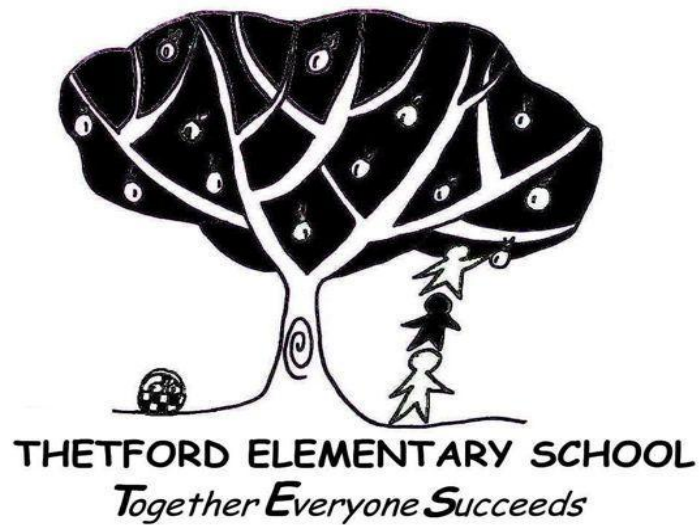


Thetford Elementary School



Handbook for Parents and Students 2020-2021

Thetford Board of School Directors:

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Megan Snider

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Emilie Knisley-----Superintendent ext. 108

Bruce Williams----- Assistant Superintendent ext. 102

Thetford Elementary School

802-785-2426

Chance Lindsley----- Principal ext. 202

Bridget Veracka-----Administrative Assistant ext. 201

Cynthia Odell-----Administrative Assistant ext. 205

Mission

Thetford Elementary School is a collaborative community that cultivates the whole child.

Vision

TES promotes a balanced approach to personal growth through a vibrant educational environment. We emphasize life-long learning, nurture individual pathways, and foster healthy,

contributing global citizens.

We Value

Community. We connect our students to communities both near and far in order to help them to develop into global citizens with strong civic responsibility.

Continuous Improvement. We are committed to ongoing learning through professional learning opportunities and close collaboration.

Positive Environment. We foster a school atmosphere that is physically and emotionally safe where all members are well-known, cared for, and inspired to do their best.

Engagement. We create authentic learning experiences through an interdisciplinary approach towards state and national standards.

Individuality. We meet each student where they are and provide challenges appropriate for growth.

Creativity. We encourage our students and staff to express themselves, innovate, and approach curriculum in novel ways.

Sustainability. We encourage choices that contribute to a healthy body and mind. We strive to make TES a positive contributor to our environment by modeling sustainable practices.

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TES School Day

8:30am – 3:00pm The school day officially begins at 8:30am. This when we expect all children to be in their classrooms ready to learn. Children may be dropped off at 8:00 for supervised play before class starts but there are no adults present before 8:00am.

The school day ends at 3:00pm. Please make sure your child knows their after school plans and that those plans are communicated to school personnel well in advance of dismissal.

Attendance

Students are expected to attend school for all the days and hours in session (177 school days). Please contact the TES front office as soon as possible to report any absences/delays in arrival/early pick-up.

The State of Vermont has a truancy law which makes any unexcused absence a truancy. Parents will be alerted when a child has missed ten school days. The Superintendent will be notified after a student has accumulated fifteen absences and may involve the local truancy officer. Please note that our policy includes not only “days school is in session” but “hours school is in session.” Please make every effort to have your child to school on time, well-prepared, and in attendance for the duration of the school day.

Arrival and Dismissal

Arrival - Student drop off time begins at 8am. There is no adult supervision provided before then. Students dropped off by car should be done so from our school parking lot and nearest to the playground entrance. Please do not use the front circle as it is reserved for bus drop off only and is closed to car traffic. Upon arrival, students should immediately report to the playground area for recess. Children who arrive before 8:30am are expected to be on the playground or, in the event of inclement weather, in the gymnasium for morning recess (unless other arrangements have been made with staff members). They also have the option of going to the cafeteria for breakfast between 8 and 8:30am. Students arriving after

8:30 are considered tardy and need to check-in at the office before heading to classrooms.

