears on the screen, they may be dismissed to the Car/Van Parent Pick up line.

BUS

All students have been assigned a bus route and please note that children may only ride the bus to which they have been assigned. If a child gives you a note in the AM indicating that s/he should ride a bus other than his or her assigned bus home from school, send the child to the office immediately so we can contact the parents. Buses are called over the PA system and listed on the shared Dismissal Google sheet. Once a bus is called, students should walk out of the school through the main lobby and teachers on duty will have the bus numbers displayed so students will know where they should line up.

WALKERS

There are three walker lines for students choosing this option.

- Stonehouse Rd/Fox Road. Walkers should line up by room 6.
- Stonehouse Rd/Dayton Rd. Walkers should line up by the music room.
- Back Pathway walkers meet outside Room 15.

You will receive your students' permanent dismissal plans prior to the start of school. **If there is a change to this plan, the parent must write a note for the day on which s/he has made other arrangements.** You must complete a Change in Dismissal Plan form each day and send it to the office in your attendance folder. Keep individual notes in your room and post them by or on your door.

If a student will be picked up from school, the note should also include the name of the person who will pick up the child. Kindergarten students who will be picked up at the bus stop by an adult other than an authorized parent, must submit a note for the office and transportation to approve. If a student will be riding their scheduled bus and getting off a different stop, please send the note to the office for approval. NO students are allowed to change buses without approval from the Director of Transportation.

At the beginning of the year, you should review these dismissal plans daily with your students. For younger children whose plans vary from day to day, you should review the plan each afternoon. It is your responsibility to see that each of your students is dismissed according to his/her plan.

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DISMISSAL SCHEDULE

DISMISSAL SCHEDULE

3:15 Parent Pick up students: will be dismissed to the Car/Van line via a shared Google sheet.

3:15 Walkers: will be called and should go to their assigned lines. The teacher on duty will check the walker list to make sure all children are in line. If any child is missing, the office should be notified before the teacher leads the line out of the building. If a child brings a note stating s/he will be walking home on a given day, s/he must show the note to the classroom teacher in the AM but then must give it to the teacher on duty at the walker line at dismissal time. The attendance for each walker line should be returned to the office each day.

3:15 TLC Students will be dismissed to TLC.

3:15 Afternoon Enrichment Classes: These students will be dismissed to their designated location so attendance can be taken. If applicable, students will then be escorted to the classrooms where their enrichment is being held. If a student is enrolled in TLC, he/she should be dismissed to the enrichment class and the office will inform TLC of the schedule.

3:20 Bus Dismissal: Buses are called over the PA system and listed on the shared Dismissal Google sheet. Once a bus is called, students should walk out of the school through the main lobby and Teachers on duty will have the bus numbers displayed so students will know where they should line up. Please be sure students are quiet during this time so all students can hear when their buses are called.

3:25-3:27 All remaining Car/Van students will be dismissed to the Parent Pick up line

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DISMISSAL ROUTINES / DUTIES

BUS DUTY

Teachers who are on bus duty should have the teacher across the hallway monitor their class from the hallway at 3:15 p.m. You should also release your walkers and ASE students at that time. After your students are dismissed, report to the main lobby immediately to supervise bus lines and loading of buses. **Teachers who are not on bus duty should be at classroom doors as each group of students is called by the office to monitor the flow of traffic in the hallways.**

HALLWAY DUTY

Between Foyer & C-Wing – Staff members on duty will make sure students are **walking quietly** down this hallway.

Car/Van PARENT PICK UP DUTY

3:05 – The school safety office will input Car/Van parent pick up numbers into the shared Dismissal Google sheet as they arrive. The lead staff member will open the PE door, set up the cones and have a walkie-talkie to communicate with the office. Other Car/Van Staff will use iPads or phones to monitor the order of students being dismissed and can assign students in finding their position in line and helping students get to their cars.

