



Hannah Caldwell Elementary School  
2020-2021 Student Handbook

**Hannah Caldwell School  
1120 Commerce Avenue  
Union, N.J. 07083  
(908) 206-6100/6102**

September 2020

Dear Parents/Guardians and Students:

On behalf of the staff and administration of Hannah Caldwell School, it is my pleasure to welcome students and their parents to the 2020-2021 school year.

Education at Hannah Caldwell School is designed to meet the needs of each individual student. As principal, I will do my best to ensure that your child is provided with a safe and supportive learning environment as well as a quality educational program led by an experienced instructional staff.

In order to ensure that students benefit from their school experience, the development of a strong partnership between the home and school is essential. With this in mind the teachers and I pledge to keep the lines of communication open through personal contact, telephone conversations and regular conferences. Joining and becoming active in our school's PTA is also highly recommended.

This handbook is intended to provide our school's philosophy, goals, curriculum, and expected rules of conduct and general procedures. It also contains some important district-wide policies that have been developed by the Union Township Board of Education. Please review this handbook carefully.

If you have any questions or concerns regarding your child, I suggest you contact your child's teacher(s) as soon as possible.

Please feel free to contact me if you have any other additional questions or concerns. I look forward to meeting you and your child.

Best wishes for a great school year.

Sincerely,

*Kathryn DiGiovanni*

Kathryn DiGiovanni  
Principal

**SCHOOL TELEPHONE NUMBERS**

PRINCIPAL – Kathryn DiGiovanni	206-6101
VICE PRINCIPAL –	
MAIN OFFICE	206-6100/6102
Secretary – Elaine Nemezio	
Secretary – Cathy Costello	
GREETER	206-6110
FAX NUMBER	206-9282
SCHOOL NURSE – Kim Zieser	206-6104
CHILD STUDY TEAM OFFICE	851-6543
CHILD STUDY TEAM (PRE-K)	851-4427
CAFETERIA	206-6107
MEDIA CENTER	206-6113
GUIDANCE OFFICE	851-4418

**DISTRICT ADMINISTRATION:**

MAIN NUMBER	851-6400
DIRECTOR OF TRANSPORTATION	851-6447
DIRECTOR OF CAFETERIA SERVICES	851-6429
DIRECTOR OF SPECIAL SERVICES	851-6484



# 2020-2021 School Calendar

## TOWNSHIP OF UNION PUBLIC SCHOOLS

2369 Morris Avenue  
 Union, New Jersey 07083  
 (Phone) 908.851.6400  
 (Fax) 908.851.6421



July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
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August 2020						
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September 2020						
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October 2020						
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November 2020						
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29	30					

December 2020						
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26	27	28	29	30	31	

Sept 3	Townwide Staff Meeting
Sept 4-7	Closed - Labor Day
Sept 8	Staff Development Workshop
Sept 9	First Day of School
Sept 28	Closed - Yom Kippur
Oct 12	Closed - Columbus Day
Oct 21	Half Day - Staff Development
Nov 3	Closed - Election Day
Nov 5-8	Closed - NJEA Convention
Nov 25	Half Day - Thanksgiving Recess
Nov 26-27	Closed - Thanksgiving Recess
Dec 9	Half Day - Staff Development
Dec 23	Half Day - Christmas Recess
Dec 24-31	Closed - Christmas Recess
Jan 1	Closed - New Year's Day
Jan 6	Half Day - Staff Development
Jan 18	Closed - Martin L. King Jr. Day
Jan 20-26	Half Days - (UHS STUDENTS ONLY)
Feb 10	Half Day - Staff Development
Feb. 12	Closed - President's Weekend
Feb 15	Closed - President's Day
Mar 10	Half Day - Staff Development
Mar 29-31	Closed - Spring Recess
Apr 1-5	Closed - Spring Recess continued
May 13	Closed - Eid Al-Fitr
May 28	Half Day - Memorial Day Wknd
May 31	Closed - Memorial Day
June 21-24	Last 4 Half Days
June 24	Last Day of School
	High School Graduation

**School Days: 183**

**\*NOTE:** 183 School Days incorporates 3 days into the calendar for anticipated school closings for inclement weather or other emergencies. If more days are needed, the emergency closing days will be made up as follows:

Closed	Make Up
4th day	April 5
5th day	March 29
6th day	March 30

June 24th is confirmed as High School Graduation

January 2021						
S	M	T	W	T	F	S
						1
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30	31					

February 2021						
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30	31					

March 2021						
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23	24	25	26	27	28	29
30	31					

April 2021						
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30	31					

May 2021						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

In the event the 3 emergency closure days are not utilized, the days will be subtracted from the school year as follows:

Legend	
<span style="background-color: #cccccc; border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span>	School Closed
<span style="background-color: #e0e0e0; border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span>	Half Day
<span style="background-color: #d3d3d3; border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span>	Half Day - Students Only
<span style="border: 2px solid black; border-radius: 50%; display: inline-block; width: 10px; height: 10px;"></span>	First & Last Day of School

<b>1st Remaining Day:</b>	School Closed - Tuesday, June 1st
<b>2nd Remaining Day:</b>	School Closed - Wednesday, June 2nd
<b>3rd Remaining Day:</b>	School Closed - Friday, May 28th

	2-Hour Delay	Early Dismissal
UHS	9:35am	11:35am
MIDDLE	10:03am	12:00pm
JEFF	10:10am	12:20pm
ELEM.	10:45am	1:00pm
PRE-K	no am class	11:30am

Pre-K Note: The schedule for the last 4 half days of school will be distributed on June 1st.

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**HANNAH CALDWELL STAFF**

(To be completed at a later date)

## **HANNAH CALDWELL SCHOOL MISSION**

The Mission at Hannah Caldwell School is to:

- provide a safe, well organized, child-centered environment
- establish an atmosphere conducive to mutual respect, integrity and shared values
- encourage each individual to reach his/her intellectual potential
- combine the resources of students, staff, and community for students to develop life skills needed to become productive adults and life-long learners

### **CURRICULUM**

1. Hannah Caldwell School curriculum is aligned with the new Common Core Curriculum and Standards.
2. Instruction will recognize a variety of learning styles to accommodate the differences among students.
3. The curriculum will stress traditional academic subject areas, with particular emphasis given to reading, writing, other communication skills, mathematics, science, social studies and cultural literacy.
4. Instruction and activities should be planned to:
  - encourage students to become self-directed and self-motivated learners
  - develop coping skills, and the ability to adapt to change,
  - cultivate critical thinking and problem solving skills
  - promote creativity and positive risk-taking.
5. Participation in a variety of learning experiences and enrichment activities will be encouraged.
6. Technology will continue to be incorporated as a learning tool and subject for study.
7. Current health, physical education and safety issues will be addressed regularly.

### **ENVIRONMENT**

1. A nurturing environment will be provided which allows children to grow and develop self-confidence.
2. Hannah Caldwell will provide a clean, safe and structurally sound environment which will be conducive to the learning process.
3. Individual dignity and a sense of self-worth will be fostered in students and staff.
4. The student will understand and appreciate social and cultural diversity.
5. Community resources will be identified, developed, and utilized.
6. By modeling the values of good citizenship, the students will develop pride in our country, community, and school.
7. Above all, we will strive to maintain an environment which encourages, recognizes and rewards academic progress and achievement at all levels.

## **TOWNSHIP OF UNION BOARD OF EDUCATION - EDUCATIONAL GOALS**

1. Develop reading, writing, speaking, listening, and mathematical skills.
2. Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
3. Acquire and use the skills and habits involved in critical and constructive thinking.
4. Develop a code of behavior based on moral and ethical principles.
5. Instill respect for law and authority.
6. To be able to work with others cooperatively.
7. Acquire a knowledge and appreciation of the historical record of human achievements and failures and current societal issues.
8. Acquire a knowledge and understanding of the physical & biological sciences.
9. Efficient and effective participation in economic life and the development of skills to enter a specific field of work.
10. Develop an understanding of the historical and cultural heritage.
11. Appreciate and understand literature, art, music, and other cultural activities.
12. Practice and understand the ideas of personal and public health and safety.
13. Develop a concern for the proper use and/or preservation of natural resources.
14. Develop basic skills in sports and other forms of recreation.

*Adopted by the Board of Education, Township of Union, New Jersey on May 24, 1988*

## **VISITORS & BUILDING SECURITY - "Building Security is A Priority!"**

Parents/guardians are welcome at Hannah Caldwell but subject to restrictions during COVID-19. To ensure the children's safety, building security, and uninterrupted instruction, certain rules must be followed:

- When you arrive enter through the main entrance to be buzzed in and report directly to the greeter's desk. . Please DO NOT allow any other person to follow behind you when you are "buzzed in." **Be prepared to show a Photo ID upon request.**
- All visitors, including parents and other adults, must stop at the greeter's desk first in order to communicate your reason for the visit, sign the visitor log, and obtain a Visitor Pass. The greeter will call the staff member you wish to see and confirm your visit.
- All informal/formal discussions or conferences should be planned with the teacher in advance so as not to conflict with or distract the staff from other teacher duties, student supervision or instructional activities.
- If you are bringing your child late to school, we will arrange to have the student escorted to their classroom (subject to restrictions during COVID-19).
- Office staff will advise the Principal or School Nurse of any emergency situation requiring the need for a nonscheduled appointment with any of the staff of Hannah Caldwell.
- Upon completion of your visit, please sign-out before leaving, return the Visitor's Pass and exit via the main entrance doorway only.

**\*\*PLEASE NOTE:** Signing in and/or obtaining a pass does not allow for visits to any part of the building; please limit your visit to the prearranged appointment. Your cooperation in this regard is very much appreciated and helps us provide maximum uninterrupted instruction and security for the children.

**DAILY SCHEDULE – (modified for remote learning)**

8:45 AM – 9:00 AM                      Entrance All Grades

11:40 AM-1:00 PM    Lunch/Recess

3:00 PM                                  Dismissal

## **ACADEMICS**

### **HOMEWORK REQUIREMENTS**

The following guidelines are used in determining the **minimum** length of nightly homework assignments:

Kindergarten	5 minutes
Grade 1	10 minutes
Grade 2	20 minutes
Grade 3	30 minutes
Grade 4	40 minutes

Homework is expected to be completed on a daily basis. When the classroom teacher has not assigned homework, it would be beneficial for you to have your child read or study for their allotted time.

### **HOMEWORK WHEN ABSENT**

When you call in your child's absence, you may request homework for your child. The homework will be ready in the office by 3:00 PM for you to pick up, or you may request to have it brought home by your child's friend. However, during any time of remote and hybrid instruction, please contact your child's teacher.

### **GOOD STUDY HABITS**

The habits, attitudes, organizational skills, and knowledge that students develop at an early age can help them to achieve success as they continue their education. Here are some suggestions to help students foster good study habits.