Dismissal – Bus students board buses from the front entrances of the school. Pick-up students are dismissed from the gym corridor door (on our playground) and must wait with staff members for a parent/guardian to arrive and connect. Please come promptly to this pick up spot before 3:15pm so that our staff can continue with their after school responsibilities. Students not picked up by 3:15pm will be brought to the office to wait for an arriving adult. In the event of heavy rain, the parent pickup spot will be moved inside the gym corridor. Please respect our dismissal procedures and wait for your child(ren) in the designated area.

Bicyclists/walkers are released from the lobby after the last bus has left the driveway.

Attention: There must be a written note from a parent or guardian explaining any change in a normal pickup routine. (Please see additional expectations in the section on Bus and Transportation Expectations.) Please notify the school of changes as early in the school day as possible. Children are released from school to someone other than the parent only with the written or direct personal consent of parents. **Picture I.D. is needed**

Dress and Hygiene

While there is no formal dress-code at Thetford Elementary School students should be dressed appropriately for their days. This includes clothing that accommodates for seasonal changes and physical activity. Children should wear athletic footwear for Physical Education. In winter, children are expected to wear jackets, hats, boots and mittens. Adults on recess duty can make a judgment call and require extra outerwear at any time. It is best for children to always come to school prepared. We also expect that children will come to school clean and dressed in clean clothes. Staff may ask students to remove any clothing/jewelry that may be offensive or distracting to the learning environment. The school has a supply of clothing and footwear that students may borrow so they can fully participate in program activities.

Academic Program

Thetford Elementary School is a collaborative community that cultivates the whole child. Our vision is to create value for life-long learning, nurture individual pathways, and foster healthy, contributing global citizens. We use a variety of research-based methods and instructional practices to maximize student progress towards state and national standards. However, we realize that many student gains aren't measured by test scores but rather by the impact they have on others and on their environment.

Vermont is one of forty-two states to have adopted the Common Core State Standards (CCSS). This set of K-12 national standards are research-based and designed to provide clarity and consistency across state lines. The CCSS allow flexibility for educational experts to customize and deliver instruction most suitable to their students learning styles. The Common Core State Standards come complete with their own standardized assessment known as the SBAC (Smarter Balanced Assessment Consortium). If you would like more information regarding the Common Core, or to view the standards, please visit www.corestandards.org.

Next Generation Science Standards were adopted by the State of Vermont in June 2013. The NGSS are based on the "Framework K–12 Science Education" that was created by the National Research Council. They have three dimensions that are integrated in instruction at all levels. The first is core ideas, which consists of specific content and subject areas. The second is science and engineering practices. Students

are expected not just to learn content but to understand the methods of scientists and engineers. The third is cross-cutting concepts: key underlying ideas that are common to a number of topics. The NGSS give equal emphasis to engineering design and to scientific inquiry. In addition, they are aligned with the [Common Core State Standards](#) by grade and level of difficulty.

A partial list of instructional techniques used at TES:

- Project-Based Learning
- Responsive Classroom
- Foundations
- Reading and Writing Workshops
- Place-Based Learning
- Outdoor Education
- Sustainability
- Mindfulness

Sensitive and Controversial Curriculum

Thetford Elementary School recognizes that some of the material covered in our curriculum may be sensitive for some individuals or families. Public schools, however, are charged with the responsibility to educate children broadly for a diverse society. Within that responsibility we believe that parents/guardians have a right to inform us of aspects of their value system which may be compromised by such a charge. Furthermore, we believe that parents have a right to ask that their children not participate in particular content if it is in conflict with their values.

We have established the following procedures to help with communications so parents are aware of topics under discussion and can communicate if there is a concern.

1. Teacher Communication: Teachers will make a concerted effort to keep parents/guardians informed of classroom affairs. They will inform parents/guardians of upcoming lessons that might be sensitive. Classroom updates will be published at a minimum of twice a month.

2. Prior Notification: If you can anticipate an area that might cause you or your child significant distress, please send us a letter stating the concern. We will keep your letter in your child's permanent file for subsequent teachers to review.

