

# First Grade Handbook



Mrs. Moller

2025-2026

**Vision:** Union Park School's goal is to immerse students in an extraordinary education that promotes academic and social-emotional growth while providing opportunities for cultural competency, ensuring that each individual is prepared to make a positive contribution to society and their future.

**Mission:**



**B**lended Learning  
**R**eflective  
**A**chievement  
**V**alued  
**O**pen Minded  
**S**olidarity

Our classroom instruction begins at 8:15am. Students are welcome on campus at 8:00am. Students can purchase breakfast in the cafeteria after 8:00. The exterior gates lock at 8:15 on the minute, so that staff on duty can begin their job functions in a timely manner.

In order to be safe and have our classroom run smoothly we follow the school wide Behavior Expectations.



## Union Park Expectation Matrix

TOROS Expectations	All Settings	Classrooms	Bathroom	Playground	Cafeteria	Transitions	Digital Spaces
<b>Teamwork Matters</b>	-We do not cause problems for ourselves or others -Value the learning of others	-Work positively with others -Listen to and support others	-Clean any spills -Quietly and quickly use the restroom	-Include everyone -Take turns -Share ideas -Collaborate with old and new friends	-Clean up -Raise our hands to ask permission to get up	-Model positive behavior -Be helpful	-Collaborate appropriately on classwork -Provide positive assistance -Credit your sources
<b>Own Our Learning &amp; Actions</b>	-Follow directions from adults -Be prepared and ready to learn in all situations	-Follow the teacher's directions -Demonstrate diligence -Lead by example	-Leave the bathroom clean -Use a pass -Sign in/out of class to use the restroom	-Make friends -Be responsible for our actions -Be a positive role model	-Listen to all adults -Use appropriate language	-Appreciate the bulletin boards and posters -Use appropriate language	-Use technology as intended -Stay on approved sites -Engage in positive interactions
<b>Respect One Another</b>	-Show compassion for others -Respect school grounds -Care for others	-Follow the class mission -Always use kind words	-Respect the privacy of others -Respect the facilities	-Be a problem solver -Use kind words -Play nicely	-Use inside, respectful voices -Model respectful behavior with others -Respect all people	-Respect school property -Respect other's personal space	-NO cyber bullying - when online, treat others kindly -Keep hands off other people's devices
<b>Optimize Opportunities for Growth</b>	-Always do our best -Reflect and find strengths and ways to improve	-Persevere (keep trying) -Participate -Complete work on time -Be courageous	-We do not cause problems for ourselves or others -Wash our hands	-Listen to adults -Listen for the whistle	-Use manners -We only eat our own food	-Demonstrate positive virtues -Walk quietly -Be on time and prepared for class	-Communicate needs to the teacher -Stay on task -Promote honest behaviors
<b>Safety Always</b>	-Clean up trash if we see it -Be aware of others -Notify an adult of an unsafe situation	-Keep hands/feet to ourselves -Keep our area clean -Walk in all areas	-Report damages or messes -Electronic devices are left in classrooms	-Keep hands/feet to selves -Use equipment wisely -Stay in designated areas	-Stay Seated -Keep hands/ feet to selves -Walk in and out of the cafeteria in an orderly fashion	-Walk on campus -Stay on the sidewalks -Walk bikes on campus -Stay to our right	-Secure devices appropriately -Use your device only (not anyone else's) -Do not share passwords

When students choose not to follow the expectations they will receive a thinking lap during recess. They walk one lap around the perimeter of the basketball court before playing on the playground for each time they were

unable to follow an expectation. An example would be that they were talking to another friend during direct instruction. The behavior not being followed on the matrix could be R- for respect or O- for not optimizing their opportunity to grow. They would receive one lap for this as a consequence. They conference with the teacher after the lap is done and the matrix is referred. Thinking laps are tracked by the teacher and can affect students' citizenship grades on their report cards. Students are warned prior to being given a thinking lap.