1. **ORGANIZE** your books, notebooks, pens, pencils, erasers, and other materials and have them with you.
2. **BE PREPARED** for class.
3. **WRITE ASSIGNMENTS** in an assignment pad. Don't trust your memory.
4. Have a **QUIET PLACE TO STUDY** at home, away from all distractions.
5. **STUDY** on a regular basis. It's easier to do a little each day rather than trying to cram all your studying into one night. **PLAN YOUR TIME** so you have **study** time and **fun** time.
6. Be sure assignments are **COMPLETE** and handed in **ON TIME**.
7. Use a **DICTIONARY** when it is needed.
8. Ask a teacher if you need extra **HELP** in a certain subject.
9. Be sure to **MAKE-UP** any work missed because of absences. See your teacher.
10. **LISTEN CAREFULLY TO ALL DIRECTIONS.**
11. **BE PROUD** of all your work; maintain high standards of **Penmanship, Spelling, and Neatness.**

**A Little Something for Parents/Guardians:  
“Be A Partner in Learning, It Adds Up”**

- Provide a quiet place and time without television, radio and stereo where children can study every night.
- Check that children do their homework every day.
- Make sure children get a full night’s sleep and a healthy breakfast.
- Arrange for children to arrive at school on time every day.
- Take time to talk to each child about daily events, both at home and at school.
- Spend at least fifteen (15) minutes a day reading with each child.
- Check the Friday Folder on the last school day of the week.

**GRADING POLICY**

As the children proceed through the grades, different systems are utilized to indicate progress in a variety of subject areas. These areas are described in detail on the report cards. The actual marks utilized on report cards are as follows:

<u>Grade</u>	<u>Assessment Mark(s)</u>			
Grade K	85 -100	S = Satisfactory		
	70-84	I = Improving		
	69 and below	N = Needs Improvement		
Grade 1-2	85-100	S = Satisfactory		
	70-84	I = Improving		
	69 and Below	N = Needs Improvement		
Grade 3 – 4	97-100	A+	77-79	C+
	93-96	A	73-76	C
	90-92	A-	70-72	C-
	87-89	B+	60-69	D
	83-86	B	59 and below	F
	80-82	B-		

**REPORT CARDS**

Pre-Kindergarten progress report cards are issued in February and June. Kindergarten Report Cards are distributed in February and June. Kindergarten Checklists are issued in November and April. Grade 1 to Grade 4: Report Cards are distributed in November, February, April and June.

## **ARRIVAL & DEPARTURE PROCEDURES**

### **ARRIVAL**

1. **Arrival time: 8:30 AM – 9:00 AM for both remote and virtual learners. DO NOT** arrive before indicated times. There are no monitors on duty to supervise students. Any child not in the classroom or on-line by 8:55 AM will be considered tardy.
2. **Tardiness- Students who come late for school must be signed-in by a parent/guardian in the main office.** Students will receive an admittance pass by office staff. Parents/Guardians of habitually tardy students will be contacted by a staff member. Consequences may be issued.
3. **Late bell: 8:55 AM Pre-K PM is 12:35 PM**

**\*\*\*Children should not enter the front door prior to entrance times!!\*\*\***

### **DISMISSAL**

1. Bus students are to report to their assigned areas immediately after dismissal.
2. Upon dismissal, walking students are expected to go directly home.
3. Students will be dismissed only to parent, guardian or person(s) listed on the emergency card unless written permission is received prior to dismissal. Remember to update information on emergency card(s) if changes occur during the school year.
4. **Parents/guardians are urged not to take their child out of school early as it interferes with your child's instructional program. Please send a note** to the teacher stating the dismissal time and the reason for leaving school early.
5. Try to avoid planning family vacations for times that school is in session.
6. Staggered dismissal times may be implemented to ensure social distancing.

Please note that children must be picked up daily at 3:05 pm sharp at their designated dismissal area. In addition, emergency cards must have up-to-date phone numbers that connect directly to adults who are available to come to school within minutes should it become necessary.

### **EARLY DISMISSAL**

Any child who needs to leave school prior to the regular dismissal time must present a note to the School Office in the morning. Please state the reason for early dismissal, time for dismissal and the name of the person to which the student should be released. Students **MUST** be picked up in the main office and signed out the by Parent/Guardian or other designated adult. A Photo I.D may be required.

## **SUPERVISION BEFORE & AFTER SCHOOL**

**Students in Grades K through 4 are not allowed on the playground in the morning.** For a fee, the Five Points Branch, of the Y.M.C.A. offers a Morning and After Care program here at Hannah Caldwell. Please contact the Y.M.C.A. directly for program fees. In addition, the Boys and Girls Club of Union offers an after school program at their facility on Jeanette Avenue. The Club provides a pick-up service at Hannah and escorts the children to their facility. Please contact the Boys and Girls Club for program fees

## **ATTENDANCE PROCEDURES**

The Union Township Board of Education recognizes its responsibility to determine annually the dates between which the schools of the district shall be open. The school year for students shall not begin before July 1 and shall end by June 30. The Board is bound to enforce the compulsory attendance statute. This statute requires that every parent, guardian or other person having custody and control of a child between the ages of six (6) and sixteen (16) years shall cause such child regularly to attend the public schools of the district or a day school in which there is given instruction equivalent to that provided in the public schools for children of similar grades and attainments or to receive equivalent instruction elsewhere than at school.

Such regular attendance shall be during all the days and hours that the public schools are in session in the district. Unless it is shown to the satisfaction of the board of education of the district that the mental condition of the child is such that he cannot benefit from instruction in the school or that the bodily condition of the child is such as to prevent his attendance at school, but nothing herein shall be construed as permitting the temporary or permanent exclusion from school by the board of education of any district of any child between the ages of five (5) and twenty (20), except as explicitly otherwise provided by law.

Any absence because of a religious holiday shall be recorded as excused absence on the pupil's attendance record or on that of any group or class of which he is a member, and any transcript or application or employment form or any similar form on which information concerning a pupil's attendance record is requested shall show, with respect to absences, only absences other than absences excused because of religious holidays. No pupil of any public school, who shall be absent, by reason of observances of a religious holiday, from such school at any time when the same is in session, shall be reason of such absence be deprived of any award nor of eligibility or opportunity to compete for any award, or of the right to take an alternate test or examination, for any such test or examination which he missed by reason of such absence, if a written excuse signed by a parent of, or person standing in loco parent's to the pupil, be presented to the proper school authority.

When there is evidence of departure from normal health of any pupil, the principal of the school shall upon the recommendation of the school physician or school nurse exclude such pupil from the school building, and in the absence from the building of the school physician or school nurse, the classroom teacher may exclude the pupil from the classroom and the principal may exclude the pupil from the school building. The Superintendent of Schools shall promulgate such administrative rules as are necessary to implement this policy statement. The administrative rules shall apply to all pupils enrolled in the district including those above or below the compulsory attendance ages.

*Ref: 18A:36-1, 18A:36-2, 18A:36-14, 18A:36-15, 18A:38-25, 18A:38-26, 18A:38-31, 18A:40-4*

## **PERFECT ATTENDANCE**

Fourth Grade students receive recognition for perfect attendance at the end of the year. Each student should make every effort to attend school every day and to be on time.



## **ABSENCE PROCEDURES**

It is of utmost importance that all absences (including virtual) be reported to the School Nurse or main office before 9:00 AM on the day of the absence at **908-206-6104, 6100, 6102**. You must contact the School Nurse for each day of absence. In the event you do not call the School Nurse, you will receive an attendance call after 10:00 AM.

If you wish to report an absence prior to 9:00 a.m., voicemail is available. If a prolonged period of illness is indicated, please notify the nurse. Parents using the voice mail must give the following information:

- **Parent's Name and phone number where you can be reached**
- **Student's Name and Teacher's Name**
- **Reason for the absence**
- **If you would like students missed work to be left in office**

Any student sent home by School Nurse due to illness/injury or for any other reason will not be excused from the building until a parent or guardian enters the building to receive the student. Parent or designee must sign the student out in the Main Office.

## **ABSENCES AND EXCUSES** - *(File Code 5113)*

All absences except for religious observances shall be charged against a student's annual cumulative attendance record.

Elementary students in Grades One through Five may not be promoted if his/her annual absence exceeds 18 days.

Parents/Guardians of Pre-K and Kindergarten children below the age of six are encouraged to send the children to school regularly, once they are enrolled. Children absent in excess of eighteen (18) days at this level may not be recommended for advancement to the next level. Each case would be reviewed on an individual basis by the principal and teachers(s) involved with the child's education program.

Student absences for any reason shall be confirmed by a parent/guardian. At the elementary level, this shall require a telephone call to the school nurse on the day of the absence unless the reason for the absence has been made known to the school administration in advance. Parents/Guardians of children in the Pre-K or Kindergarten shall comply with the requirements for the elementary grades.

Only students with valid reasons for their absence shall be given the opportunity to make up daily work missed as a result of such absences.

The purpose of the following rules is to implement the district's attendance policy and to maintain a high academic standard. Towards these ends students are encouraged to attend school regularly.

## **REGULATIONS COVERING VALID EXCUSES**

1. Only valid excuses are recognized as suitable reasons for a student's absence. In this district a valid excuse is one for personal illness, a religious observance, death of a member of the immediate family, or suspension by the administration. Verification may be requested to certify the legitimacy of the absence. This verification may be in the form of a doctor's note, a letter from the religious group, or some documentation concerning the death of a member of the immediate family.

2. Situations involving extenuating circumstances judged not to be valid excuses by the principal will be referred to the central office administration (the Superintendent or his/her designee) for determination.
3. Following a valid excused absence a student will be given the opportunity to, and be responsible for, making up daily class work missed as a result of the absence. An amount of time equal to the duration of the absence is allowed for the make-up work to be completed. (e.g. if the absence is two days, the work must be made up within two days).
4. Full credit may be earned for work made up for a valid excuse only. Test, quizzes, reports and homework may also be made up and be awarded appropriate credit.

### **REGULATIONS COVERING UNEXCUSED ABSENCES**

1. Teachers are not required to give specific assignments to cover the period of unexcused absences.
2. Test, quizzes, reports, homework, and any work missed as a result of an unexcused absence cannot be made up for full credit.
3. Any work listed above that is graded by the teacher will not receive a mark above the minimum passing mark which is a one in the district' grading system.

*Revised: October 20, 1992 Union Township Board of Education*

*File Code: 5113*

### **SCHOOL CLOSINGS**

Due to extreme weather conditions the Superintendent may close schools. On such occasions, the information will be found on the districts web site and/or through the automated telephone system. If you have additional questions regarding school closing, please DO NOT CALL POLICE OR FIRE HEADQUARTERS, rather, call (908) 851-6400.

### **TOWNSHIP OF UNION PUBLIC SCHOOLS - ELEMENTARY LEVEL BEHAVIOR CODE**

The following discipline policy and accompanying regulations shall be in effect for all Elementary Schools. It reflects the need for students to exhibit acceptable behavior and good self-control at all times.

1. The following behavior during any part of the school day is strictly forbidden: Fighting, profanity, abusive language, obscene gestures, disruptions and/or misconduct in class and any insubordinate act directed toward an employee of the Board of Education.
2. All students are expected to attend school dressed in a neat, clean and decent manner. The interpretation of this rule shall be at the discretion of the building principal in accordance with the dress code.
3. Any action which endangers or threatens to endanger the health, safety and welfare of others is not permitted.
4. Vandalizing, destroying, damaging or defacing personal or school owned property is forbidden and will be strictly enforced.
5. Students **shall not bring or use** on Board property any tobacco or any other "smoking" substance nor any other controlled dangerous substance.
6. A student will not be eligible for promotion if unexcused absences exceed 10%.
7. Other behavior disruptive to the normal school routine which does not conform to the local school's established regulations will not be permitted. See specified building behavior codes.
8. Parents/Guardians and student are advised that school lockers are subject to inspection at any time.