WALKER DUTY

3:15 - As students arrive in line, take attendance. You will be provided a clipboard with a list of students on your walker line after all of the permanent dismissal plans have been received. If students are missing who are on the list, call the office and one of the secretaries will let you know if there has been a change in plans for the day. Students who are not usually dismissed from this line must give you a note from a parent before you may allow them to join your line. If there is any doubt as to whether the student should be joining your line, call the office.

WALKER LINES

Stonehouse to Fox Road: Students will meet outside Room 6 in a quiet line. After attendance is taken, the staff member on duty will walk the students across the black top to the crossing guard on the corner of Stonehouse Road and Fox Rd.

Stonehouse to Dayton Road: Students will meet outside Room 1A. After attendance is taken, the staff member on duty will walk students to the crossing guard at the corner of Dayton Rd. and Stonehouse Rd.

Back Pathway: Students will meet outside Room 16 in a quiet line. After attendance is taken, the staff member on duty will walk students to the back path area which is past the baseball field.

SECTION IV

CLASSROOM / CURRICULUM

- TPS Homework Policy - [Homework](#)
- Building a Classroom Community
- What Should Be Evident in Classrooms
- Confidentiality and Maintenance of Student Records -
[Confidentiality and Maintenance of Student Records](#)
- Student Goals
- My Personal Goals (Form for Students)
- Report Cards / Comment Framework

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BUILDING A CLASSROOM COMMUNITY

During the first several weeks of school, you should focus on establishing rapport with your students as well as establishing your classroom routines. Starting the day with a morning meeting is one way you can help your students get acquainted with you and with one another. During this meeting time, they will learn the names of their classmates as well as learn some pertinent information about one another and about you.

How you handle difficult situations with students is also very important. Speaking to a child privately about an issue saves the child the embarrassment that would result if you had spoken with the child in front of his or her classmates. It is not always easy to handle discipline in this way but the results are well worth the effort. Students will feel safe and secure and will want to produce their best work and to display their best behavior.

When conflicts arise between two or more students, it is important that you use this situation as a learning opportunity for them. It is always best to speak with each child individually so you can hear each child's version of the episode. You should also determine why each child is upset. If one child has offended or hurt the other, you should practice with the child so he will be able to articulate to the other child that he does not want the behavior repeated as well as how the behavior made the child feel. For example: I don't want you to do that again. Once the child has practice with you, you can bring in the other child. You should have them facing one another and looking at one another. At this point you can have the other child articulate what he had rehearsed with you. You can then ask the other child if he has a response. If the child says he is sorry, ask the other child if he accepts the apology. The child can accept the apology but should not say the behavior was OK. Depending on the behavior, you may also want to issue a consequence. Remember the consequence should be a logical one for the behavior. If a child is causing a problem on the playground, then have the child sit out for a time out that lasts for several minutes. If the child is disrupting an activity in the classroom, he could sit out for a few minutes. The goal is always to teach your students to be caring members of your classroom community.

Establishing your classroom routines should also be a priority during the first few weeks of school. You need to be clear about your expectations and you need to have your students practice the expected behaviors. This process takes patience. It is especially important that you teach your students how to work cooperatively as they must work on many of the science and math activities with a partner or in a small group. Students also need to understand the routines for readers' and writers' workshops since they must work independently for long stretches of time. The time you spend on teaching routines at the beginning of the year will result in less time wasted later in the year on discipline.

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WHAT SHOULD BE EVIDENT IN CLASSROOMS

IN YOUR CLASSROOM, WILL STUDENTS / VISITORS SEE EVIDENCE OF?