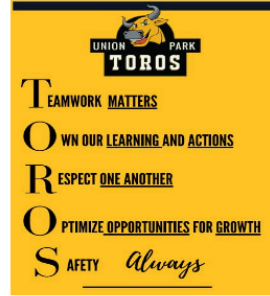
If a student continues the behavior after laps and a conference with the teacher they are given a minor. Three minors in a quarter is an office referral. We hope that once students have a chance to think of the behavior, use the matrix as a tool for their understanding, and conference with the teacher to make a plan for success, they will make better choices.

When students do not meet TORO expectations they are given a Minor. The form will be sent home and filled out by myself and the student. This will require a parent's signature and to be returned to me. I may email as well to inform you that the minor occurred and is coming home. Three Minors in a month is a major. Students will be sent to the office.

Please click to see the [Behavior Contract Form](#)

# TOROS Minor Codes and Communication Form

Student Name: \_\_\_\_\_  
 On \_\_\_\_\_, I was not following the TOROS Virtues circled below.  
 In the future I will \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**T- Team Work Matters**

- a) Hindering the learning of others
- b) Disrupting class procedures
- c) Not following directions

**O - Opportunities for Growth**

- a) Missing Work or Materials(Unprepared)
- b) Not doing his/her best work
- c) Off task/ Using time inappropriately

**R- Respect One Another**

- a) Name Calling/Teasing
- b) Disrupting class/talkative
- c) Not using good manners/friendly words
- d) Disrespect

**O- Own our Learning and Actions**

- a) Bringing non acceptable items to school
- b) Not Participating in class work or activities
- c) Incomplete work
- d) Not doing what you said you would do
- e) Cheating/lying

**S – Safety always**

- a) Not cooperating
- b) Not doing your job as a student
- c) Not making a safe choice towards self or others

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

Students will also state the TORO acronym each day when we line up to remind them of set expectations.

**T**eamwork Matters

**O**wn our Learning and Actions

**R**espect One Another

**O**ptimize Opportunities for Growth

**S**afety Always

All District Rules will be adhered to at Union Park School. Please refer to the DVUSD Student Rights and Responsibilities Handbook. We believe that students must treat others with the same respect with which they are treated by the adults in our school. We also believe that student's actions, dress, possessions, etc., must not cause a problem for themselves or anyone else.

Appropriate academic behaviors are taught and are an expectation of Union Park. Students are to display the following academic behaviors (From *Grading From the Inside Out: Bringing Accuracy to Student Assessment Through a Standards-Based Mindset* ~Tom Schimmer):

- The student has a strong attendance record
- The student arrives to class on time and is prepared to learn
- The student submits work on time
- The student makes up work in a timely manner. The student completes all of the required assignments to the best of their ability
- The student follows through on commitments and shows integrity and reliability
- The student is proactive in resolving conflicts
- The student is an active participant in the activities related to the lesson
- The student perseveres through challenging tasks and views initial failures as an opportunity for growth
- The student is able to plan ahead to coordinate the completion of multiple tasks or projects
- Student easily retrieves information and notes from previous lessons
- The student communicates potential challenges to work completion ahead of the pending deadline
- The student sets regular routines for review and study
- The student balances both curricular and extracurricular responsibilities

