

THOMAS JEFFERSON ELEMENTARY

404 E. North St
Bethlehem, PA 18018
610-691-1776



2026-2027 Family Handbook

TABLE OF CONTENTS

Topic	Page #
Mission Statement, Staff Directory	3
The ABCs of Thomas Jefferson Elementary School Act 80 Days, Address and Telephone Number, Appointments, Arrival & Dismissal	4
Attendance, Books/School Supplies, Breakfast Program, Bus Rules and Regulations, Cell Phones, Closing of School, Clothing	5
Curriculum, Daily Schedule	6
Educational Trips/Vacations, Empower, Field Trips, Fire Drills, Framework for Citizenship	7
Health Office	8
Homework, Instrumental Music Program	9
Leader in Me, Lost and Found, Lunch Program	10
Parent-Teacher Organization (PTO), Parent/Teacher Conferences, Parties/Celebrations, Playground/Recess, Prohibited Items	11
Report Cards, Safe Schools Plan, Student Assistance Program (SAP), Title I Programming, Visitors	12

Mission Statement

Our mission as a Thomas Jefferson Family is to provide a safe and empowering environment in which every student can embrace their fullest potential on their way to becoming lifelong learners and leaders in our dynamic world.

Staff Directory

Miss Maison, Allen	Activities Coordinator	mallen@basdschools.org	610-691-1776 ext. 12113
Mrs. Laura Bickley	Second Grade	lbickley@basdschools.org	
Mrs. Michelle Carlstrom	Reading Specialist	mcarlstrom@basdschools.org	
Miss Samantha Cherenson	Kindergarten Teacher	scherenson@basdschools.org	
Ms. Linda Datri-Potenza	Nurse	ldatripotenza@basdschools.org	610-691-1776 ext.12923
Ms. Anna De La Cruz	Secretary	adelacruz@basdschools.org	610-691-1776 ext. 12901
Mrs. Megan Dempsey	Speech	mdempsey@basdschools.org	
Miss Meagan Eripret	Fifth Grade Teacher	meripret@basdschools.org	
Mrs. Angela Emili	Art Teacher	aemili@basdschools.org	
Miss Mariah Estojak	Second Grade Teacher	mestojak@basdschools.org	
Ms. Michele Fenstermacher	Fourth Grade Teacher	mfenstermacher@basdschools.org	
Mrs. Fernanda Ferolie	ESOL Teacher	fferolie@basdschools.org	
Mrs. Gabrielle Franck	First Grade Teacher	gfranck@basdschools.org	
Ms. Chelsea Gross	First Grade Teacher	cgross@basdschools.org	
Mrs. Natalie Heller	Reading Specialist Teacher	nheller@basdschools.org	
Ms. Greer Hockemeier	Guidance	ghockemeier@basdschools.org	610-691-1776 ext.12912
Mrs. Anita Hozza	Fourth Grade Teacher	ahozza@basdschools.org	
Mrs. Michelle Hubbard	Music Teacher	mhubbard@basdschools.org	
Mrs. Ashley Husser	Physical Education Teacher	ahusser@basdschools.org	
Mrs. Alicia Kline	Community School Coordinator	akline@basdschools.org	610-691-1776 ext.12113
Mrs. Brittney Kronick	Kindergarten Teacher	bkronick@basdschools.org	
Mrs. Lindsay Lamon	Learning Support Teacher	llamon@basdschools.org	
Mrs. Angela Liberto	Learning Support Teacher	aleberto@basdschools.org	
Mr. Mark Lesh	Third Grade Teacher	mlesh@basdschools.org	
Miss Ashley Mease	Third Grade Teacher	amease@basdschools.org	
Mr. Ryan Morrow	Instrumental Music Teacher	rmorrow@basdschools.org	
Mrs. Julie Mueller	Digital Literacy	jmmueller@basdschools.org	
Mrs. Stefania Perez	Spanish Teacher	sperez@basdschools.org	
Mrs. Elizabeth Ramsey	Principal	eramsey@basdschools.org	610-691-1776 ext.12901
Mrs. Cassandra Spence	School-Based Therapist	cspence@basdschools.org	610-691-1776 ext.12902
Mrs. Samantha Valentini	Fifth Grade Teacher	svalentini@basdschools.org	
Mrs. Maria Walters	Third Grade Teacher	mwalters@basdschools.org	
Ms. Cecila Weiss	School Psychologist	cweiss@basdschools.org	
Mrs. Anastasia Wrobel	ESOL Teacher	awrobel@basdschools.org	