| | |
|---|---|
| Young readers, writers, and mathematical reasoners at work | Children working cooperatively |
| Books, arranged invitingly in the room, easy to take out and put away | A place in the room where the whole class can sit together and talk. |
| A variety of books, (fiction, nonfiction, reference, easy, difficult, student-made) | Tables arranged so groups of children can work together |
| Words at work (print on the walls of the room, labeling classroom objects) | A chart of class jobs |
| Graphs, charts and other math work displayed | Children helping each other solve problems |
| Materials that children can use to help them understand math concepts | Children making choices |
| Themes that give depth and unity to classroom studies | A variety of activities going on at the same time |
| Books, charts, student work with a common focus | Materials (such as computers) that invite children to explore and find out more |
| Art projects, cooking, and music related to this focus | Teachers supporting and extending children's efforts |
| Large-scale projects that look like they have been going on for days | Children's work displayed attractively on the walls of the room |
| Photographs, art, class books about trips in the neighborhood and city | Small groups working with teachers on specific challenges/problems |
| Children working independently | Folders, notebooks, or other systems to individualize assignments |
| A place in the room for each child's individual storage | Teachers questioning, encouraging, and praising children |
| Areas where children can work on their own | Supplies stored so children can get what they need to do their work. |
| A schedule for the day posted in the room so children know what to expect | |

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STUDENT GOALS

Setting goals is just as important for students as it is for us. Goals provide a clear focus and a direction for each student. At the beginning of the year, you should have a discussion with your class about students' hopes and dreams for the new school year. This would also be a good opportunity for you to share current assessment results with your students. You will then be ready to segue into a discussion about setting goals as student goals should be an outgrowth of their hopes and dreams as well as their current level of performance. You can then have a discussion with your class about what goals are, the purpose of setting goals, how to decide on goals, how to reach goals and what to do once a goal is reached. The next page in this handbook, Five Steps to Reaching Your Goals, is a good resource for this discussion with your students. You should follow the group discussion by meeting with each student to set individual goals for the school year and to develop an action plan for attaining these goals.

Since parents need to play a role in the process, you should invite them to have a discussion with their child at home about setting a goal(s) in an area for improvement prior to your meeting with the child. You should send either the parent form included in the appendix or a similar one that you have designed home to the parents. This form will give the parents an opportunity to give you some feedback about the goal(s) they have discussed with their child. Once you have met with the child, he or she should record the goal(s) on one of the sheets that follows this page. Both you and the child should sign the goal form. The form should then be sent home for the parents to sign. Goals should also be recorded in the homework pads so students can review them each day. These goals should be set by the first week in October and then reviewed with each student at the end of each marking period. Students should write a reflective piece before each goal review session. Once all of your students' forms have been signed by the student, parents and you, please send them to the office to be signed as well.

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MY PERSONAL GOALS

My name is _____. I met with my teacher and my parents to discuss some areas in which I want to improve during this school year. After our discussion, I have decided that I would like to improve in several areas this year.

These are my goals:

1. _____

2. _____

My Action Plan

Here are some of the things I will do to reach my goals:

1. _____

2. _____

3. _____

My parents and my teacher all agree that these are worthwhile goals for me. We will be reviewing my goals before the end of each marking period to see the progress I am making.

Student's signature

Parent's signature

Teachers' Signature

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REPORT CARDS / COMMENT FRAMEWORK

Comments should be written for each of the major academic areas: reading, writing and math. Comments for SS and or science must only be included if there is a specific weakness or if the grade is dropping from the previous marking term. You should also comment on social skills.

Report cards must be error free when they go home. Consequently, it will be helpful to have a colleague edit your report cards after you have edited them.

All report cards are due to Jen by 9:00 AM

The first report card will be sent home on **Thursday, December 7, 2023** with marks closing on **Wednesday, November 29, 2023**. (This date is subject to change depending on days in school)

Report cards are due to me according to the following schedule:

- December 1st – TAG, Gr. K, Gr. 2 and Specialists grades for these grade levels
- December 4th – Gr. 3, Gr. 5 and Specialists grades for these grade levels
- December 5th – Gr.1, Gr. 4 and Specialists grades for these grade levels

The second report card will be sent home on **Thursday, March 14, 2024** with marks closing on **Tuesday, March 5, 2024**.

Report cards are due to me according to the following schedule:

- March 8th – TAG, Gr. 3, Gr. 5, and Specialists grades for these grade levels
- March 11th – Gr. 1, Gr. 4, and Specialists grades for these grade levels
- March 12th – Gr. K, Gr. 2, and Specialists grades for these grade levels

The third report card will be sent home on the last day of school **Tuesday, June 7, 2024**. This schedule will be adjusted if the last day of school changes.