## **Methods of Behavior Modifications**

Where appropriate, principals, teachers, the Superintendent and the Board of Education are authorized under Law, policy or practice to prescribe and implement any one or combination of the following types of corrective disciplinary action in the case of students committing any one or combination of the types of offenses listed above.

1. Individual Assertive Discipline Rules – Class
2. Student Conference
3. Deprivation of Privileges
4. Detention
5. Parent Conference
6. Referral
7. Suspension
8. Suspension with referral to Superintendent
9. Other appropriate corrective actions deemed necessary in accordance with the Law and due process.

## **SCHOOL RULES & REGULATIONS**

### **CELLULAR PHONES**

Cell phones are not needed on school grounds. If brought to school, students are required to keep cell phones turned off and placed in book bags. Cell phones are not to be used during the school day at **any time**. Violations will result in the cell phone being confiscated, parent/guardian notification, disciplinary actions, and return of the cell phone to the parent/guardian. School is not responsible for the loss or damage of a cell phone

### **GENERAL RULES FOR BOTH VIRTUAL AND HYBRID LEARNERS**

1. Follow directions - When the teacher is talking, please be quiet and listen.
2. Raise hand - Raise your hand and wait to be called on before speaking. Use appropriate language when speaking.
3. Work quietly – Do not disturb others who are working
4. Respect your classmates – Treat them with kindness in your words and actions.
5. Do not hit, kick, or touch anyone with your hands, feet, or any other object.
6. Always walk quietly in the classroom and halls.
7. Students are expected to return all papers, notices, etc., signed, to school, by the date requested. If a Permission slip is not returned on time, the student will forego the privilege of attending the event. Verbal permission, over the telephone, will only be accepted, under extenuating circumstances, at the discretion of the principal.
8. Please remember to provide the office/teacher with current up-to-date telephone numbers.
9. Any student who defaces property will be subject to disciplinary action.
10. Any student caught touring the building or in another area where he or she does not belong will be subject to disciplinary action.
11. No student is to leave the building during school hours without permission from the office.
12. Any child who has to leave school prior to the regular dismissal time must be picked up from the office and signed out by the parent/guardian
13. Inappropriate or disrespectful language, gestures, or behavior throughout the school will not be tolerated and subject to disciplinary actions.

14. Students are asked to help maintain the condition and appearance of the school building and grounds. Students are asked to stay on sidewalks and discard all paper and refuse in the proper containers
15. During a fire drill, students are to pass without talking in a single file line out of the building by the route posted in the classroom.
16. Students are **NOT** to open outside doors for anyone.
17. Electronic or computer games, TOYS OF ANY SORT and cell phones are not to be brought to school.
18. It is expected that all pupils do not express harm or hate to others. Toys that resemble weapons are forbidden.

#### **HALLWAY SAFETY**

1. Social Distancing rules are in effect
2. Students are to walk quietly through the halls and up and down the stairs. Avoid skipping stairs.
3. Students are to walk on the right side of the hallway and staircase in single file.
4. When passing as a class, students are to stop at designated areas and wait for their teacher. Students are not "to cut" into other classes' lines.
5. Congregating is not allowed in hallways or bathrooms.
6. Students must take the shortest route to and from their destination.
7. No running, hitting, or other inappropriate behavior is allowed in the hallways. This will not be tolerated!

#### **BATHROOM RULES**

1. During Hybrid learning, students will be escorted by their teachers.
2. For emergency bathroom usage, all students must sign out when leaving the classroom and sign in upon returning.
3. Students are to use bathrooms in their section of the building or nearest the classroom.
4. Pencils or pens are not permitted in bathrooms.

#### **CAFETERIA RULES AND REGULATIONS – May be modified due to Covid-19.**

1. Students are to enter the cafeteria in a quiet orderly manner. Cutting in line, pushing, loud talking and running are not permitted.
2. Students must sit within their assigned classroom areas.
3. Students are not permitted to move from table to table.
4. Students are to show respect and courtesy to the cafeteria aides at all times. The cafeteria aides are in charge during lunchtime.
5. Students must acquire permission from a cafeteria aide to leave the cafeteria for any reason.
6. Five (5) minutes before the end of the lunch period all food must be off tables and students in their own seats.
7. Students are to remain seated at the end of the lunch period. At the cafeteria aide's signal, students will line up in their designated areas.
8. No FOOD is to be taken out of the cafeteria.
9. When the weather permits, students will be allowed to go out to their assigned playground areas. At the whistle signal, students will line up in an orderly manner and proceed to their rooms at their teacher's direction.
10. At all times, students will leave the cafeteria or playground area after lunch period in a quiet and orderly manner.
11. Students **MUST** pay daily for lunch or by the week/month. Students are not able to borrow money for lunch. The lunch loan program is an important service that helps ensure that all children eat lunch daily.

## **ASSERTIVE DISCIPLINE PLAN**

In order to guarantee your child and all the students in the school a positive learning environment, a school wide discipline plan is in place at Hannah Caldwell School.

### **PHILOSOPHY:**

We believe all students can behave appropriately in school. Student behaviors that interfere with the teaching and learning process in the school environment will not be tolerated.

### **If a student chooses to BREAK A RULE:**

First Consequence – Verbal Warning

Second Consequence – Second Verbal Warning

Third Consequence – Parent notification by telephone

Fourth Consequence – Student seen by School Counselor and/or Principal

SEVERE INCIDENT: – Indicates a severe disruption by the student, which interferes with and inhibits the teaching process and/or the safety and well-being of other students

SEVERE CONSEQUENCE: – Severe offenses will result in student being sent directly to the School Counselor and/or Principal.

**Hannah Caldwell pupils are expected to adhere to all Board of Education Policies and expectations with regards to weapons and expressions of hate and violence. This means that children cannot bring to school any item that looks like a weapon, be it a toy or not. Children are not permitted to express any threats of violence, hatred, or provide any message that indicates harm to another individual.**

Students exhibiting good behavior may earn positive notes home, certificates, free time classroom activities, one night of no homework coupon for a subject area, treasure chest, etc.

## **HARASSMENT, INTIMIDATION, AND BULLYING**

The Board of Education expects pupils to treat each other with civility and respect, and will not tolerate acts of harassment, intimidation or bullying. Like other disruptive or violent behaviors, this conduct interferes with a pupil's ability to learn and a school's ability to educate its pupils in a safe environment.

The board prohibits acts of harassment, intimidation, or bullying against any pupil.

"Harassment, intimidation, or bullying" is defined as any gesture or written, verbal, or physical act that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory handicap, or by any other distinguishing characteristic that takes place on school property, at any school-sponsored function, or on a school bus and that:

- A reasonable person should know, under the circumstances, will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person, or damage to his/her property; or
- Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

Any school employee, pupil, or volunteer who has witnessed, or has reliable information that a pupil has been subject to harassment, intimidation, or bullying, must report the incident to the appropriate school official designated by the administration. The board shall not tolerate any act of reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying.

The Chief School Administrator shall develop appropriate procedures addressing:

- A mechanism for reporting acts of harassment, intimidation, or bullying, including a means of anonymous reporting;
- The prompt investigation of reports of such acts, identifying either the principal or the principal's designee as the person responsible for the investigation;
- The range of ways in which a school will respond once an incident of harassment, intimidation, or bullying is identified; and
- Consequences, discipline and remedial action for a person who commits an act of harassment, intimidation, or bullying, who engages in an act or reprisal or retaliation against a person who reports such action, or who falsely accuses another of bullying as a means of harassment, intimidation, or bullying.

The Chief School Administrator shall take all necessary steps to publicize this policy, and shall inform pupils and staff that harassment, intimidation, or bullying is prohibited on school property or any school-sponsored function. This information shall also be incorporated into the student handbook and employee training programs.

*Township of Union Board Policy File Code 5131.71 ADOPTED: August 9, 2003*

## **BUS TRANSPORTATION**

### **BUS PASSES**

If the student meets the requirements for free transportation, you will be notified by the Transportation Department. Students are required to have their bus passes with them in order to board the school bus. Contact the Transportation Department, (908)851-6447 with any questions or concerns.

### **RULES OF CONDUCT FOR PUPIL TRANSPORTATION – May be modified due to Covid-19**

Please go over these rules with students on a monthly basis in order to ensure a maximum degree of safety and comfort to students involved in pupil transportation. Each student is expected to abide by the following rules of conduct:

1. Covid masks may be required to be worn.
2. Abide by the rules governing accepted and polite conduct
3. Observe property rights by not defacing the property surrounding the bus stop.
4. Do not crowd or push at the bus stop.
5. Board the bus in single file, go immediately to a seat, sit down, and buckle the seatbelt.
6. Remain seated at all times while the bus is in motion.
7. Talk in conversational tones; do not become boisterous or loud.
8. Follow the directions of the bus assistant, bus stop assistant and bus driver.
9. Answer politely and accurately when questioned.
10. Do not talk back when reprimanded.
11. Do not talk to the driver while the bus is in motion unless there is an emergency.
12. Do not eat or drink anything on the bus.
13. Do not operate any equipment on the bus. If you wish to open a window, ask the bus assistant or driver for permission.
14. Keep arms, hands, and other parts of the body inside the bus.
15. Do not throw or propel in any way objects on or out of the bus.
16. Remain seated until the bus has come to a complete stop.
17. Exit the bus in single file and move away from side of the bus immediately upon exiting.
18. Fighting, profanity, and smoking are forbidden on the bus.
19. Alcoholic beverages and non-prescribed controlled substances are prohibited on the school bus.
20. Radios/Tape recorders are not permitted on the school bus.
21. ALL students are required to carry their student I.D and/or bus pass at all times and present it to the driver or assistant.
22. **Passes will be checked and students without a pass will not be allowed to ride the bus!**

### **IMPORTANT BUS SAFETY REMINDERS**

If you are going to cross in front of the bus after you get off, do the following:

1. Exit the bus promptly.
2. Walk with the assistant ahead of the bus along the sidewalk or shoulder of the road until you can clearly see the **bottom of the windshield and the steering wheel and STOP.**
3. When the driver has checked to make sure no cars are coming, he/she will motion you to cross in front of the bus.
4. For your safety, look both ways to see that there are no cars coming.
5. Walk quickly across the street; don't stop; don't turn back; don't run; and when you get to the other side, get up on the sidewalk or shoulder of the road.

Students in violation of any of the preceding rules are subject to suspension from student transportation or from school for a period of time to be determined by the building principal.