The ABC's of Thomas Jefferson Elementary School

ACT 80 DAYS

Act 80 Days are shortened school days to allow for teacher in-service programs in the afternoon. Students are dismissed at noon, and lunch is not served. Act 80 Days for the 2025-26 school year are as follows:

Friday, August 28, 2026

Wednesday, October 14, 2026

ADDRESS AND TELEPHONE NUMBER

It is very important for the school to have your correct address and phone number. If you move or change your number, notify the office immediately. Proof of residence is required for all address changes. If you do not have a phone, please provide an emergency contact so that in case of an emergency, the school can talk to someone who can reach you.

APPOINTMENTS (Dentist, Doctor, and others)

Dentist and doctor appointments should be scheduled around school hours whenever possible. If this cannot be arranged, then first thing in the morning or late afternoon appointments are strongly encouraged. In most cases, a child should not miss an entire school day for an appointment. A child who comes to school after a morning appointment with a doctor's note is recorded as having an excused tardy.

If you must remove your child from school during the school day, please send a note to the classroom teacher stating the time you will pick up your child. You must come to the school office to sign out your child. We are not permitted to release any child to walk alone to the dentist, doctor, etc.

ARRIVAL & DISMISSAL

Students enter through the gates in the playground area between 8:45 AM and 8:55 AM and line up in a single file in their designated area until classroom teachers greet them and escort them into the building.

Parents/guardians of students in grades K-1 are asked to wait with their children until the classroom teacher arrives. Students arriving after 8:55 AM will be asked to enter through the main doors and receive a tardy notification. Students will be offered breakfast in their classrooms.

All students will exit on North Street (playground side) either through the Main Entrance or classroom doors. Please be prompt and wait at your child's dismissal door, as we do not have coverage after school beyond 3:40 PM. Students riding the bus or being picked up by a daycare program will be dismissed via Maple Street. Please see specific dismissal times and locations listed below:

3:30– Grade 5 (Main Entrance)

3:35– Kindergarten (Classroom Door), Grade 3 (Classroom Doors), and Grade 4 (Main Entrance)

3:40– Grade 1 (Classroom Doors), and Grade 2 (Main Entrance)

Please encourage your child(ren) to return home promptly after dismissal unless they are under the direct supervision of a parent or other responsible adult. School staff provides supervision only until 3:40 p.m.

All arrival and dismissal traffic should occur facing east on North Street (facing downhill toward Elm St). Briefly stopping to allow students to exit or enter vehicles will be tolerated by the Bethlehem Police Department from 8:45-8:55 AM and 3:30-3:45 PM in the area directly in front of the school on North St. Cars should not be double-parked in front of residences on the street. Triple parking is not allowed. **Those who wish to get out of their vehicles and escort their children must find a legal parking spot.** Parking is not allowed on Maple Street during arrival and drop-off times.

ATTENDANCE - “Strive For Five” days or fewer absent from school in a given year. All school-age children must enroll and attend school on a regular basis. Attendance is required of all students during the days and hours that school is in session, except when excused for a temporary absence when receiving satisfactory evidence of mental, physical, or other urgent conditions that may reasonably cause the student’s absence. Urgent reasons shall be strictly construed and do not permit irregular attendance. Related attendance policies can be found on the [district website](#).

BOOKS/ AND SCHOOL SUPPLIES

Textbooks and library books provided by the school are the responsibility of the student. Students who lose or damage books will be required to pay for them. Restitution for damaged/lost books will be prorated based on the age and condition of the books. Books are not to be taken home without the teacher's permission.

BREAKFAST PROGRAM

All students will be offered free breakfast in their classrooms during the 2026-27 school year.

BUS RULES AND REGULATIONS

Riding the school bus should be a safe and relaxing experience for all. While riding the bus, students should be reasonably quiet and remain seated at all times. If a problem arises, it should be reported to the bus driver.

CELL PHONES

Per the district’s Personal Electronic Device Policy, cell phones must be silenced and not on person (e.g., placed in backpacks, lockers, or designated classroom areas) from the start of the school day until the final dismissal. Students will not be permitted to use their cell phones during instructional periods, breakfast, lunch, recess, or transition times. We understand the need for communication. In case of an emergency or if you need to reach your child, please contact the school office, and we will ensure your message is delivered promptly.