3. Informational Meetings: In the case of units where we can realistically predict parental concerns, the school will hold informational meetings about the topic and the instructional approach. These meetings provide parents with an opportunity to ask questions and to review materials.

4. Permission to Participate: For material that is considered a potentially controversial addition to the regular curriculum, we will ask parental permission. In these cases, if we do not receive permission, students will not be allowed to participate.

5. Right NOT to Participate: You may ask to have your child withdrawn from a particular lesson or unit. We will usually try to speak with you about our reasons for including the material in the curriculum, but will respect your final decision.

6. Parental Appeal: As with any school concern, parents should follow the "chain of command" listed on page 13.

Specials

Students at Thetford Elementary School participate in the following "specials" classes. This includes direct instruction with specialist teachers a minimum of:

Physical Education – 45 minutes 2x/week

Library/Technology – 45 minutes 1x/week

Art – 45 minutes 1x/week
Music - 45 minutes 1x/week
Spanish - K-2: 20 minutes 1x/week
 3-4: 30 minutes 3x/week
 5/6: 40 minutes 3x/week

Special Education

Thetford Elementary School abides by all laws and regulations pertaining to the education of students with disabilities. Please contact school personnel to learn more about special education programs and requirements. For information that may not be available through school personnel, contact Emilie Knisley, Superintendent or Bruce Williams, Assistant Superintendent at Orange East Supervisory Union headquarters in Bradford, Vermont.

A Nondiscriminatory School: Section 504

It is the policy of Thetford Elementary School not to discriminate in educational programs, activities or employment practices on the basis of race, language, sex or handicapping condition under the provisions of Title VI of the 1972 Educational Amendments; Section 504 of the Rehabilitation Act of 1973; and the Individuals with Disabilities Education Act (IDEA) of 1997. For a complete version of this policy, you may visit the U.S. Department of Education Website at <http://www2.ed.gov/policy/speced/leg/edpicks.jhtml?src=ln>

Extra-Curricular Activities and Special Programs

Each year there are special programs and events at school. These include times during school, after school, and events in the evening. Notice of these events is communicated to through the principal's newsletter, weekly electronic announcements and classroom updates. Community members may use the school facility based on availability. There may be a fee associated dependent on intended use.

Our arts program provides opportunities for creative expression of student learning through performance. In addition, we bring authors and artists to the school, sometimes in residence, for special programs. TES offers an instrumental music program for students in grades 4-6. Lessons in string, woodwind and brass disciplines are provided. Parents/guardians are responsible for instrument rentals. Scholarships are available for families in need. For more information you may contact our Administration of Guidance Department.

Mud Season Madness is a favorite after school activity in the spring. Many workshops are offered by staff and community members.

In addition to school related programs, Thetford Elementary School partners with local organizations to provide a number of community activities for children. Among these are the following offerings:

Winter Ski Program: Which includes alpine skiing and snowboarding at The Dartmouth Skiway and cross-country skiing at TES (pending weather conditions). Parent volunteers run this program so please consider joining. Bus transportation from school to the Skiway is provided. Students are responsible for their own gear. Equipment should be dropped off at school on the morning of the program and should be left outside along the wall by the cafeteria door. Skis and boards are not allowed on morning bus routes.

Thetford Recreation Program: A variety of sports and other activities are offered through the Thetford Recreation Department. The Director, Nathan Maxwell, sends out brochures through the school to notify parents/guardians of opportunities, or you may visit www.thetfordrec.com for more information.

Thetford After School Program: TASP is a fee-for-service after school childcare program for K-6 graders. It is based in the TES cafeteria and operates from 3:00 – 5:30 PM, Monday – Friday. Contact the

school for more information or find the TASP page on thetfordschool.org.

There is a fee associated with many of these programs. If you are interested in a particular program but feel you may need financial assistance, please contact the provider or the school to see if some arrangement can be made.

Playground

The objective of recess time is to allow for exercise and explorative and cooperative play.