## **BUS INFORMATION**

1. **No student may change buses for any reason.**
2. No walking students may ride a bus for any reason.
3. Bus students may change stops on their route if notes from their parents/guardians stating the stop and reason are brought to the office in the morning.
4. Bus students who are not going home on the bus for any reason (ex.: parents are picking you upon leaving school early, walking with a friend, etc.) must bring a note from their parents stating the reason.
5. All notes are to be brought to the Principal's office by 9:30 a.m. Do not wait until 3:00 p.m. to come down.
6. If a student forgets his/her note, he/she will not be able to change a stop.
7. No bus student is to cross a major street to get to his/her bus stop. Students must go to the stop closest to his/her home.
8. Students should learn their bus route number and the name of the driver.

## **BUS MISCONDUCT**

### **FIRST OFFENSE**

Generally, when a student has been reported by a bus driver, assistant or another student for misconduct at a bus stop or on the school bus and his/her actions have endangered the safety of others, the principal shall investigate to determine the accuracy of the charges. If the student has, in fact, violated any of the **Rules of Conduct for Pupil Transportation**, the principal shall have a conference with the student and driver. A letter advising the parents/guardians of this incident shall be sent by the principal.

### **SECOND OFFENSE**

When the same student has been reported for a second infraction, the principal shall verify the charges as in the case of the first offense. If the student has, through his/her misbehavior endangered the safety of others, the principal shall request a parent conference at the earliest possible date. Generally, **The Rules of Conduct for Pupil Transportation** should be reviewed with the parents/guardians at this meeting as they relate to their child's behavior, and reference should be made to the possible consequences of any future misbehavior.

### **THIRD OFFENSE**

When the same student has been reported for the third time and the steps of verification and endangerment have been established by the principal, he/she may notify the parents that the student will be suspended from pupil transportation for a period of **five days**. If the principal does, in fact, suspend the student from transportation, the principal should further advise the parents/guardians that they are responsible for providing transportation during the suspension period, and the student's absence from school during the suspension period will be considered truancy unless the absence is due to some medical reason which can be supported by a doctor's letter, or some other justifiable reason. In any event, absence during transportation suspension will cause the suspension period to be extended for the number of days of such absence. The student's name, route number and suspension dates should be sent to the transportation department as soon as the principal has made this determination.

### **FOURTH OFFENSE**

The procedure for this offense and subsequent offenses shall be handled in the same manner as a third offense, except that the suspension period may be from **ten days** to **twenty days**.



## **AUTHORITY OVER PUPILS**

A teacher or other person in authority over such pupil shall hold every pupil accountable for disorderly conduct in school and during recess and on the playgrounds of the school and on the way to and from school. The driver shall be in full charge of the school bus at all times and shall be responsible for order. The driver shall never exclude a pupil from the bus. If unable to manage any pupil, he/she shall report the unmanageable pupil to the principal of the school which the pupil attends.

**A pupil may be excluded from the bus for disciplinary reasons by the principal and his/her parents/guardians shall provide for transportation to and from school during the period of such exclusion.**

## **CAFETERIA**

The Township of Union School District is committed to providing nutritious meals to all students. Every breakfast and lunch meal meets the USDA requirements for nutrition.

### **Meal Pricing:**

- Student Breakfast - \$2.20 (Free for students eligible for reduced rates)
- Student Lunch - \$2.85 (Free for students eligible for reduced rates)

Eligible students may receive meals free. Free Meal Applications can only be processed online at the district website, [www.twpunionschools.org](http://www.twpunionschools.org).

## **BREAKFAST PROGRAM**

The Township of Union School District participates in the National School Breakfast Program. The breakfast serves satisfies the National Breakfast Program dietary requirements. Each month you will be provided with the daily breakfast menu.

### **Breakfast Pricing**

- \$2.20 for Elementary students
- Free for students eligible for reduced rates
- There will not be any cost for those students on the National School Lunch Program

**Breakfast times:** Remote learning Schedule to be modified

8:05 – 8:30 All students need to arrive **promptly** in order to have sufficient time to eat and arrive at their regular homeroom destinations. We **cannot** provide breakfast for students that do not have money with them.

**All breakfast students will enter the rear door of the cafeteria. We request that parents DO NOT escort their children inside the cafeteria. They will be proctored by district staff and will be escorted to their normal “line-up” areas in order to enter school at the proper hour.**

## **RECESS MILK AND SNACK TIME**

Pre-K to 2nd grade recess milk may be purchased on a 20-day cycle. Whole, 2%, low fat and skim milk are available. Notices of periodic collections for milk will be sent home regularly. Students in lower grades participate in a daily snack activity and nutritious snack are strongly encouraged. Wise choices include foods such as vegetables, fruits, cheeses, crackers, etc.

## **ADDRESSING A CONCERN**

If you should have any concerns regarding your child's education, please contact your child's teacher.

1. Make an appointment with the teacher, as he/she has the most direct contact with your child.
2. If it is not resolved with the teacher, make an appointment to talk with the Principal.

## **CONTACTING A TEACHER**

Communication between our parents and your child's teacher is extremely important to the educational process. To reach your child's teacher, please contact the school office, email the teacher or send a note to the teacher. Your child's teacher will contact you at their earliest convenience.

## **PARENT/TEACHER CONFERENCES**

All teachers are asked to hold at least one conference during the course of the school year with the parents/guardians of each pupil. Parent/guardians may request additional conferences with their teachers as needed. Open communication is encouraged. It is always the best policy to contact your child's teacher immediately when you have concerns; you will find the teachers helpful, encouraging and able to provide you with the information you need. **During COVID-19, conferences will be held remotely.**

## **DRESS CODE**

Everyone connected with the school should help to create and maintain the best possible atmosphere for learning. Good taste in the choice of clothing contributes to this atmosphere. Therefore, every pupil should select clothing that is in good taste and appropriate for school. **Students in virtual/remote instruction must also dress appropriately.**

## **APPROPRIATE ATTIRE**

1. All shoes must have backs or heel straps. No flip flops.
2. All sneakers must be tied at all times. Roller skate sneakers are not permitted!
3. Shirts:
  - Shirts with inappropriate and/or indecent expressions, pictures, and slogans are unacceptable.
  - All shirts and blouses must be long enough to be tucked in.
  - All shirts must have sleeves.
  - Shirts must be appropriate for age-level.
  - No undershirts (skinny strap white tanks) or undergarments are allowed to be worn as a shirt.
4. Shorts/skirts:
  - Must be appropriate length.
  - Pants, shorts or skirts should fit properly. No under garments/boxers should be showing.
5. No hats (hoods) or sunglasses are to be worn while school is in session.

## **PHYSICAL EDUCATION CLASS ATTIRE**

1. Students are to wear comfortable clothes that are appropriate for the activities planned for physical education.
2. Sweatpants, shorts, pants, or skorts are acceptable.
3. Footwear-athletic type footwear (sneakers) with a flat sole (**no heel**), all sneakers **must** have laces or Velcro.
4. All jewelry **must** be removed before physical education class (i.e. earrings, rings, bracelets, necklaces, chains, and watches).
5. The physical education teacher will not be responsible for holding any student's jewelry.

### **UNACCEPTABLE ITEMS FOR PHYS ED CLASS**

1. No platforms, sketchers, waffle or heel type soles.
2. No dress shoes of any kind.
3. No skirts or dresses.
4. NO JEWELRY OF ANY KIND.
5. No hats permitted in the building, unless otherwise authorized by the principal.
6. Roller skate sneakers.

**Any student not following the above guidelines will not be allowed to participate in their physical education class.**

### **EMERGENCY CARDS**

Parents are required to fill out emergency cards for each child enrolled at Hannah Caldwell Elementary School, through the Parent Portal. It is very important that these cards are kept current. If an emergency should arise, we rely on the emergency cards for current information. A change in any of the following should be reported to the school office immediately and updated on the Parent Portal.

- Cell and/or home phone numbers and physical address
- Parents' work phone number and/or address
- Doctor's name and phone number
- Name and phone number of child care provider, friend or relative designated as an alternate or emergency contact.

### **FRIDAY FOLDERS**

Each student will be given a folder provided by PTA in which to include important notices.

It is expected that this folder will be brought home by the student **every Friday**, or the last day of the school week. The folder must be signed and dated by a parent/guardian and returned to the classroom teacher on Monday or the next school day. Consequences for unreturned folders are at the discretion of the classroom teacher.

**Please** be on the lookout for the "**Friday Folder**". It is our way of helping to ensure that you, the parents/guardians, are being kept informed of school activities on a regular basis.

## **GUIDANCE SERVICES**

Remediation Services have been implemented at Hannah Caldwell School. These services are designed to be a support to all children as they are assisted in developing socially, academically, and emotionally. The remediation works with parents/guardians, teachers, and students to create a supportive environment that will help the student achieve to the best of his/her ability. The remediation will be seeing students individually, in the classrooms and in a small group setting. Parents/guardians will be able to speak and meet with the counselor to discuss their issues and concerns.

## **SUPPORTIVE INSTRUCTIONAL SERVICES**

AAP (Academic Achievement Program), Speech, ESL (English as a Second Language), G&T (Gifted and Talented), and special education programs and services are available for those students who meet the established eligibility criteria.

## **INTERVENTION AND REFERRAL SERVICES (I&RS)**

This committee is comprised of representatives of the administration and professional staff. It serves to discuss strategies and design programs to assist children who exhibit difficulties in behavioral and academic areas. The classroom teacher refers students to this committee.

## **HEALTH SERVICES – May be modified due to COVID-19. See current information.**

### **SCHOOL NURSE**

1. A school nurse is available during regular school hours for first aid treatment for those accidents that happen in school or on the way to school. The nurse will also be consulted by the staff if a child gets sick in school.
2. All children must return a signed Emergency Contact Card. Please make sure the person(s) you have designated as your emergency contact is aware of his/her role. Notify the school office immediately of any changes in this information.
3. Impress upon your child that the school nurse is a friend.
4. All children are weighed and measured each year.
5. All children have their eyes and ears tested each year and parents/guardians are notified, if there is any cause for concern.

*Union Township Board of Education*

*File Code: 5113*

### **DISEASE/ILLNESS**

In order to prevent the spread of diseases OR illness, parents/guardians should keep their children home when they show any of the following symptoms:

- Chills
- Coughing
- Earache
- Enlarged Glands
- Fever for at least 24 hours after the fever is down
- Headache
- Pain
- Rash
- Running Nose
- Sore Eyes
- Sore Throat
- Vomiting

Please inform the teacher and school nurse of every physical condition (e.g., allergies, asthma, seizures) which might in any way affect your child in school.

### **MEDICATION IN SCHOOL**

The administration of prescribed medication to a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student, and the student would not be able to attend school, if the medicine were not made available during school hours.

- The school does not provide medication to students.
- The parent/guardian or parent designee must bring all medication to the nurse.
- The parent/guardian must provide a written request for the administration of the prescribed medication in school. (Signed Medication Authorization Form)
- The school will provide safe storage of the medication.
- The records or documentation process is required to be maintained by the certified School Nurse.
- The certified School Nurse or Parent/Guardian is the only permitted to administer medication in the school or on school trips.

**Non-Prescription Medication:** Written orders are to be provided to the School Nurse by the primary physician, detailing the name of the student, name of the drug, dosage, and time of administration. All non-prescription medication must be brought to school in the original container. (Parent/Guardian must sign a Medication Authorization Form). It is recommended that medications be given, between 11:30 a.m. and 12:30 p.m., in order to maintain the continuity of the student's learning process.