CLOSING OF SCHOOL: EMERGENCY / INCLEMENT WEATHER

The decision to close schools will come from the Office of the Superintendent. If the decision to close schools is made, announcements will be made through local media, our Finalsite Mass Notifications system, and social media outlets. Announcements are also posted on the BASD website.

Parents who would like electronic notification from a local media outlet regarding school closings and early dismissals may visit www.wfmz.com and click on STORM CENTER. Follow the prompts for *Create a Personal List* and choose the method of notification (e.g. email, cell phone, etc.).

CLOTHING

Be sure to dress in the proper clothing for the weather. Coats, hats, gloves, and boots are needed during the winter, especially for outdoor recess. Each child’s clothing should be clearly labeled with his/her name. When students enter the building, hats are to be removed. In general, clothing should be comfortable and appropriate for both weather and classroom temperature conditions. As the weather gets warmer, students are not permitted to wear flip-flops, spaghetti strap tops, bare midriff shirts, or similar clothing.

CURRICULUM

ELA - READING

Students in grades K-5 will utilize Wonders as their reading program. This research-based program's focus is to build a strong foundation of literacy skills in phonics, phonological awareness, phonemic awareness, and oral language through explicit and systematic instruction. Students in grades 3-5 will have instruction of listening comprehension, vocabulary, close reading, grammar, spelling, and writing.

Throughout their elementary experience, students develop the following reading skills: vocabulary development; auditory and visual discrimination; phonemic awareness and phonics skills; vocabulary and spelling; structural analysis skills; comprehension skills, both literal and inferential; response to literature and nonfiction reading; development of fluency; appreciation of literature; reference skills; test-taking skills; and content area reading and research.

MATHEMATICS

The Bethlehem Area School District utilizes Reveal Math, a PA Core Standards-aligned program. Reveal Math provides every student with a strong foundation in mathematics and conceptual skills that go beyond the math classroom. With robust differentiation instruction and opportunities for student agency baked into the instructional design, the program not only teaches math but also empowers every student to build a math mindset and master critical standards, instilling confidence in their mathematical abilities. In conjunction with Reveal, BASD utilizes IXL Diagnostic to monitor student growth and develop a personalized plan to help students master essential math skills at their own pace.

SCIENCE

The BASD Science framework is aligned to the PA K-12 STEELS Standards and is designed to promote: Life Science, Physical Science, Earth and Space Science, Environmental Literacy and Sustainability, and Technology and Engineering. Lesson structures include opening inquiry, direct instruction, guided instruction (investigate together), and independent learning opportunities that include hands-on experiments and collaborative projects.

SOCIAL STUDIES

The BASD Social Studies framework is aligned to the PA Core Academic Standards and the College, Career, and Civic Life (C3) Framework. Students in grades 1 and 2 focus largely on learning and practicing civic principles applied to their home, classroom, and community. In grades 3, 4, and 5, students will engage with local and global themes of civics, history, geography, and economics within the context of their community, state, and nation. All 4th-grade students read *Tales of the Towpath* and engage in a field experience on the Lehigh and Delaware canals, while 5th-grade students engage in the "Steel Stacks" field experience on the Hoover-Mason Trestle and the National Museum of Industrial History.

RELATED ARTS

Your child will have the following once a week: Art, Digital Literacy, Elementary Spanish, Physical Education*, and Vocal Music.

***Children must wear sneakers to participate in Physical Education.** To be excused from participating in PE, a doctor's note stating the reason and proposed length of time of absence is required.

DAILY SCHEDULE

8:55 AM	Arrival/ Doors open and classes begin
11:25 AM – 1:20 PM	Lunch Periods
	Kindergarten 11:35 AM- 12:05 PM
	Grade 1 12:15 PM –12:45 PM
	Grade 2 12:45 AM – 1:15 PM
	Grade 3 12:00 PM – 12:30 PM
	Grade 4 12:30 PM – 1:00 PM
	Grade 5 11:20 AM – 11:50 AM
3:30-3:40 PM	Dismissal

EDUCATIONAL TRIPS / VACATIONS

Students may be excused from school to participate in an educational trip during the school year. Parents need to complete the required form, which can be obtained from the school office. The following procedures will be put into place:

1. The principal and teacher must be informed in advance (10 school days) by the parent/guardian.
2. At the teacher's discretion, schoolwork will be provided either prior to the trip or after the student returns from the trip.
3. **Please be advised that students at the elementary level will be permitted to take four (4) educational trips, up to a cumulative maximum of fifteen (15) school days during their TENURE in elementary school. Educational trips may not exceed five (5) days per year.**

EMPOWER (1:1 Technology Initiative)

All students have their own district-provided computing devices to access learning resources. Computing devices for students in grades K-5 will remain in school during the school year. Devices must be used for school-sanctioned purposes only. For more information, please visit the [district website](#).