Recess has been a favorite time of day for generations of school children. Navigating social interactions is a skill often learned during recess. In order for children to be successful on the playground basic rules of thoughtfulness, fairness and kindness must be followed. Behavior expectations are discussed in classrooms. Staff members on duty are there to monitor safety and to reinforce healthy play.

Students should always be appropriately dressed for the season and weather. Temperature and wind chill are monitored to make certain that children are not sent out in dangerous weather conditions. Please know, however, that if the temperature is above zero, including the wind chill factor, the children are likely to go outside for recess. Please label all outdoor clothing with your child's name.

In the spring and fall, our playground can become quite muddy. The messy places are often among the children's favorite play spaces. There may be times when children are restricted to certain areas due to field conditions and appropriate attire. Our Health Office has a good deal of clothes that children may borrow if necessary.

Please be aware that the welfare of children who arrive early or stay after school to play are the responsibility of parents. School personnel do not monitor before 8am or after 3:15pm. Our playground is a public park used by many visitors. Please remind your children to respect it as a public space.

Food Service

Breakfast - \$2.00

Lunch - \$3.00

Milk/Juice \$0.50

Breakfast and lunch are available at the school on a daily basis. Milk comes with a purchased meal and is available on its own.

Payment for food services can be paid directly to our cafeteria staff, submitted to classroom teachers, or office staff. We accept cash or check. Payment (made out to TES) should be placed in a sealed envelope and labeled with the student's name.

Do you qualify for the free and reduced meal program offered by the federal government? Information will be sent home with students on the first day of school or it may be found on our website. You may apply at any point in the year. If you have questions about the free and reduced plan, or have difficulty making payment, contact the school principal or guidance department.

Field Trips

Thetford Elementary School recognizes the value of learning experiences that cannot be provided on campus. All field trips are designed and approved on the basis of educational value, feasibility, safety, and liability in accordance with our Field Trip Policy. An approved field trip is considered an integral part of the educational program at TES. As such, students are expected to attend. There may be fundraising or a fee attached to a field trip. However, no child will be excluded from any such trip because of the inability to pay.

Parents/Guardians will be notified ahead of time of trips off campus and permission slips will be sent home. Please make certain that permission slips are signed and returned to school in time. If we do not receive a signed note, and are unable to contact you, the teacher will make alternative arrangements for your child while his/her class is away. If you have concerns about a trip, please talk with your child's teacher.

School Closings

TES coordinates weather related school closings with Thetford Academy, the Thetford Road Commissioner, and our bus company. The major concern is always for child safety. If it is deemed unsafe for school buses to operate, school will be closed for the day. If road conditions are expected to improve, Thetford schools may have a delayed opening at 9:30am. An early dismissal may occur in an emergency situation. If you have any concern for your child's safety, please keep him/her home.

Families will be notified of delays or cancellations through our automated communication service by phone and email. We also broadcast school cancellations or delayed starts through the Vermont Broadcasters' centralized system on both the radio and television.

Transportation

Bus Routes: Busing is available for all TES students. A schedule of bus routes will be provided to families at the beginning of the school year.

Changes in Bus Drop Off: If children are to be dropped off at a stop other than their regular stop they must have a signed note with specific instructions from the parent/guardian. Notes need to go directly to the child's classroom teacher and will be passed on to bus drivers.

Bus Violations: Riding the bus is a privilege, not a right. Safe and appropriate behavior is expected of students at all times.

With some flexibility for the age of the child and severity of the offense, a first infraction will usually result in a written communication from the principal, detailing the driver's complaint. A second violation results in a meeting between parent, child and principal. A third violation may result in the child being removed from the bus for a period of time up to the remainder of the school year.

Kindergarten, first, second and third grade students who ride the bus in the afternoon must have an adult in sight or the bus driver will not leave the child.

They do not have to be at the bus stop, just visible and able to wave to the bus driver so the bus driver can see them. If the bus driver does not see an adult, he/she will bring them back to school.

Idle-Free-Zone: TES is working to maintain an "idle-free zone" around the school and we ask for your help in doing so. Please observe this protocol by shutting off car engines when they are parked on school property. "Remember the Rule- No Idling at School. We'll all breathe a little easier! " Thank you for your support of this.