**Prescription Medication:** Written orders are to be provided to the school nurse by the Primary Physician, detailing the name of the student, name of the drug, diagnosis and reason for administration of the drug, dosage, and time of administration. It must be brought to school in the original container with a **CURRENT DATE**, appropriately labeled by the pharmacy or physician indicating the student's name, name of medication, diagnosis and reason for administration of medication, dosage time of administration. (Parent/Guardian must sign a Medication Authorization Form). It is recommended that medications be given between 11:30 a.m. and 12:30 p.m. in order to maintain the continuity of the student's learning process.

### **CONSIDERATION FOR SCHOOL TRIPS**

Children who require daily medication will need special consideration when planning school trips. The following is a list of appropriate options. Of course, each of these would require approval of the child's parent/guardian and physician.

They include:

- Altering the scheduled hours of administering the medication so the child is getting the first dose at school (about 9:00 a.m.) and the second dose after the class returns (usually about 2:00 p.m.)
- Withholding medication during the course of that particular activity and giving it when the student returns to school.
- Requesting that a parent/guardian of the affected child accompany the group to administer the medication to the child.

## **A MESSAGE FROM THE SCHOOL NURSE: GUIDELINES FOR TREATING PEDICULOSIS (HEAD LICE)**

The beginning of school is always a busy and exciting time. Please pay close attention to the following material regarding pediculosis (head lice). After summer camp or other summer activities pediculosis can occur. We are providing this information for prevention purposes.

***Head lice can happen to anyone!*** Getting head lice is not as bad as you may think. It is not a sign of uncleanliness, or poor health habits. It is not limited to the poor, or to certain racial or ethnic groups. Head lice can occur at any age, and to either sex. It doesn't just affect "other people"... it could happen to you or your family. So it's wise to learn how to recognize head lice infestation, how to treat it, and how to prevent it from coming back.

***What are Head Lice! (Pediculosis)*** These tiny insects live in human hair. They hatch from small eggs, called nits, which are attached to the base of individual hairs. The eggs hatch in about 10 days, with the new lice reaching maturity in about two weeks. The female louse can live for 20 to 30 days, and can lay as many as six eggs a day. Since lice multiply fast, they should be treated promptly.

***How does someone get head lice?*** Head lice can be transmitted in a number of ways beside direct physical contact. Borrowing a comb or brush from a person who has lice will do it. So can borrowing hats, ribbons, scarves or other head coverings. Sharing towels or pillowcases can also spread head lice. Even a stray hair that has nits can transmit head lice. A common belief is that head lice can be caught from grass, trees, or animals. Some people believe, too, that you can only get head lice in summer, or only if you have long hair. These are simply myths.

***What signs should I look for?*** Persistent itching of the head and back of the neck can indicate head lice. You should also look for infected scratch marks or a rash on the scalp. Most important of all, look for nits attached to individual hairs. These can be seen with the naked eye, but you can probably identify them more easily with the aid of a magnifying glass under strong illumination. Sometimes, small white specks in the hair such as dandruff or droplets of hair spray can be confused with nits.

Try removing the specks from the hair shaft. Dandruff or hair spray will come off easily-nits are very difficult to remove. Check with a health professional, if you are not sure whether head lice are present.

***Are there other symptoms?*** Occasionally there maybe swelling in the lymph glands in the neck or under the arms. There may also be mild fever or muscular aches. These symptoms generally indicate severe cases of head lice. Contact your doctor or nurse for advice on treatment.

***Treatment:*** Today's treatment consists of shampooing the head with one of a variety of products available. Contact your physician to determine the treatment he or she advises. The shampoo treatment must be followed by nit removal using a special comb. All members of the family should be checked. Even after all lice are removed from the hair and scalp, the danger of reinfestation still exists. Disinfect your home by washing affected clothing, towels, and bed linen in hot water. Upholstery, rugs, pillows, mattresses and carpets should be vacuumed. Combs and brushes should be treated. Sprays are available for disinfecting the home.

***School Policy:*** All students who are found to have pediculosis will be excluded from school. Students will be readmitted only after inspection by the nurse and student is found to be lice and nit free. Random inspections are performed by the nurse throughout the school year to prevent widespread infestation. This is district policy and will be adhered to.

## **MEDIA CENTER – May be modified due to COVID-19**

The Media Center is open each school day from 8:45 a.m.-3:30 p.m. Students may borrow books and magazines using the following schedule for a period of two (2) weeks.

Grades K. and 1	1 book
Grades 2 and 3	2 books or 1 book and 1 magazine
Grade 4	3 books or 2 books and 1 magazine

Books may be renewed once for an additional two weeks. Students may borrow materials simply by handing the book to the media center clerk in exchange for a new return date. Students who fail to return borrowed materials on time will receive an overdue notice. If the student has not returned materials, parents/guardians may be contacted about the child being delinquent in taking care of his/her library responsibility. Each day a book or magazine is kept overdue results in a fine of five cents (\$.05) per school day for each item. Reading room privileges are suspended until all over dues/fines are cleared.

The borrower is responsible for all lost or damaged books. Please contact the Media Center for the replacement cost. If a lost book is later found, the replacement cost will be refunded.

## **PARKING LOT SAFETY**

**The student drop off lanes are for DROP OFF ONLY! NO cars are to park or be left unattended in these lanes! Please have the students exit from the right side of the vehicle for their safety. Follow the directions of the staff on duty as to where and when to pull up.**

**Yellow designated spaces are for teachers and staff only.**

No cars will be permitted to use the back driveway to drop off children; this will also include morning care. There is ample space in the parking lot for you to park your car and escort your children to their designated areas before school. Please observe all posted parking regulations on Hendricks Drive. This is for the safety of all children, parents/guardians, and school personnel.

Illegal use of the handicap parking spaces could result in ticketing of vehicles.

## **BIRTHDAY PARTIES – May be modified due to COVID-19. Check with your teacher**

Birthday parties are to be simple and not interfere with daily instruction. In most cases parties will be held during a snack time. Please speak to your child's teacher a day or two in advance regarding a suitable time for parties and possible food allergies. Cupcakes, munchkins, donuts are acceptable. **NO PIZZA, CAKES, CANDLES, BALLOONS OR GOODY BAGS** may be brought in for parties.

## **CHROME BOOKS**

All District Procedures and Policies regarding distributed Chrome Books must be followed.

## **POSITIVE BEHAVIOR SUPPORT IN SCHOOLS (PBSIS)**

The goal of this program is to establish consistency for all students, all staff, in all settings. It consists of set expectations and a recognition system used school wide. Our themes that support our Dolphin Pride campaign are:

- Be Responsible
- Be Respectful
- Be Successful
- Be Kind

We believe that through following our area expectations, the student has the best opportunity to be successful. Children that are found to be demonstrating the appropriate behaviors are awarded with a Dolphin Dollar. The Dolphin Dollars are collected for weekly, monthly and special event drawings for prizes.

## **TEXTBOOKS**

Each student is responsible for the care of the books loaned by the Union Township Board of Education during the school year. Textbooks must be covered at all times. Book inspection will be conducted regularly by the classroom teacher.

If a book is lost or damaged, a fine will be imposed and should be paid immediately. Books lost during the year must be paid for promptly. Students whose fines are not satisfied at the end of the year will not receive a report card until the fine is paid.

## **TRIPS**

There will be times, during the school year, when students may be going on field trips. A signed permission slip from parent/guardian is required before students will be permitted to participate. As a representative of Hannah Caldwell, students are expected to be well-behaved, appropriately dressed, and fully prepared for a unique educational experience.

Any money for field trips should be sent in a sealed envelope with the child's name and room number on it.

## **VALUABLES AT SCHOOL**

Students should not bring jewelry, radios, MP3 players, iPods, cell phones, any kind of toys, cameras, live animals or similar delicate or expensive materials to school without permission from the principal. Keep in mind that the school has no provision for replacing lost or broken items.

Never give a child more money than needed and put money in sealed envelopes with names clearly marked. With a marker or pen, always mark all coats, gloves, backpacks, lunch boxes, hats, etc., with your child's name. Our Lost and Found box is always full of unmarked clothing and belongings! The "Lost and Found" is now located in the Gymnasium.

Children's eyeglasses are very expensive. We recommend that you select eyeglasses with great care and in consideration of the treatment children typically give them. Scratch resistant lenses, flexible frames, and high quality cases are strongly recommended. Discuss this important issue with your eye doctor when selecting eyeglasses, and review eyeglass care with your child regularly. If your child does not wear eyeglasses continually, it is easier to lose them; discuss this with your child as well.



## **VOLUNTEERS/PTA ACTIVITIES**

Volunteer services are greatly appreciated and of great assistance. These activities are coordinated through our PTA (Parent/Teacher Association). These services work in conjunction with the smooth functioning of our school and enhance the overall instructional program.

Feel free to contact our PTA regarding these important activities. President- Charlene Hill, [hannahcaldwellpta@gmail.com](mailto:hannahcaldwellpta@gmail.com), Vice-President- Suzette Cavadas, 2<sup>nd</sup> Vice-President- Evelyn Menendez, Corresponding Secretary- Tiffany Abrantes, Treasurer, Jennifer Roque.

We urge every family to join the Hannah Caldwell Elementary School PTA.

## **TOWNSHIP OF UNION PUBLIC SCHOOLS - INTERNET USE GUIDELINES** **STUDENTS/STAFF**

### **PURPOSE**

The Internet is an electronic communications network that provides vast, diverse and unique resources. As a learning resource, the Internet is similar to books, magazines, videos, CD-ROMs, and other informational sources. In the Township of Union Public Schools, the Internet will be used to educate and inform

### **USE**

Township of Union students and staff will use the Internet to participate in distance learning activities to include, but not limited to: consulting with experts, communicating with other students and professionals and locating material to meet their educational needs. Just as the purpose, availability, and use of media materials does not indicate endorsement of their contents by school officials, neither does making electronic information available to students imply endorsement of that content.

In order to ensure Internet access is used only for appropriate purposes through Board of Education sponsored access lines, all staff and students are required to sign Use Agreements.

While the Internet can be a useful learning tool, the parents, students, and staff signing the permission form must understand that certain undesirable information may become available that may be considered inappropriate and/or offensive. District staff will attempt to monitor these activities, but they cannot guarantee that there will be no contact with undesirable, offensive or unwanted information. For the student, parental counseling is extremely important. For the staff, prudent judgment is the norm. The use of Internet is a privilege, not a right. Inappropriate use will result in a suspension of privileges.

### **ETIQUETTE**

The district has rules for acceptable behavior. Likewise, there are correct procedures and rules that govern the use of the information networks. If students do not follow these guidelines, they will lose their privileges to access the information highway.

- Be polite. Do not get abusive in messages to others.
- Do not use vulgar or obscene language.
- Do not intentionally disrupt the network or other users.
- Do not reveal your personal address or phone number or that of students or colleagues. Electronic mail is not guaranteed to be private.
- Vandalism and/or harassment will result in the cancellation of the offending user's privileges.
- Illegal activities are forbidden.



## **PENALTIES**

Any user violating these provisions, applicable state and federal laws or posted classroom and district rules is subject to loss of network privileges and any other district disciplinary options, including criminal prosecution where appropriate.