FIELD TRIPS

Throughout the school year, classes may go on field trips. These trips are of an educational nature and will be carefully planned to be a learning experience. Permission slips will be sent home for parental/guardian approval and signature at the beginning of the school year. Your signature will cover field trips for the current school year. Teachers will inform parents of upcoming field trips, and may request chaperones for certain trips. Any volunteer chaperones for a school-sponsored trip must have their clearances on file and may not use tobacco products or alcoholic beverages while on the trip. Siblings are not permitted to attend the field trip with chaperones.

FIRE DRILLS

Fire drills are held monthly. Teachers will provide students with directions on where to go if they hear the fire alarm. Students must walk silently when exiting the building and must follow teachers' directions at all times.

FRAMEWORK FOR CITIZENSHIP

Building a safe, caring, and respectful learning community is based upon four components- Universal Values, Excellence, Global Understanding, and Community Service. Together these four guiding principles promote the education of the whole child using an integrated approach. Our goal is to teach children that they must demonstrate certain behaviors and success skills on a regular and ongoing basis and that traditional values need to be learned and become an integrated part of their daily lives.

It is always our hope that students who attend Thomas Jefferson Elementary School will be willing to learn and to be respectful of others. We realize that at times incidents occur, and as they arise, we attempt to turn the infraction into a learning experience. Students are expected to follow the school rules and those outlined in the *Framework for Citizenship*. We have a school-wide behavior program called "The Way To Bee at TJ." The program includes a description of expected student behaviors in all areas of the school. Most infractions are handled by the teacher. Certain infractions or repeated behaviors will be referred to the principal, and consequences may be administered.

There are occasions when serious infractions of school policy occur and suspensions are immediate. These infractions are well defined within the *Framework for Citizenship*. We hope the need for suspension never arises, but such actions are necessary to ensure a proper educational environment and to protect the health and safety of all students. Please thoroughly read the [BASD Framework for Citizenship](#) and discuss expectations with your child. Your support is critical in developing good character traits for each child.

Way to "Bee" at Thomas Jefferson

<u>BE THERE BE READY</u> • Follow directions • Enter & exit room quietly • Have materials ready • Be alert & be ready • Participate in class	<u>BE RESPONSIBLE</u> • Complete assigned work • Ask questions when needed • Keep area & materials organized • Ignore inappropriate behaviors • Use words to resolve conflict • Take time if upset • Accept consequences
<u>BE RESPECTFUL</u> • Encourage peers • Speak politely & calmly to others • Listen & look when others speak • Raise hand to speak • Be patient • Be understanding of others' differences	<u>BE SAFE</u> • Keep hands, feet, & objects to self • Walk • Stay in area • Keep personal space • Use/handle materials appropriately

HEALTH OFFICE

Our school nurse is on call to help children who become sick or hurt during school hours. Children should obtain permission from their teacher prior to going to the nurse. If an incident is serious, parents will be informed via a phone call.

Having a sick child can be a major concern for everyone who has contact with the child. The following are some guidelines for you to follow to help you decide if your child should come to school or stay home "one more day":

- If your child has a fever over 100 degrees F, your child should stay home.
- If your child has a fever over 100 degrees F the evening before, your child should stay home. A child may not have a fever in the morning, but by noon, the fever will often come back. The best rule to follow is that the child should be without a fever for 24 hours before returning to school.
- If your child is vomiting the evening before, overnight, or in the morning, the child should stay home from school. Have your child eat something before coming to school to ensure that the food will stay down. If the child has kept food down for 12 hours, chances are the virus is out of his/her system.
- If your child has a very runny nose from a cold, your child should stay home.

These guidelines are meant for the protection of not only your child but also the other children in the school. A sick child in school can infect other children, but also the child's resistance to other germs is weakened, and may end up with another "bug." If you have any questions, please call the school nurse.