Homework

The purpose of homework is to develop responsibility for task completion and to reinforce classroom instruction through practice. Homework is assigned at the discretion of the teacher and is appropriate to the level of the student. Our teachers will provide clear expectations for homework assignments so that the students can be successful. We suggest that students in the upper grades keep an assignment book or other system to help them with organization. If a student is absent, it is his/her responsibility to check with the teacher(s) to arrange for make-up work.

Teachers coordinate their expectations for shared students so that no student is given an unreasonable amount of work on any given night. Each teacher sends home a statement specifying homework expectations, including frequency of homework assignments and consequences for incomplete or late work. Concerns about homework assignments should be brought directly to the teacher.

Testing

The State of Vermont requires that elementary students in grades 3-6 participate in the state testing program. This includes the Smarter Balanced Assessment Consortium (SBAC) spring assessments for grades 3-6 in reading and mathematics. You can check out the Thetford results of state testing by looking in the annual Thetford School Report or by logging on to the Vermont Department of Education website. www.education.vermont.gov

Parent Conferences and Reports

Parent conferences are scheduled twice per school year in accordance with our trimester schedule (see school calendar). Classroom teachers will contact each family to set up a meeting time. School staff will make every reasonable effort to accommodate your schedule needs. Additional conference times can be scheduled with teachers at the request of families or the school. Parent-teacher conferences are a vital part of your child's success in school. This is a time to learn about curriculum and instruction, review student work, and discuss student successes and challenges.

Student report cards are completed three times throughout the year, coinciding with the end of each trimester (see school calendar). Our reporting system is standards-based, which means that students are graded on their progress towards end-of-year standards. Please contact your child's teacher or school administration for more information on our reporting system.

Class Placement

In making class placements, the staff considers academic and social strengths and attempts to create balanced class groupings of students as outlined in the TES Student Placement Policy. Parents are invited to complete a Parent Input Form to share any information about their child that would be helpful in making placement decisions. However, final placement decisions are at the discretion of school administration.

Student Records

All of your child's records are available for inspection. If you wish to see them, you may arrange for a time when someone can go over them with you and answer any questions you may have. Please know that school records are held in strict confidence and only personnel with a legitimate educational interest has access to them. We **do not** share any of these files with other schools or with outside professionals, such as doctors or therapists, without written consent from parents/guardians.

Student Services

Thetford Elementary school employs a full time school counselor and school psychologist. Our counselor visits TES classrooms weekly to lead social skills instruction. Student Services employees provide consultation on student planning teams and are available for crisis intervention. Individual and small group counseling can be arranged with parental consent. Please call our guidance office if you have concerns about your child's emotional or social welfare. This is also a valuable resource if you would like confidential help with a parenting difficulty.

Health Office

Our Health Office is open five days a week. The school nurse delivers appropriate medical care and screenings for students throughout the school day. Severe problems will be referred to appropriate medical professionals. We consult with parents, when necessary, to determine the severity of a child's condition. If a child is injured, every attempt is made to contact parents immediately. We take appropriate steps to assure the child's health and safety. **At least one *current* emergency contact (person and phone number) must be provided for each child.** In the event that school personnel have decided that a child should not be in school for health reasons, it is the responsibility of the parent to make arrangements for transportation within one hour of notification.

Medication and Medical Information

If a student has a health condition which requires medication to be given during school hours, or requires emergency medication to be on hand, it shall be kept in a locked cabinet in the health office. We cannot dispense any medication unless it is in the original prescription bottle with written instructions from the prescribing doctor and we have written permission from a parent or guardian. These instructions should include the name of the medication, its strength, how often the dose should be administered. Please only send the dose(s) needed at school. Doses for off-school hours should be retained at home. The nurse will keep a medical log. All medical information will be kept in confidence and will be available only to personnel who need to know.

School Safety

To provide a safe environment for children our doors will be locked during the school day (8:30am – 3:00pm). Visitors to the school may gain access using our buzzer system located at the lobby entrance. All visitors must check in at the main office. Visitor passes will be distributed to guests to let our staff know that you have registered at the office.