**The district will not be responsible for content accuracy or quality of information obtained through any Internet connection.**

## **ACADEMIC SKILL PROFICIENCIES:**

The following is a listing of the academic skill proficiencies that have been established for each grade level in the areas of language arts and mathematics. Faculty, staff, and parents should refer to these lists throughout the academic year to ensure that every student is acquiring the fundamentals necessary to be successful at the next grade level.

### **WHAT EVERY STUDENT MUST KNOW BY THE END OF PREKINDERGARTEN**

#### **LANGUAGE ARTS:**

- Knows colors: red, orange, yellow, green, blue, purple, pink, black, brown, white.
- Knows full name.
- Print first name.
- Recognize phone number, address and age.
- Knows and recites alphabet.
- Identify upper and lower case letters.
- Knows opposites
- Knows rhyming words.
- Hold a crayon and pencil correctly.
- Listen attentively.
- Focus on task.
- Follow multi-step directions.
- Express thoughts and ideas verbally.
- Follow routines.
- Communicate in a complete sentence.
- Listen to a story and be able to retell simple facts.

#### **MATHEMATICS:**

- Knows Shapes: Circle, Square, Triangle, Rectangle, Oval, Heart, Star, Diamond
- Recognizing and Counting 1 – 10
- 1 to 1 Correspondence
- Able to Count Objects 1 – 10
- Recognize Phone Number, Address and Age
- Recognize Size (small, medium, large)
- Can Differentiate Same and Different
- Listen Attentively
- Focus on Task
- Follow Multi-Step Directions
- Complete 10 Piece Puzzle

### **WHAT EVERY STUDENT MUST KNOW BY THE END OF KINDERGARTEN**

#### **LANGUAGE ARTS:**

##### **Reading**

- Name the upper and lower case letters in alphabetical and random order.
- Identify letter sounds beginning, middle, and end.

- Identify rhyming words.
- Name words that begin with a specific sound.
- Track (know how to read from) left to right, top to bottom, and front to back.
- Identify long and short vowels, sounds.
- Retell a story to show their comprehension.
- Identify sight words taught. (List will follow)
- Demonstrate comprehension for listening and reading.

### **Writing**

- Write a simple sentence with/and without prompts and use of appropriate sentence structure.
- Print from left to right.
- Print uppercase letters and lower case with correct formation.
- Print name clearly using proper letter formation.
- Use appropriate pencil grip.
- Use letter upper and lower case letters appropriately.

### **Listening**

- Follow multiple step directions.
- Listens for various purposes (for example, demonstrates that a response is expected when a question is asked; enters into a dialog after listening to others; repeats parts of stories, poems or songs).
- Sequence a story from an oral reading prompt.
- Speaking
- Tell a story or an idea in sequence.
- Use words to describe and explain.
- Share ideas and feelings.
- Speaks with appropriate volume for the environment

## **WHAT EVERY STUDENT MUST KNOW BY THE END OF KINDERGARTEN – MATHEMATICS**

### **Counting and Cardinality:**

- Recite and count numbers forward to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence.
- Count objects in a given set up to 20.
- Recognizes numerals 0 – 20 out of sequence.
- Write numbers in correct formation 0 – 20.
- Fill in missing numbers, forwards and backwards up to 20 ex. (0, 1, \_\_, 3, \_\_, 5) ex. (10, 9, \_\_, 7, \_\_, 5).
- Compare two numbers between 1 and 10 presented as written numerals (less than, greater an, equal to).

### **Operations and Algebraic Thinking**

- Represent addition and subtraction with objects, situations, expressions, etc.
- Solve addition and subtraction word problems within 10.
- Decompose numbers less than or equal to 10 into pairs in more than one way.
- For any number from 1 to 9, find the number that makes 10 when added to that number.
- Fluently add and subtract within 5.

### **Number & Operations in Base Ten**

- Compose and decompose numbers from 11 to 19 into ten ones and some further ones.

### **Measurement and Data**

- Measuring
  - Compare and order objects by weight, height, and length.
  - Use non-standard units to measure weight, height, length, and capacity.
  - Sort objects by visual observation according to length, height, and width
- Classify objects and sort the groups by count (limit count to 10 or less).
- Sort and describe objects by color, shape, or size.

### **Geometry**

- Describe and understand basic shapes (square, circle, triangle, rectangle, and hexagon) as well as solid shapes (sphere, cube, prism, cylinder, pyramid, and cone).
- Understand and use positional /size/ location words such as (more, less, fewer, above, below, top, bottom, middle, next to, left, right, most, least, equal).
- Analyze and compare two- and three-dimensional shapes.
- Model shapes in the world by building them from components and drawing them.
- Use simple shapes to construct

## **WHAT EVERY STUDENT MUST KNOW BY THE END OF FIRST GRADE LANGUAGE ARTS**

### **Reading**

- Students will be responsible for reading district chapter books as well as writing a response to the book.
- Knows sounds, spelling of Treasure’s Reading Program including initial and final consonants (cat), initial diagraphs (sh, wh), two-letter blends (bl, br), short and long vowel sounds (a-cat, e-pet, i-pig, o-pop, and u-bug) and diphthongs (ar).
- Match oral words to printed words.
- Read the first grade high frequency sight words and phonetically regular words (spelling words from reading program).
- Read and comprehend words with inflectual endings.
- Use picture clues (illustrations) to read and understand words.
- Tell whether a story is real or make-believe.
- Tell the main idea (what the story is about) and sequence (order of events) of a story.
- Predict what will happen next in a story.
- Identify parts of speech. (nouns, verbs, adjectives)
- Speaking and Listening
- Expresses thoughts and ideas clearly.
- Tell ideas about what they read or heard in a discussion or to a large group.
- Wait their turn to talk, listen to others while waiting and stay on topic.
- Demonstrates understanding of oral directions.

### **Listening**

- Sit quietly without distracting others and show the speaker they are listening.
- Ask appropriate questions.

### **Writing**

- Name and use words with opposite meanings (hot/cold), words that rhyme (big/pig), and simple compound words (into, pancake).
- Write a sentence that starts with a capital letter and ends with punctuation.
- Print correctly and neatly so that others can read their printing.
- Use upper and lower case letters appropriately.
- Write well-constructed sentences using appropriate vocabulary.
- Write three sentences on topic.

## **WHAT EVERY STUDENT MUST KNOW BY THE END OF FIRST GRADE MATHEMATICS**

### **Operations and Algebraic Thinking**

- Represent and solve problems involving addition and subtraction within 20.
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.
- Understand and apply properties of numbers (commutative and associative) to add.
- Understand subtraction as an unknown-addend problem.
- Add and subtract within 20.
- Fluently add and subtract within 10.

- Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.
- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers, (example:  $8 + ? = 11$ )

### **Number & Operations in Base Ten**

- Count to 120
- Read and write numerals and represent a number of objects with a written numeral within 120.
- Understand that the two digits of a two-digit number represent amounts of tens and ones.
- Use the symbols  $<$ ,  $>$ , and  $=$  to compare two two-digit numbers.
- Within 100, add a two-digit number and a one-digit number, and a two-digit number and a multiple of 10.
- Find 10 more or 10 less than a two-digit number without having to count.
- Within the 10 – 90 range, subtract multiples of 10 from multiples of 10.

### **Measurement and Data**

- Compare and order three objects by length
- Express the length of an object as a whole number of length units.
- Tell and write time in hours and half-hours using analog and digital clocks.
- Organize, represent, and interpret data with up to three categories.

### **Geometry**

- Distinguish between defining attributes (closed figure, three-sided) and non-defining attributes (color, orientation).
- Build and draw shapes with defining attributes.
- Compose two- or three-dimensional shapes to form composite shapes.
- Partition circles and rectangles into two and four equal shares; describe the shares using the words halves, fourths, and quarters.
- Use the phrases half of, fourth of, and quarter of

## **WHAT EVERY STUDENT MUST KNOW BY THE END OF SECOND GRADE**

### **LANGUAGE ARTS**

#### **Reading**

- Exhibit skills of independent reading/comprehension to process story elements:
- Predicting Setting
- Inferring Main Idea
- Characters Supporting Details
- Decode and word attack skills. Understanding the use of vowels.
- Demonstrate knowledge of Language Art concepts of contractions, synonyms, antonyms, homophones, compound words, prefixes and suffixes.
- Distinguish between different types of sentences, i.e., question, exclamation, statement.
- Read fluently with comprehension.
- Read/comprehend six chapter books with class and connect with writing proficiency.
- Alphabetize.

#### **Listening and Speaking**

- Respond to the varying demands of audience, task, purpose and discipline.
- Comprehend as well as critique.
- Follow one-and two-step directions.
- Make strategic use of visual displays to express information and enhance understanding of presentations.

#### **Writing**

- Write one well constructed paragraph with a beginning, middle and end.
- Recognize and use Standard English grammar including irregular plural nouns, pronouns, past tense verbs, adjectives and adverbs.
- Demonstrate command of Standard English capitalization, punctuation, and spelling when writing.
- Ask and answer such questions as who, what, where, when, why and how to understand key details in a text.

- Begin cursive writing with an emphasis on correct formation and neatness.
- Proofread

## **WHAT EVERY STUDENT MUST KNOW BY THE END OF SECOND GRADE**

### **MATHEMATICS**

#### **Operations and Algebraic Thinking**

- Use addition and subtraction within 100 to solve one- and two-step word problems with unknowns in all positions.
- Use drawings and equations with a symbol for the unknown number to represent problems.
- Fluently add and subtract within 20 using mental strategies.
- Know from memory all sums of two one-digit numbers.
- Determine whether a group of objects (up to 20) has an odd or even number of members.
- Write an equation to express an even number as a sum of two equal addends.
- Use addition to find the total number of objects in rectangular arrays of up to 5 rows and columns; write an equation to express the total as a sum of equal addends.

#### **Number & Operations in Base Ten**

- Count within 1000
- Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
- Use the symbols  $<$ ,  $>$ , and  $=$  to compare two three-digit numbers.
- Fluently add and subtract within 100.
- Add up to four two-digit numbers.
- Add and subtract within 1000.
- Mentally add 10 or 100 to a given number within 100 – 900 range.
- Mentally subtract 10 or 100 from a given number within 100 – 900 range.

#### **Measurement and Data**

- Measure the length of an object by selecting and using appropriate tools.
- Measure the length of an object twice, using different units of measure; describe how the two measurements relate to the size of the unit chosen.
- Estimate length using units of inches, feet, centimeters, and meters.
- Measure to determine how much longer one object is than another.
- Tell and write time using analog and digital clocks to the nearest 5 minutes, using a.m. and p.m.
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
- Represent data by making a line plot, where horizontal scale is marked off in whole-number units.
- Draw a picture graph and a bar graph to represent a data set with up to four categories; answer questions using information presented in a bar graph.

#### **Geometry**

- Recognize and draw shapes having specified attributes. Identify triangles, quadrilaterals, pentagons, hexagons, and circles.
- Partition a rectangle into rows and columns of same-size squares and count them.
- Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.