Report cards are due to me for review according to the following schedule.

- May 31st – TAG, Gr. 1, Gr. 4, and Specialists grades for these grade levels
- June 3rd – Gr. K, Gr. 2, and Specialists grades for these grade levels
- June 4th – Gr. 3, Gr. 5, and Specialists grades for these grade levels

REPORT CARD COMMENT FRAMEWORK FOR THE FIRST REPORT CARD OF THE YEAR

First sentence:

General comment about how the student is progressing during the term

Example: Michael has made a good adjustment to grade two.

Next sentence(s):

These should contain comments for each of the major academic areas.

Example: In the area of reading, he is able to use context and grammar cues independently when reading a new text. With teacher facilitation, he is able to apply phonics skills when decoding unknown words. Michael is able to understand new material he reads at a literal level, and he is beginning to make inferences about the text when given teacher support.

In the area of writing, he is also showing growth. His narrative writing pieces are organized and fluent. He is learning how and where to add more elaborative detail to his stories.

Michael is an excellent mathematician. He enjoys this subject and accepts all challenges. He excels at solving open-ended word problems.

Next sentence(s):

Comment about social/emotion/peer relationships

Example: Michael shows great citizenship and is a caring member of our classroom family. OR...

Michael is learning to work cooperatively with his classmates. With teacher support, he will continue to grow as a member of our classroom family.

Final sentence:

This should be a concluding sentence:

Example: I look forward to seeing Michael's continued progress during the next marking term.

REPORT CARD COMMENT FRAMEWORK FOR MARCH

First sentence:

General comment about how the student is progressing during the term

Example: Michael has continued to make good progress during the second marking term.

Next sentence(s):

These should contain comments for each of the major academic areas.

Example: Michael continues to grow as a reader. He is now able to use phonics skills independently to decode unknown words in text he reads. He is able to make inferences more independently than earlier in the year.

In the area of writing, he is also showing growth. His narrative writing pieces continue to be well organized and fluent, and he is now including many interesting details in his stories.

Michael continues to be an excellent mathematician. He is a flexible thinker who is able to solve problems in several different ways. He is also able to explain his thinking verbally and in writing in a coherent, logical manner.

Next sentence:

Comment about social/emotion/peer relationships

Example: Michael is working cooperatively with his peers and is a caring member of our classroom family.

Final sentence:

This should be a concluding sentence:

Example: I look forward to seeing Michael's continued progress during the next marking term.

REPORT CARD COMMENT FRAMEWORK FOR JUNE

First sentence:

General comment about how the student has progressed during the school year.

Example: Michael has made substantial progress during this school year.

Next sentence(s):

These should contain comments for each of the major academic areas.

Example: Michael's reading has grown substantially. He is reading fluently and with understanding. He is not only able to respond orally about his reading, but he is also able to respond in writing. His ability to infer meaning from the text is evident in these responses.

Michael has also shown significant growth in writing. His narrative writing pieces are well developed and very creative. He uses wonderful descriptions both in his stories and poems.

Math has been an area of strength for Michael this year. He has responded well to the challenges he has been provided. These open-ended problems have been very difficult, but he has persisted until he has solved them.

Next sentence:

Comment about social/emotion/peer relationships

Example: Michael has become a class leader and is well regarded by his classmates.

Final sentence:

This should be a concluding sentence:

Example: It has been a pleasure to have Michael in my class this year. I have enjoyed watching him blossom both academically and socially.

SECTION V

EMERGENCY PROCEDURES

- Security
- Fire Drill Procedures for Teachers
- Emergency Situation/Drill Report

Tashua Elementary 2023-24

SECURITY

Our school is equipped with a buzzer system for entry into the school during the school day. Doors should not be propped open during this school day as it compromises the security of our building. The only exceptions are the front entrance doors at bus arrival and dismissal times and the TLC entrance door for parent arrival and dismissal times. All visitors entering the building must ring the buzzer at the front entrance of the school and identify themselves before they are admitted into the building. You should never open the doors even if you know the person. The only way we have of tracking visitors is through this system. Please instruct your students not to open the doors when they are traveling alone in the building.