Fire and Emergency Drills: Each month an emergency drill is held to practice emergency evacuations or lock-down scenarios. The first two will be held with advance warning for the younger children. This safety measure is required by law and is practiced to teach good emergency techniques.

The **BUS DROP OFF AREA WILL BE CLOSED FROM 8:00 – 8:45 AND FROM 2:45 – 3:15.** Remember to drive and park safely and respect “no parking” and handicapped parking spaces. Please be sure that you do not park in the designated "Fire Lanes" (including in the front driveway of the school) where we must be able to bring in emergency vehicles. We work collaboratively with the Thetford Police to ensure that all safety regulations and laws are enforced.

Personal Property

Each student is provided with a desk or cubby in which to store personal belongings. There are no locks. Except on special occasions, valuables should not be brought to school. Electronic games or devices are not allowed at school without permission from the classroom teacher. When something special is brought to school, it may be left with the teacher. Items such as lunch boxes, backpacks, boots, mittens and coats should be clearly marked. Lost and found items are collected and stored in the gymnasium corridor.

Parent Involvement

The Thetford School Board believes that parents should have an opportunity to become involved in the planning, and implementation of their child's learning program. To that end, parents are informed at parent conferences, Open House and at special conferences. Teachers are accessible to parents, at mutually convenient times, to further discuss programs. Parents are also encouraged to observe school programs and to participate whenever their schedules allow. Please make arrangements with the classroom teacher if you would like to observe classroom programs.

Parents are notified in a timely manner when school personnel are thinking of tailoring a special program to a child's individual needs. This can be as specific as participation in the Reading Assistance Program

(RAP), special education, or special enrichment opportunities. It could also mean working in a small group with the librarian or the art teacher or as a "Peer Partner" with a special needs child. Parents are always welcomed to the decision-making team.

What Can I, as a Parent, Do?

General

1. Ask questions. Don't let small problems grow into giant ones. If you have a problem or concern, talk directly to the person(s) involved. Use the chain of command if necessary. The chain of command is: classroom teacher, principal, superintendent, school board.
2. Visit and participate in classroom activities whenever your time permits. The more familiar your child's program becomes the better you and your child's teacher will be able to communicate about strengths and weaknesses.
3. Let us know what we can do to help you.

Specific

1. Find ways to work on schoolwork with your children at home.
2. Visit school for special activities.
3. Volunteer, if you can.
4. Join committees.
5. Participate in the PTO.
6. Attend school board meetings.
7. Run for the School Board
8. Vote
9. Reach out to other families in the community.

Volunteers

We truly appreciate volunteer help. Volunteers, however, are not expected to replace or to do the work of teachers. The intent is to provide enhanced opportunities for children and to utilize the many talents available in the community. Expectations surrounding behavior in a professional community and federal law regarding confidentiality require that we impose certain limitations on volunteering in the school. **Volunteers are expected to read about these expectations and to sign an agreement.** If you are interested in giving some time, please call the school. You may speak directly to a teacher or notify the school secretary of your interest in volunteering at our school. **(Do background checks and fingerprinting need to be completed)**

Visitors

We recognize the value of constructive school visits and want to encourage them. Such visits must be planned in advance to coordinate with the daily schedule. All visitors must report to the school office upon arrival and are invited to address comments and questions to the principal at the conclusion of their visit. Children who are visiting must obtain the permission of both the teacher and the principal before the day of the visit.

School Board Meetings

Regular meetings of the Thetford School Board are held on the second and fourth Tuesdays of each month beginning at 6:30 or 7:00 PM. The second Tuesday's meeting will be held in a rotating location at OESU schools and the fourth Tuesday's meeting will be at TES. Agendas and minutes are posted in the school lobby, in the Town Clerk's office, and at the Thetford Hill Post Office. Parents and community members are encouraged to attend. The first item on the agenda is always public comment.

The function of the school board is to maintain a policy and oversight role. It is through school board policy that the superintendent and principal are provided the necessary direction to operate the school. The school board is responsible for, but not limited to, providing leadership in the following categories:

Establishing policies and procedures
Overseeing the sound administration of schools
Managing and maintaining school property
Maintaining an adequate financial system, including proper accounting and reporting
Employing professionals and staff
Executing contracts and applying for grants

It is important to emphasize that the board provides policy oversight and does not involve itself in the daily operations of the school.