## **WHAT EVERY STUDENT MUST KNOW BY THE END OF THIRD GRADE**

### **LANGUAGE ARTS**

#### **Reading**

- Identify the number of syllables.
- Use opposites, rhyming words, synonyms, compound words, and common homonyms.
- Identify, understand, and use prefixes and suffixes (ing, ly, ed, un, dis, re).
- Alphabetize to the second letter and find words in a dictionary.
- Choose reading selections for a particular purpose (pleasure, information, research and author's purpose).
- Distinguish between fiction and nonfiction.
- Follow directions, predict next step and outcome, and draw conclusions.
- Describe setting, plot, characters, resolution, and mood and relate stories to them.
- Read aloud.
- Participate in choral reading of descriptions, poetry, and summaries.
- Use a variety of word attack skills.
- Use the following elements of literature:
  - Steps in a process Vocabulary
  - Main idea Cause and effect
  - Supporting details Context clues
  - Sequence of events
- Read the six chapter books. Discuss and write in meaningful essay.
- Compare & contrast themes, settings and plots written by same author using same or similar characters.

#### **Speaking**

- Speak slowly, loudly and face the audience.
- Organize thoughts before speaking.
- Contribute to group discussion when it is their turn.
- Briefly and clearly answer questions.
- Speak in complete sentences.

#### **Listening**

- Show social courtesies for listening (pay attention, no distractions, look at speaker, and respond to speaker).
- Use active listening to summarize verbally and in writing descriptions, stories, and informal presentations.
- Follow multi-step directions (up to three steps).
- Listen and speak to gain knowledge.

#### **Writing**

- Write correctly & neatly so that others can read their work. (In cursive by June) and print).
- Write sentences that include capital letters and end punctuation.
- Use correct grammar in written assignments (singular/plural, subject/verb agreement).
- Use various reference sources such as dictionary, and computer.
- Use the writing process (draft, revise publish) to write a three paragraph story.
- Compare and contrast, provide reasons that support opinion.
- Use of sequential wording (first, finally)

#### **Viewing**

- Acquire information through viewing various types of media.
- Construct meaning from the various types of media they view

## **WHAT EVERY STUDENT MUST KNOW BY THE END OF 3rd GRADE**

### **MATHEMATICS**

#### **Number Sense, Numeration, and Numerical Operations**

- Use place value to read, write, and describe the value of whole numbers through 10,000
- Use expanded notation to the hundreds place
- Compare and order whole numbers



- Use fraction names to describe fractional parts of whole objects (denominators 2 – 8)
- Compare and order fractions with like denominators
- Add and subtract to solve problems involving whole numbers up to the thousands place
- Use the identity and commutative properties for addition and multiplication
- Know multiplication facts up to twelve (by June)
- Demonstrate an understanding of division and its relationship to multiplication
- Identify the operation(s) necessary to solve a word problem (addition, subtraction, multiplication, division)
- Round 2 & 3 digit numbers to the nearest ten & hundred & estimation
- Open-Ended 1 Step problem (by January) show work
- Open-Ended 2 – 3 step problem (by June) show work

### **Spatial Sense, Measurement, and Geometry**

- Identify the appropriate unit of measurement (length, weight, and capacity)
- Estimate and measure length to the nearest  $\frac{1}{4}$  inch, weight to the nearest pound, and capacity
- Compare units within the customary system
- Determine the value of sets of coins and make change up to a dollar
- Use digital and analog clocks to tell time to the nearest five minutes
- Name, describe, and draw a square, rectangle, triangle, circle, and their solid equivalents
- Identify congruent shapes
- Identify lines of symmetry
- Area and perimeter and volume

### **Patterns, Relationships, and Functions**

- Recognize numerical patterns
- Extend and create numerical patterns

### **Data, Probability, and Statistics**

- Gather, organize, interpret and display data using charts and graphs (bar, picture, line)

## **WHAT EVERY STUDENT MUST KNOW BY THE END OF FOURTH GRADE**

### **LANGUAGE ARTS**

#### **Speaking**

- State a main idea and fully explain with at least three or more supporting details.
- Answer and ask questions (polite, clear, brief, focused) in complete sentences.
- Present an oral report (book report, current event, hobby talk, demonstration).
- Add good ideas in small and large group discussion when it's their turn.
- Contribute ideas in small and large group discussion appropriately.

#### **Listening**

- Demonstrates the social skills of audience behavior (eye contact, quiet and still, attentive, responsive.)
- Use active listening to summarize, respond, and recall main ideas, sequences, and important details.
- Use listening as a basis for writing and speaking.
- Express and support an opinion given topic.

#### **Writing**

- Use capitalization and punctuation correctly.
- Use parts of speech (noun, pronoun, verb, adjective, and adverb.)
- Identify and write verb tenses, using rules learned.
- Identify subjects and predicates – complete and simple.
- Use verbs, adjectives, and adverbs to elaborate and revise their own writing sample.
- Correctly use contractions, compound words, synonyms and antonym pairs.
- Write quotations correctly.
- Develop an expository paragraph containing topic sentence, supporting details and closing sentence, or conclusion.
- Write a persuasive paragraph which includes details that support an argument.

- Write a narrative which includes (setting problem, action, climax, ending) revolving around a speculative prompt, using story elements as a guideline.
- Edit and revise writing for appropriate grammar, spelling, punctuation and capitalization thru drafting process.
- Use a variety of literary techniques which include similes, metaphors, dialogue, idioms, onomatopoeia, alliteration, personification.
- Develop an essay for each of six novels (see reading).
- Writing a five paragraph essay (introduction, three supporting paragraphs, and concluding paragraph) using writing process.

### **Reading**

- Recall literal details from story or passage read.
- Use illustrations and prior knowledge to predict outcomes.
- Recognize sequence of events.
- Identify cause and effect.
- Draw conclusions and make inferences.
- Distinguish between fact and opinion.
- Compare and contrast (characters, events).
- Identify story elements – problems and solutions
- Identify author’s purpose for writing.
- Identify examples of figurative language in story read.
- Use context clues to identify story meaning.
- Use glossary, dictionary and thesaurus to locate word meaning.
- Use variety of graphic aids to organize information.
- Alphabetize a given group of words.
- Use learned spelling patterns to read and spell assigned words.

### **Viewing**

- Acquire information through viewing various types of media.
- Construct meaning from the various types of media they view

## **WHAT EVERY STUDENT MUST KNOW BY THE END OF 4th GRADE MATHEMATICS**

- Read, write, and round rationale numbers to the hundred millions
- Money - Count, compare, order, and make change using a variety of strategies.
- Add and subtract using regrouping up to four-digit whole numbers
- Use median, mode and range to describe a set of data
- Collect, construct, display and interpret data, charts, graphs, and plots
- Perform multiplication of two-digit multipliers
- Perform division using a single-digit divisor
- Identify point, lines, segment, and angles
- Identify properties of plane and solid figures, and recognize the relationship of objects in the environment
- Determine the perimeter and area of polygons
- Understand the concepts of and recognize geometric transformations (rotations, reflections, and translations)
- Recognize congruent plane figures after performing geometric transformations
- Estimate and measure length, weight, and capacity using metric and customary units
- Use ordered pairs to locate points and plot positions on a coordinate grid
- Solve real-world problems involving length, weight, capacity, money, time, elapsed time, temperature, perimeter, and volume
- Model fractions, mixed numbers, and find equivalent fractions
- Compare and order whole numbers, decimals, fractions, and mixed numbers
- Add and subtract decimals, fractions with like denominators

- Identify and extend upon geometric and numerical patterns by stating their rules
- Problem solving strategies should be used throughout

## **SPECIAL AREA SUBJECTS**

This list of objectives for art education, music, computer education, physical education for kindergarten through fourth grade and instrumental music for third and fourth grade is provided for your information. Your awareness of the goals that we will be working toward will help to enable your child to do his or her best throughout the year. Children, parents, and teachers working together can achieve the highest levels of accomplishment.

## **ART EDUCATION**

### **Curriculum Requirements**

Steady attendance, attention to the lesson and good efforts are necessary for optimal success

Active participation in the lesson is expected of each pupil.

Students are given marks on their report card in third and fourth grades. Attentiveness and good listening skills are required to be successful.

### **Curriculum Objectives**

The major emphasis of the art program in Kindergarten through 4th grades is to develop the potential and foster the desire for students to express themselves creatively in the arts, and to appreciate the aesthetic expression of others. The student will develop and demonstrate skills at each level in these areas:

- Children will be exposed to the elements of color, line, shape, pattern and texture
- Children will know how to work safely and correctly with and handle all art materials (media) and tools (pencils, markers, crayons, scissors, brushes, etc.)
- Children will experience working with crayon, tempera paint water color, markers clay, collage, fiber, paper and 3-dimensional objects.
- Children will begin to evaluate his/her own work and how to improve it (critique) and that of peers.
- Children will be exposed to multi-cultural art.
- Children will be exposed to art appreciation.
- Children will be introduced to art careers.

## **COMPUTER EDUCATION**

### **Curriculum Requirements**

Steady attendance, attention to the lesson, and good efforts are necessary for optimal success. Active participation in the lesson is expected of each pupil Students are given marks on their report card in third and fourth grades. Attentiveness and good listening skills are required to be successful

### **Curriculum Objectives**

The major emphasis of the computer program kindergarten through fourth grade is to introduce the children to computers and utilize microcomputers in the enhancement and extension of the pupils' educational program. The student will develop and demonstrate skills at each level in these areas:

- At the kindergarten level students will develop a familiarity with the visible components of the computer system, the keyboard, and the mouse through the use of appropriate activities and courseware. The courseware and the Kidpix program will enhance classroom learning through letter and number recognition and spatial awareness.
- At the First Grade level students will increase their awareness of the capabilities of a computer system and improve keyboard facility. Software serves a dual purpose in providing a vehicle for keyboard practice and in supplementing and reinforcing classroom learning. Kidpix affords the opportunity for the continued development of spatial awareness and simple problem solving techniques. A simple word processing program allows the students to write their own stories and poems.

- At the Second and Third Grade levels the students will become familiar with principles, procedures, and limitations of computer systems and will use the computer as a tool for inquiry, problem-solving, and recreation appropriate to the student's level. The continued use of word processing software, Kidpix, and problem-solving software will increase the student's proficiency. The Internet will be introduced in third grade and used to augment the student's learning.
- At the Fourth Grade level the student will know principles, procedures, and limitations of computer systems and will continue to use the computer as a tool for inquiry, problem solving, and recreation appropriate to the student's level. Through the use of word processing software, Graphing software, Kidpix, and problem solving software the Student will continue to increase proficiency at their individual level. The student will become familiar with the Internet to extend the scope of their knowledge through research.

## **INSTRUMENTAL MUSIC - GRADE 3 & 4**

### **Curriculum Requirements**

Steady attendance, attention to the lesson, and good effort are necessary for optimal success.

Weekly participation in the lesson is expected of each pupil.

Daily practice and preparation are necessary for your child's best performance.