All classroom and office doors should be locked at all times. When you leave the classroom or when we are in a lockdown or stay-put, the door must be shut and in the locked position. Blinds should be in the drawn position at all times but the louvers may be in the open position. In a lock down, the louvers must be drawn to a closed position. The shade on the classroom door should also be pulled to cover the glass during a stay-put and lockdown.

Security measures also should be taken with use of the Internet. It is **extremely important** that you monitor your students while they are on the Internet. If there are sites you want your class to access for projects, please let the Library/Media Specialist know so she can screen these sites and add them to the web resources that are listed for your grade level on the Library/Media web page. This will avoid any problems that can occur if students inadvertently type in a misspelling.

Finally, be sure you carry your ID card, swipe card, and room keys with you at all times.

Tashua Elementary 2023-24

FIRE DRILL PROCEDURES FOR TEACHERS

Fire drills will be conducted periodically throughout the year. During the first week of school, we will hold several fire drills at various times during the day. You should also hang your emergency blankets on this hook.

Prior to the First Day of School: You should hang the clipboard that contains your class list and your emergency procedures booklet on the hook that has been installed by your classroom door.

During the First Day of School review the following fire drill procedures with your class:

- When the fire alarm rings, children should stop what they are doing and immediately walk to the classroom door.
- They should then walk into the hallway remaining in line against the wall on the side of the hallway by your classroom until they exit the building.
- Running is never permitted.
- Talking is never permitted during a fire drill.
- Children should remain quiet both inside and outside. If the situation necessitates a change in directions, students must be able to hear the adults in charge.

FIRE EXITS

Let your students know which exit your class will use and where their safe spot is located.

A wing classes should exit the building from the door at the end of the hallway closest to the playground. They will proceed to their designated spots on the blacktop.

C wing classes exit the building from the door at the end of the hallway closest to the playground. They will proceed to the blacktop to their designated room spots.

Students and staff members in the learning commons and the cafeteria, and the offices across from the cafeteria will exit through the courtyard door. They will proceed to the playground blacktop to their designated room spots.

The office staff members will exit through the main entrance. They will proceed to the playground blacktop.

Classrooms on the office wing and the gym will exit from the door facing Dayton Rd. They will proceed to the playground blacktop.

WHEN THE FIRE ALARM SOUNDS

Before leaving your classroom, you should close all windows and doors. You should be the last person to leave the room, and you should have your clipboard with you when you leave the room.

Teachers in room 12 and 20 should check the C Wing lavatories as they leave the building.

The office staff will check the adult bathrooms in the foyer.

Once you are in your designated area, take attendance immediately. If all students are accounted for, give the thumbs up signal to the person in charge. If you have a missing student or students, give the person in charge the names of these students.

AFTER THE FIRE DRILL

Provide feedback to your children. Use this time to review what your students did well and what they need to improve upon during the next drill.

SILENT FIRE DRILLS

Silent fire drills are used if the alarm cannot be sounded (Gas leak, bomb threat). During a Silent fire drill, one staff member is assigned to each wing. Each staff member will go to each classroom on the assigned wing with a sign that states "Silent Fire Drill." When you see the sign, you need to line your class up and file out of the building according to the plan below. Leave everything as it is in your room. You will also need to take your emergency clipboard with you so you can take attendance and fill out the fire drill form when you arrive at your spot. The only difference with a typical fire drill is that you do not hear the sound. **Only use Walkie Talkies after we are given the ALL CLEAR sign.**

The following is a list of staff who have been assigned to various wings:

| | |
|---|--------------------|
| A Wing / Teachers Staff Room | Giovanna Paredes |
| Mens' Bathrooms/Foyer/ Bookroom | Ken Medoff |
| Office Wing and Gym | Brenda Chamale |
| C Wing | Jennifer Kunschaft |
| TLC Room / Kitchen | Mayx Holmes |
| Center Hall Rooms / Women's Bathroom | Cindy Beres |
| Reading, SPED, Resource, Library, Cafeteria | |

The Social Worker, School Psychologist and Media Specialist will go to the cafeteria if the drill happens during a lunch session (11:40-1:45) to assist in getting these children out of the cafeteria. If there are classes in the learning commons, the librarian will remain to take these students out of the building.