MANDATED SCHOOL HEALTH EXAMS: Every student is required to have a physical exam on file in the nurse's office. Mandated exams are done upon entry into school (usually kindergarten or grade 1) and grades 6 and 11. All students entering from out-of-state must have a physical exam.

Every student is required to have a dental exam on file in the nurse's office. Mandated exams are done upon entry into school (usually kindergarten or grade 1) and grades 3 and 7.

In addition to first aid and emergency care, medication administration (to selected students), and the above exams, each student will be seen in the health room once a year for health screenings.

The following is a breakdown of what screenings are done by each grade level:

Kindergarten and First: height, weight, vision, and hearing

Second: height, weight, vision (near and distance), and hearing

Third: height, weight, vision, and hearing

Fourth: height, weight, vision, and color vision

Fifth: height, weight, and vision

If your child has a problem with either vision or hearing screening, you will be contacted either by phone or by written notice. Feel free to contact the health room if you have questions about the physical, dental exams, or health screenings.

MEDICINE: It is very important that you do not send medications to school for your child. If your child has recovered from an illness, but is still on medication to be given four times a day, it may be possible for them to take the proper dosage spaced before school, after school, at evening meal time, and at bedtime. Discuss this possibility with your physician.

If your child has a chronic medical problem and must take medication during school hours in order to keep their medical condition under control, please speak to the school nurse. The nurse will explain to you the District's Medication Policy and give you the proper forms to complete so that your child may receive the required medication in school. The school is not able to handle medication until these forms have been completed. Please make arrangements for a family member to dispense medication in the event that we do not have proper forms on file. The school nurse is available to try to answer any specific questions you have on the subject and welcomes your interest.

LICE: Although none of us wants to even think about head lice, any one of us may at one time or another be faced with treating the condition. No one is immune to lice, no matter how clean.

If you suspect a lice infestation (extremely itchy scalp, visible lice or eggs, especially around the ears and nape of the neck), see a doctor or school nurse and follow their instructions. If the presence of lice is confirmed, all family members must be checked daily for two weeks. If the lice is confirmed by a doctor, please call the school nurse to alert her to the problem.

HOMEWORK

Homework permits the extension of classroom work. Homework is designed to reinforce skills and to enrich the students' understanding of the ideas being studied in the classroom. Homework is meant to be a constructive tool in the teaching-learning process. All students need to learn how to study, and homework helps the student develop independent work/study habits.

Each child is expected to spend a reasonable amount of time doing assigned homework. It is difficult to set maximum time limits since the capabilities and work habits of individual children differ greatly. Generally speaking, a child in grades K, 1, and 2 should spend a **maximum** of thirty (30) minutes daily. In grades 3, 4, and 5 should spend a **maximum** of one hour daily.

Parents can help to make homework a valuable experience for their children by:

- Expressing a positive interest in and support for the work and projects the child brings home.
- Providing a quiet, well-lighted study environment in the home with minimal distractions.
- Having the child select a set time to do his/her homework each day.
- Informing the school about any difficulties your child may experience.

INSTRUMENTAL MUSIC PROGRAM

Instrumental music is offered to students in grades 4 and 5. The instrumental lessons are determined by our instrumental music teacher and are scheduled in conjunction with the classroom teacher. The lesson schedule is constructed in sequential half-hour periods each week so that students who participate do not miss the same subject each week. Students must comply with all expectations established by the teacher to remain in the instrumental music program.

LEADER IN ME

Thomas Jefferson is a Leader In Me School. Our students are taught the seven habits of highly effective people within the Leader In Me program. They will be given the opportunity to learn and grow through leadership roles as the school year progresses.

7 Habits of Leader In Me

1. **Be Proactive** - You are in charge. I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.
2. **Begin With The End In Mind** - Have a plan. I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.
3. **Put First Things First** - Work first, then play. I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.
4. **Think Win-Win** - Everyone can win. I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for Third Alternatives.
5. **Seek First To Understand, Then To Be Understood** - Listen before you talk. I listen from the viewpoint of others. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.
6. **Synergize** - Together is better. I value other people's strengths and learn from them. I get along well with others, even people who are different from me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others, we can create better solutions than anyone of us can alone. I am humble.
7. **Sharpen The Saw** - Balance feels best. I take care of my body by eating right, exercising, and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.

LOST AND FOUND

A bin is kept in the foyer for lost items. Students who have lost an item should check the bin to claim their items. Valuable items such as jewelry, money, etc., are turned over to the office. The school cannot be responsible for articles that are lost or stolen. It is recommended that the child's name be put on their belongings.