Protocol for Discussing Concerns

Thetford Elementary School staff and administration work hard to promote open communication with families. If a parent has a concern with a student, teacher or teaching issue in a classroom, the protocol below should be followed:

1. Parent should speak with the appropriate classroom teacher. In the case of a social-emotional issue, then the counselor or advisor may be the appropriate contact. If unresolved,
2. Parent should speak with the Principal. If unresolved,
3. Parent should speak with the Superintendent. If the situation is still unresolved, after following all of these steps,
4. Parent may ask for consideration by the Thetford Town School District School Board.

Important Numbers Teachers and Other School Personnel: Thetford Elementary has a voice mail system where messages for personnel can be left. *So that classes are not interrupted, if you wish to speak to a teacher, please leave a voice mail message and she/he will return your call.* For emergencies, or time sensitive messages during the school day, please contact the school secretary. A listing of extensions follows.

The school's phone number is 785-2426.

- **Principal**, Chance Lindsley (802)785-2426 (clindsley@thetfordeschool.org)
- **Superintendent**, Emilie Knisley (802) 222-5216 (eknisley@oesu.org)

Policy

School Policies

The Thetford Elementary School District maintains school policies that are regularly reviewed by the Board at meetings. All policies (including Facilities Use, Student Records, Harassment, Pupil Privacy Rights and Hazing policies, as well as information on FERPA (Family Educational Rights and Privacy Act) can be viewed in the school library and are available electronically our district website, www.oesu.org.

TES Staff: Following is a list of TES staff. They can be reached by voice mail at the extensions indicated. For email, type the person's first initial and last name followed by @thetfordeschool.org
For example: clindsley@[thetfordeschool.org](mailto:clindsley@thetfordeschool.org)

Chance Lindsley	Principal, ext 202
Cynthia Odell	Administrative Assistant, ext 205
Bridget Veracka	Administrative Assistant, ext 201
Sarah Atherton	1/2 multi-age, ext 404
Sara Bailey	Guidance, ext 122
Ginni Balch	Paraeducator, 1/2 Oliver
Kathi Bemis	Paraeducator, K/Rogers
Bren Bennett	4th grade, ext 524
Gigi Boardman	Paraeducator, 1/2
Regina Bradley	Reading, ext 402
Mary Bryant	Paraeducator, 1/2 Hill
Philip Chaput	Phys Ed, ext 609
Ellen Cook	K/1/2 Special Educator, ext 102
Annie Coulter	Paraeducator, 3/4 Mousley
Barbara Coulter	3/4 Special Educator, ext 531
Kim Crow	3/4 SPED paraeducator, ext 533
Cindy Dale	Psychologist, 421
Kate Dalpra	Nurse, ext 241
Kristen Hansen	5/6 Special Educator, ext 232
Kathleen Hatch	Paraeducator, 5/6 McLaughlin
Kate Hill	1/2 multi-age, ext 406
Ashley Jamele	3/4 multi-age, ext 523
Ariana Keenan	K/1/2 Special Educator, ext 537
Nicole Kendall	5/6 multi-age, ext 527
Benjamin LaRoche	5/6 multi-age, ext 528
Kate Magill	Spanish
Colin McLaughlin	5/6 multi-age, ext 525
Ashley Mousley	3/4 multi-age, ext 526
Alexandra Mathis	Art, ext 514
Gail Maxwell	Paraeducator, 3/4 Bennett
Bette Nunez	Kindergarten, ext 101
Sheila Piper	Hot lunch agent, ext 115
Jenney Piper	Hot lunch cook, ext 114
Meghan Oliver	1/2 multi-age, ext 405
Susan Rogers	Kindergarten, ext 103
Mary Shain	Speech/Language, ext 536

Laura Sharpless	Math, ext 402
Linda Sullivan	K/1/2 SPED paraeducator, ext 538
Mary Wunderlich	Library/tech, ext 535
Jennifer Yocom	Music, ext 419
MaryBeth Zack	Paraeducator, K/Nunez
Kevin Anderson	IT (Systems Plus) ext 211
Faith Dressler	OT

The Three Level System

The three level discipline system recognizes that consistent adult responses to low level challenging behaviors (e.g. noncompliance, disruption, etc.) produces a positive school climate in which more serious infractions will be minimized.