Tashua Elementary 2023-24
EMERGENCY SITUATION/DRILL REPORT

Staff Member: _____ **Date:** _____

Each staff member in the building is required to complete this report after every emergency situation/ drill except fire drills. Reports will be reviewed by the Crisis Team in order to improve the building's response to any emergency situation. Please return this completed form to the office by _____

1. Where were you when the announcement was made to clear the building?

2. Did you or the students in your care encounter any difficulties during this situation?

3. Did you have any concerns about specific students?

4. Did you have any building questions/concerns?

5. Did you have any procedural questions/concerns?

6. Do you have any suggestions for the team that will help make any future evacuations go more smoothly?

SECTION VI

FORMS

[Student Reflection Form](#)

[Field Trip Request Form](#)

[Volunteer Form Tier I](#)

[Volunteer Form Tier II](#) (unsupervised volunteers)

[Film to be Viewed for Instructional Purposes](#)

SECTION VII

TPS Policies

4000 - Personnel - Certified & Non-Certified

- 4000.1 [Affirmative Action](#)
- 4111.1 [Non-Discrimination in Employment](#)
- 4112.4 [Employee Health Examinations](#)
- 4112.5 [Continuation of Health Insurance Coverage](#)
- 4118.112 [Sex Discrimination and Sexual Harassment in the Workplace](#)
- 4118.13 [Staff Conflict of Interest](#)
- 4118.16 [Domestic Violence](#)
- 4118.21 [Academic Freedom](#)
- 4118.22 [Code of Ethics](#)
- 4118.231 [Staff Use and Possession of Smoking Products, Tobacco Products, Drugs, and Alcohol](#)
- 4118.4 [Electronic Monitoring of the Workplace](#)
- 4118.41 [Staff Possession and Personal Use of Wireless Communication Devices](#)
- 4118.5 [Staff Network/Internet Use](#)
- 4121 [Substitute Teachers](#)
- 4122 [Student Teachers](#)
- 4131 [Professional Development](#)
- 4132 [Professional Scholarship/Ownership](#)
- 4132.2 [Professional Research Projects](#)
- 4133 [Employee Reimbursement of Expenses](#)
- 4139 [Staff Health & Safety](#)
- 4147.1 [Exposure Control Plan](#)
- 4148 [Employee Protection](#)
- 4149 [Fifth Disease](#)
- 4150 [Leave of Absence](#)
- 4150.1 [Employee's Service in the Guard or Reserve](#)
- 4212.42 [Drug and Alcohol Testing and Required Training for School Bus Drivers](#)
- 4212.5 [Security Checks](#)
- 4218.112 [Prohibition Against Sexual Harassment of Students and Personnel](#)