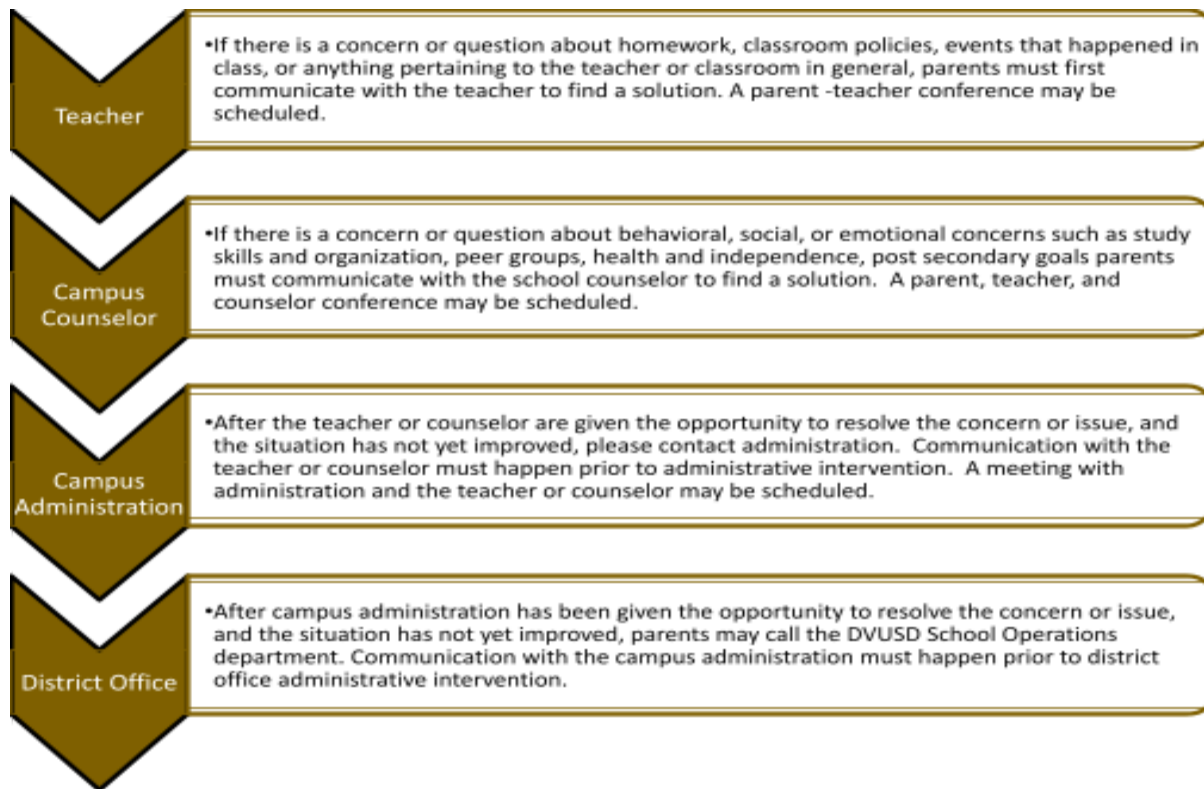
## *In Our Classroom*

*In addition to following the behavior matrix, we will participate in a classroom Economy system. Students will earn fake money following expectations. We will have a class store quarterly for them to spend their money on.*

This tool will help teach financial responsibilities, and organization, as well as adding and subtracting money. Students will learn about life skills such as the value of saving, as well as delayed gratification. They will be able to use the money they earn to purchase items quarterly in a store like fashion. They will get peeks of what is in the store to work hard for. If you would like to donate small items for the store please send them in with your child. (pencils, book marks, erasers, small notebooks, highlighters, markers, and small candies. If I missed something that you would like to add to the store to motivate your child and others, please let me know! I will send an email when I have the stores scheduled at the end of the quarter looking for volunteers (if needed) to help run the store.

We have classroom jobs that rotate weekly. The students and I will develop them together the first week of school. They can earn money for completing their job in class.

My focus in the classroom is planting kindness when interacting with others. Using manners, communicating with kindness, and helping others are ways to earn Economy money in class.



## School-Wide Communication Protocol

If a child's safety or school-wide safety is a concern, please contact the front office or a staff member immediately. Administration works diligently to ensure the safety of all students.

Please schedule specific times to meet with your child's teacher, as he or she needs time to communicate effectively. Teachers often have professional duties directly before and after school hours.

## Field Trips

*We make every attempt to offer field trips free of charge. However, the trip may cost a small amount depending upon transportation costs and entry fees to the venue*

## *Classroom Volunteers*

*Volunteerism in any form is greatly appreciated at Union Park School. Deer Valley Unified School District requires all school volunteers to take the DVUSD Volunteer training course offered throughout the year (if you have taken this in previous years, you are all set). Volunteers must set specific dates and times with the teachers. It is imperative to establish an important role for the volunteer without interrupting the learning environment. Parent volunteerism in the classroom during the school-day varies based on need, teachers, and grade levels.*

*I will reach out on email once I need Parent volunteers. Please check the district website for volunteer training dates.*