Level One Behaviors: Primary
Responsibility – Teacher or
Supervising Adult

Student Behaviors:

- Off task or inattentive to work
- unprepared for class
- minor to moderate disruption
- rough play resulting in possible harm to others
- inappropriate verbal interactions such as name calling, teasing, putdowns
- intimidation (verbal or physical)
- swearing (not directed at a person)
- misuse of, or damage to, property

Teacher Behavior:

- Redirection
- stop the behavior
- planned ignoring
- interact (privacy, eye contact, proximity)
- Reflective/empathetic listening
- supportive guidance back to task
- Segue from supportive behavior to directive behaviors.

Consequence:

- Positive reinforcement for accepting responsibility, task completion or cooperation.
- Failure of lesson
- In class time out
- loss of privileges
- restitution
- possible parent notification
-

Level Two Behaviors: Primary
Responsibility – Teacher and
Guidance Staff

Student Behaviors:

- All Level One Behaviors in which the student remains noncompliant and

Teacher Behavior:

- Referral to out of classroom spaces
- work with school

Consequence:

- Parent notification
- removal from situation
- individual plan

- continues to be disruptive to his/her or others learning or responsibilities:
- threatening physical harm
- sexually suggestive threats
- physical contact with harmful intent
- threatening to use objects as weapons

support teams

- created for chronic negative behaviors (signed by parent)
- loss of privileges
- restitution
- after school detention

Level Three Behaviors: Primary Responsibility – School Administration

Student Behaviors:

- Chronic violation of school or class rules
- serious verbal aggressions including bullying – as defined by school policy
- weapon possession, threat to use, or actual use as defined by school policy
- drug or alcohol possession or use as defined by school policy
- harassment as defined by school policy
- intentional damage to property, resulting in costs for repair or replacement
- serious physical fights
- three or more incidents on level two behaviors

Teacher Behavior:

- Referral to administrator
- Crisis Support Team
- Participation in parent conferences and re-entry meetings
- provide work for in-school suspension
- referral for Functional Behavior Assessment and Behavior Intervention Plan.

Consequence:

- Restitution
- home/school coordination and support
- interagency referral and planning
- short term suspension – in or out of school
- long term suspension
- consideration for placement in alternative programs
- expulsion
- school failure
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revised: 12/7/04

Thetford Elementary School Home & School Compact

[Compacts are voluntary agreements between families and schools.]

Our School envisions the "highest level of success for every student." To accomplish this, parents, teachers, and students need to work together in a spirit of cooperation and collaboration. The following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and in life.

As a Teacher I will: Carry out the following responsibilities to the best of my ability:

- Teach classes through interesting and challenging lessons that promote student **achievement**.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love for learning.

Communicate regularly with families about student **progress**. Get to know my students and encourage families and students to share out-of-classroom interests, issues, or circumstances that may impact and influence student learning and success. Provide a warm, safe, and caring learning environment. Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community. Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families, which help each student achieve the school's high academic standards. Respect the school, students, staff and families.

As a Student, I will: Carry out the following responsibilities to the best of my ability:

Come to school ready to learn and work hard. Bring necessary materials, completed assignments and homework. Know and follow school and class rules. Communicate regularly with my parents and teachers about in-school and out-of school experiences so that they can help me to be successful in school. Limit my screen time and instead study or read every day after school. Respect the school, classmates, staff and families.

As a Parent/Guardian and/or Family Member, I will: Carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-8).

Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition. Get to know my child's teacher(s) and share interests, issues, and circumstances that may impact and influence my child's ability to learn and be successful in school. Regularly monitor my child's progress in school. Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher **conferences**. Communicate the importance of education and learning to my child. Respect the school, staff, students

and families.