5000 - Students

- 5111 [Eligibility to Attend Trumbull Public Schools](#)
- 5113 [High School Attendance / Loss of Credit](#)
- 5113.1 [Attendance Grades K-8](#)
- 5115 [Use of Breathalyzers](#)
- 5117 [School Assignments](#)
- 5118.1 [Homeless Students](#)
- 5121 [Academic Integrity Policy](#)
- 5123 [Promotion and Retention of Students Grades Pre-K - 8](#)
- 5124 [Reporting to Parents](#)
- 5125 [Confidentiality and Maintenance of Student Records](#)
- 5125.11 [Health/Medical Records](#)
- 5131 [Student Standard of Conduct](#)
- 5131.1 [Student Conduct on School Buses](#)
- 5131.2 [Trumbull High School Student Parking Policy](#)
- 5131.6 [Student Use and Possession of Smoking Products, Tobacco Products, Drugs, and Alcohol](#)
- 5131.91 [Hazing](#)
- 5131.911 [Bullying- Prevention & Intervention](#)
- 5131.912 [Bullying: Safe School Climate Plan](#)
- 5132 [Student Dress](#)
- 5133 [Student Publications](#)
- 5138 [Pay to Participate | Fee Schedule](#)
- 5139 [Student Health and Safety](#)
- 5141 [Accidents and Sudden Illnesses Occurring in Schools](#)
- 5141.21 [Administration of Medication by School Personnel](#)
- 5141.213 [Administering Medication to Prevent Opioid Overdose](#)
- 5141.214 [Student Sunscreen Use](#)
- 5141.231 [Prohibition on Recommendations for Psychotropic Drug Use](#)
- 5141.25 [Students with Special Health Care Needs](#)
- 5141.260 [Food Allergy Management](#)
- 5141.3 [Health Assessments and Immunizations](#)
- 5141.4 [Reporting of Child Abuse, Neglect, and Sexual Assault](#)
- 5141.5 [Suicide Prevention/Intervention](#)
- 5141.7 [Concussions](#)
- 5141.8 [Prevention of Communicable and Infectious Diseases](#)
- 5141.9 [Face Coverings](#)
- 5142.4 [School Resource Officers](#)
- 5143.1 [Student Accident Insurance Program](#)
- 5143.2 [Student One-to-One Device Insurance Program](#)
- 5144.1 [Use of Physical Force: Seclusion and Restraint, & Exclusionary Timeout](#)
- 5144.4 [Physical Exercise and Discipline of Students](#)

- 5145.14 [On-Campus Recruiting](#)
- 5145.5 [Prohibition Against Sexual Harassment of Students and Personnel](#)
- 5145.511 [Sexual Abuse Prevention and Education Program](#)
- 5150 [Interscholastic Athletics](#)

6000 - Instruction

- 6112 [Length of School Day and School Year](#)
- 6112.2 [Allotment of Student Time, Grades K-5](#)
- 6113 [Early Closing, Closing, or Delayed Opening of School due to Inclement Weather](#)
- 6114.1 [Fire Safety, Crisis Response, & Authority in Emergency Situations](#)
- 6115 [School Ceremonies and Observances](#)
- 6115.1 [Protected Prayer](#)
- 6121 [Non-Discrimination in Instruction/Classroom](#)
- 6131 [Guest Speakers](#)
- 6141 [Curriculum Development](#)
- 6141.311 [English Language Learners](#)
- 6141.312 [Migrant Students](#)
- 6141.313 [Gifted and Talented Identification and Programming](#)
- 6141.321 [Student Network/Internet Use](#)
- 6141.322 [Websites](#)
- 6141.328 [Bring Your Own Device \(BYOD\) and Protocol for the Use of Technology in the Schools](#)
- 6141.4 [Responsible Use of Animals in the Classroom](#)
- 6141.52 [Challenging Curriculum](#)
- 6141.51 [Advanced Courses Or Programs, Eligibility Criteria For Enrollment](#)
- 6142.101 [Student Wellness](#)
- 6144.1 [Exemption of Students from Instruction](#)
- 6144.2 [Auditing Courses](#)
- 6144.3 [Career Education](#)
- 6145.3 [Non-School Sponsored Publications](#)
- 6146 [Trumbull High School Graduation Requirements](#)
- 6146.11 [Weighted Grades For Honors and Advanced Placement Classes](#)
- 6146.2 [Grades 9-12](#)
- 6146.2 [State-wide Mastery Examinations](#)
- 6146.4 [Early Graduation from High School](#)
- 6151 [Elementary & Middle School Class Size](#)
- 6153 [Field Trips](#)
- 6154 [Homework](#)
- 6159 [Individualized Education Program / Special Education Program](#)
- 6160 [School-Wide Tiered Instruction And Scientific Research-Based Interventions \(SRBI\)](#)