### **Curriculum Objectives**

- Each student will need to practice 20 minutes each day.
- Each student will participate in a weekly lesson of 30 minutes.
- The role of the parent/guardian is to provide a quiet area where the student can practice undisturbed.
- The parent/guardian must be actively involved in their child's music education by providing patience and encouragement. The student will do their best and feel their best when given this support.
- Grade 3 students will demonstrate their skills at the Arts' Festival where a variety of songs will be performed.
- Grade 4 students will perform in December and in the Arts' Festival in which the above skills are evident.

## **PHYSICAL EDUCATION**

### **Curriculum Requirements**

Steady attendance, attention to the lesson, and good effort are necessary for optimal success. Active participation in the lesson is expected of each pupil.

### **Curriculum Objectives**

Physical Education is that phase of general education which contributes to the total growth and development of the child primarily through physical activities. The students in each grade level will develop and demonstrate skills in these areas:

- Develop overall fitness with emphasis on cardiovascular endurance, muscular strength and endurance, flexibility, balance and overall coordination.
- Develop self-confidence, leadership, cooperation, self-esteem, creativity, safety awareness, and a sense of fair play.
- Develop the abilities children need to participate in most traditional games, such as soccer, volley ball, basketball, softball, and football as well as more innovative games, such as parachute play, scooter play, and juggling.

## **VOCAL MUSIC**

### **Curriculum Requirements**

Steady attendance, attention to the lesson, and good effort are necessary for optimal success.

Active participation in the lesson is expected of each pupil.

Performances are required during the 3rd and 4th grades. Appropriate behavior is necessary in order to be a part of these performances and attendance is mandatory for all performances.

## **Curriculum Objectives**

The major emphasis of the vocal music program in Kindergarten through 4th grades is to develop the potential and foster the desire for students to express themselves creatively in the arts, and to appreciate the aesthetic expression of others. This will be VOCAL MUSIC achieved by developing goals in the music reading and music notation. Students will also develop the ability to sing alone and with others using a varied repertoire of music as well as develop the ability to listen, analyze, and describe music. The student will develop and demonstrate skills at each grade level in these areas:

- At the Kindergarten level students will be able to listen, analyze, and describe music using activities that include singing, movement and using percussion instruments.
- At the First Grade level students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater and visual arts.
- At the Second Grade level students will be able to play the recorder, following music notation and will be able to identify basic rhythms.
- At the Third and Fourth Grade levels students will develop vocal skills including singing on pitch and in rhythm with appropriate diction, and posture. They will also develop skills that will enable them to sing expressively and respond to cues given by the teacher.
  - In Third Grade these skills will be demonstrated at the Arts Festival in which the students will sing a variety of selection from memory.
  - In Fourth Grade students will perform in December and in the Arts Festival in which the above skills will be evident.

**Notice of Child Find Activity  
Pursuant to the Individuals with Disabilities  
Education Act and New Jersey Administrative Code,  
Title 6A:14, Special Education**

The Township of Union Public School District has a responsibility to locate, identify and evaluate all resident students with disabilities who are in need of special education and related services, including students with disabilities attending nonpublic schools, and highly mobile pupils such as migrant workers' children and homeless children regardless of the severity of their disability. The school district locates, identifies, and evaluates, where appropriate, the following: Children below school-entry age (3-5); school age children; children entering school for the first time; children enrolled in public and private schools; transfer pupils and school age children who are eligible to attend school but who are not attending school and who are residents of the Township of Union School District. Upon written request, the district will conduct an initial identification meeting for any resident child to determine whether a referral for special education and related services is appropriate. Such a request may be made by contacting Kim Conti, Director of Special Services, Township of Union Public Schools at (908) 851-6478 or by writing her at 2155 Morris Avenue, Union, NJ 07083. The school district provides special education and related services for children ages 3-21. Information for children with potential disabilities or those with disabilities from birth to three is available through Project Child Find, (a service established by the

*N.J. Department of Education through I.D.E.A., Part B funds from the U.S. Department of Education) at 1-800-322-8174.*

If you should have any questions regarding this notice, please contact me at (908) 851-4424.

Thank you for your continued assistance.

Kim Conti, Director of Special Services

**For information on the Notice of Child Find/Project Child Find please visit our website at;**

<http://www.twpunionschools.org/Departments--Offices/Special-Services/Notice-of-Child-FindProject-Child-Find/index.html>

## **SECTION 504**

### **What is Section 504?**

Section 504 is a broad civil rights law protecting the rights of individuals in programs and activities that receive federal funding from the U.S. Department of Education. The law protects all school-age children who qualify as "handicapped" according to the definitions described below. Section 504 of the Rehabilitation Act of 1973 states: "No otherwise qualified individual with handicaps in the United States shall, solely by reason of her or his handicap, as defined in section 706(8) of this title, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service" (Sec. 794).

The Township of Union Public School district does not discriminate in admission or access to, treatment or employment in its programs and activities in accordance with Section 504 of the Rehabilitation Act of 1973 and ADA. Questions regarding Section 504 should be directed to the Superintendent or Assistant Superintendent of Schools.

**HANNAH CALDWELL SCHOOL**

**September 2020**

Dear Parents/Guardians:

In order to insure that you are aware of and understand the rules, policies, and requirements of Hannah Caldwell School and the Union Township Board of Education, we ask that you read the contents of this handbook. Sign and return the bottom portion of this page to your child’s classroom teacher.

We hope that you will also take the time to discuss the handbook contents with your child. The information provided will enable each child to make a smooth adjustment to Hannah Caldwell School and help each one on his/her way to a successful, productive year.

THE FOLLOWING FORMS WILL ALSO BE EMAILED AND MUST BE SIGNED, SCANNED AND RETURNED TO THE MAIN OFFICE to [costello@twpunionschools.org](mailto:costello@twpunionschools.org) or [enemezio@twpunionschools.org](mailto:enemezio@twpunionschools.org)

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**ACKNOWLEDGEMENT OF READING HANDBOOK**

(Please complete and return to your child’s homeroom teacher at Hannah Caldwell.)

This is to certify, as a parent/guardian of the student named below, that I have received and read the Union Township Board of Education’s policies and regulations regarding the following. (Please check)

- Absences and Excuses Regulations
- Friday Folder- End of Week Folder
- Dress Code
- Homework Policy
- Assertive Discipline Plan, Consequences, and Rewards
- Rules of Conduct for Pupil Transportation
- Union Township Elementary Level Behavior Code (Revised July 11, 1989)
- Medication Procedure
- I have shared the contents of these documents with my child/ward.
- Other school policy descriptions that affect my child.
- Library/media center policies

Student’s Name	Teacher	Parent’s/Guardian’s Signature
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**INTERNET USE GUIDELINES PERMISSION FORM**

Dear Parent/Guardian:

Please review your individual family expectations regarding materials you may approve for your son/daughter to access on the Internet. If you want to allow your student independent access, please sign below.

\_\_\_ Yes, I give permission for my son/daughter to be issued access to the Internet through the computer network at the Union Township Schools. I have reviewed the school rules (in this booklet) regarding network and Internet use with my child.

\_\_\_ No, I do not give permission for my son/daughter to be issued access to the Internet.

Parent’s/Guardian’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Print/Parent's/ Guardian's Name: \_\_\_\_\_ Home Phone No: ( ) \_\_\_\_\_

**PERMISSION TO USE RABKIN PARK**

There will be times during the 2019-2020 school year when students may have the opportunity to use the Rabkin Park, which is located directly behind the Hannah Caldwell School, for physical education classes and/or other activities during the school day. A signed permission slip from a parent/guardian is required before students will be permitted to participate in any of these activities.

Please sign the form and return it to your child's teacher.

I give my child, \_\_\_\_\_, permission to participate in any school sponsored activities at Rabkin Park during school hours during the 2019-2020 school year.

\_\_\_\_\_  
Student's Name (Please Print)                      Classroom #                      Signature of Parent/Guardian                      Date

**PERMISSION TO HAVE NAMES AND/OR PHOTOS USED IN NEWSPAPERS AND/OR TV**

Dear Parents/Guardians:

We will be submitting photographs, video tape, and stories to be printed in the local papers and/or Channel 34 during the school year. Please indicate whether or not we have permission to include your child in these photographs, tapes, and news stories.

Child's Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Check one:

\_\_\_\_ Yes, I give permission

\_\_\_\_ No, I do not give permission

**PERMISSION TO TRAVEL TO OTHER UNION SCHOOLS**

Dear Parents/Guardians:

There will be times during the 2019-2020 school year when students may have the opportunity to go to other schools in our district for musicals, plays, assemblies, introduction of instruments, Ex. (Union High School, Jefferson School, Connecticut Farms, etc.) A signed permission slip from a parent/guardian is required before students will be permitted to participate in any of these.

I give my child, \_\_\_\_\_, permission to participate in any school sponsored activities during school hours during the 2019-2020 school year.

\_\_\_\_\_  
Student's Name (Please Print)                      Classroom Teacher                      Parent/Guardian Signature





UNION TV34  
INDIVIDUAL RELEASE AND AGREEMENT

DATED: \_\_\_\_\_

For and in consideration of being permitted to participate on a *UNION TV34 PROGRAM*, to be televised on COMCAST CABLE CHANNEL 34 & FIOS VERIZON 34 in UNION, NEW JERSEY, the undersigned Releaser, being of lawful ages, does for him or herself, his or her spouse, legal representatives, heirs and assigns, hereby release waive and discharge the TOWNSHIP OF UNION, their affiliates, agents, employees, successor or assigns, as the case may be (collectively, "Releasees"), of and from any and every claim, demand, action or right of action, of whatever kind of nature, either in law or equity, arising from Releaser's participation as a guest on the aforementioned program.

Releaser specifically acknowledges and agrees that if Releaser brings a suit or claim for any reason relating to Releaser's participation on a *UNION TV34 PROGRAM*, Releaser shall indemnify Releasees and bear all cost associated with Releasees' defense of any such claim or action, including reasonable attorney's fees and costs.

Furthermore, Releaser hereby grants Releasees the right and permission to copyright and/or use, reuse and/or broadcast and republish, videotape recordings of Releaser, or in which Releaser may be distorted in character of form, in conjunction with Release's own or fictitious name or reproduction thereof, in color or black and white, made through any media by the TOWNSHIP OF UNION at its studio or elsewhere, for any purposes whatsoever, including the use of any printed material in conjunction therewith.

Releaser hereby waives any right to inspect or approve the finished videotape, sound track or advertising copy of printed matter that may be used in conjunction therewith or to the eventual use that it might be applied.

Releaser expressly agrees that the terms of this Release and Agreement are contractual and not a mere recital and that this Release and Agreement is intended to be as broad and inclusive as permitted by the laws of the State of New Jersey, and that if any portion thereof is held to be invalid, the balance shall, notwithstanding, continue in full legal force and effect.

Releaser has carefully read the foregoing Release and Agreement and understands the contents thereof and signs this release as his or her own free act.

I hereby certify that I am the Guardian of \_\_\_\_\_, a minor under the age of twenty-one, and in consideration of \_\_\_\_\_'s participation on a *UNION TV34 PROGRAM*, to be televised on COMCAST CABLE CHANNEL 34 AND FIOS VERIZON 34 IN UNION, NEW JERSEY. I hereby consent to the terms of the foregoing Release and Agreement, with the same force and effect as if executed by me.

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**Signature of Parent/Guardian**

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**Date**