- 6160.1 [Instruction, Curriculum, and Assessment Options for All Students, Grades 9-12](#)
- 6161.1 [Selection of Instructional Material](#)
- 6161.2 [Care of Instructional Materials](#)
- 6161.3 [Comparability of Services](#)
- 6161.4 [Requests for Second Set of Textbooks](#)
- 6162.51 [Educational Research and Surveys of Students](#)
- 6162.6 [Copyright Law Compliance](#)
- 6163.32 [Service Animals](#)
- 6164.11 [Drug and Alcohol Use or Possession by Students](#)
- 6171 [Special Education](#)
- 6171.1 [Grades K-8: Modification Options involving Instruction, Curriculum, and Assessment for All Students](#)
- 6171.2 [Preschool Special Education](#)
- 6172 [Alternative Education Programs](#)
- 6172.1 [Trumbull Regional Agriscience/Biotechnology Program](#)
- 6172.4 [Parent and Family Engagement Policy for Title I Students](#)
- 6172.6 [Virtual Courses of Study](#)
- 6173 [Homebound and Hospitalized Instruction](#)
- 6174 [Adult/Continuing Education](#)
- 6177 [Instructional Use of Commercially-Produced Media](#)

SECTION VIII

SUPERVISION / EVALUATION PLAN

[Teacher Evaluation Plan](#)

- Goal Setting - Form A - [Word Doc](#) | [PDF](#)
- Pre-Observation - Form B - [Word Doc](#) | [PDF](#)
- Observation Summary - Form C - [Word Doc](#) | [PDF](#)
- Post Observation Reflection - Form D - [Word Doc](#) | [PDF](#)
- Mid-Year Progress - Form E - [Word Doc](#) | [PDF](#)
- Year-end Review - Form F - [Word Doc](#) | [PDF](#)
- Informal Observation - Form G - [Word Doc](#) | [PDF](#)
- Teacher Performance Rubric - Form H - [Word Doc](#) | [PDF](#)

2023-2024 TASHUA STAFF HANDBOOK

ACKNOWLEDGEMENT AND AGREEMENT

I am aware of how to access the following information on the TA Common Drive and will use this information for all planning and decision making throughout the 2023-2024 school year.

- **SECTION I- Schedules, Calendars, etc.**
- **SECTION II - Absences**
- **SECTION III- Routines/Duties**
- **SECTION IV- Classroom/Curriculum**
- **SECTION V- Emergency Procedures**
- **SECTION VI – Forms**
- **SECTION VII – Policies**
- **SECTION VII – Supervision/Evaluation Plan**

In addition, I have thoroughly read and understand the following policies:

- **1112.5** – Media Access to Students
- **4118.112** – Sex Discrimination and Sexual Harassment in the Workplace
- **4118.231** – Staff Use /Possession of Smoking Products, Tobacco Products, Drugs, and Alcohol
- **5125** – Confidentiality and Maintenance of Student Records
- **5131.6** – Student Use /Possession of Smoking Products, Tobacco Products, Drugs, and Alcohol
- **5131.91** – Hazing
- **5141.260** – Food Allergy Management
- **5141.4** – Reporting of Child Abuse, Neglect, and Sexual Assault
- **5145.5** – Sexual Harassment of Students (hard copy given at faculty meeting)
- **5131.911** – Bullying and Teen Dating Violence Prevention & Intervention
- **6121.4** – Non-Discrimination in Instruction/Classroom
- **6161.1** – Selection of Instructional Material
- **6162.51** – Educational Research and Surveys Students
- **6177** – Instructional Use of Commercially – Produced Media

Trumbull Public Schools policies approved by the Board of Education are maintained on the TPS District website at <https://www.trumbullps.org/board-of-education/policy>. In case of conflict between statements in this *Handbook* and policies of the Board of Education, policies of the Board of Education shall prevail.

Teacher's Printed Name: _____

Signature: _____ **Date:** _____