LUNCH PROGRAM

Lunchtime should be a time to relax and to enjoy the half-hour break from the classroom routine. Students are expected to show the "Way to Bee" in the cafeteria and lunch line. Children remain in the cafeteria a **minimum** of 15 minutes, but they may eat for the full 30-minute lunchtime if they so choose.

FREE/REDUCED BREAKFAST/LUNCH: Free breakfast/lunch or reduced-price breakfast/lunch are available to eligible students where an application has been filled out by the parent/guardian. **Each year, a new application must be completed even if the child received free or reduced meals during the previous year.** Please be sure to fill out the forms completely so that there will be no delay in processing the application.

PARENT-TEACHER ORGANIZATION (PTO)

We rely heavily on the PTO for many reasons; therefore, many volunteers are necessary. Please consider supporting our PTO by joining us at our first meeting in September, and subsequent monthly meetings at 4 PM in the library. More information will be covered at our Open House. Every parent matters to us - please join us!

PTO Meeting Dates 2026-2027 School Year

Tuesday, September 15, 2026
Tuesday, October 13, 2026
Tuesday, November 17, 2026
Tuesday, January 19, 2027
Tuesday, February 16, 2027
Tuesday, March 16, 2027
Tuesday, April 20, 2027
Tuesday, May 25, 2027

PARENT/TEACHER CONFERENCES

Conferences are held twice a year, in November and April. You are encouraged to have a conference with the teacher at that time. However, if you have questions concerning your child's social or academic performance at any other time during the school year, we ask that you please make an appointment with your child's teacher.

On conference days, children are dismissed at noon, and lunch will NOT be served.

Conference dates for the 2026-27 school year:

Monday, November 23, 2026 (evening)
Tuesday, November 24, 2027 (afternoon)

Thursday, April 22, 2027 (evening)
Friday, April 23, 2027 (afternoon)

PARTIES/CELEBRATIONS

In order to align with District, State, National and Allergy Wellness Guidelines, all Bethlehem Area School District elementary schools are being directed to follow the practices outlined below for the 2026 – 2027 school year:

BIRTHDAYS – No food treats (i.e. cupcakes, brownies, donuts, etc). No goodie bags should be offered to students. *Alternative suggestions:* Send in a book, game, or other useful item for the classroom or library.

SEASONAL CELEBRATIONS – No food or drink, especially soda, items containing sugar or unhealthy ingredients should be offered. *Alternative suggestions:* Healthy snacks and drinks can be provided for class parties.

PLAYGROUND/RECESS

In an effort to help our students focus for their school day, **children are not permitted to play on the playground equipment prior to the start of their school day.** It is everyone's responsibility to act in such a way that the time spent on the playground is safe and enjoyable. All students are expected to show the "Way to Bee on the Playground" at all times. **Sneakers or other appropriate closed-toed shoes must be worn in order to use the playground equipment.** Travel to and from the play area should be done orderly and quietly. Any problems during recess should be reported immediately to the teacher or teacher assistants.

PROHIBITED ITEMS

To help maintain a safe and orderly learning environment, students may not bring toys, shoes with wheels, scooters, skateboards, or similar items to school unless prior permission has been granted by a teacher.

Students who bring a cell phone to school must keep it turned off and stored in their backpack throughout the school day. The school is not responsible for prohibited items that are lost, stolen, or damaged.

Dogs and other animals are not permitted on school grounds. Smoking, vaping, and the use of tobacco or nicotine products are prohibited on school property and during all school-sponsored activities and trips. The possession of any weapon, replica of a weapon, or look-alike object is strictly prohibited.

REPORT CARDS

The purpose of report cards is to report your child's progress towards grade-level standards. Report cards will be posted on ParentVUE as follows for the school year:

Marking Period 1 – November 12, 2026

Marking Period 2 – February 5, 2027

Marking Period 3 – April 16, 2027

Marking Period 4 - June 15, 2027

SAFE SCHOOLS PLAN

The Bethlehem Area School District has developed a *Plan for Safe Schools*. As a part of this plan, we will be practicing various alert drills (Weather, Evacuate, Escape) just as we practice fire drills. Though alert drills will not occur monthly, it is imperative that we practice such drills a few times each year to keep the procedures fresh in our minds.

STUDENT ASSISTANCE PROGRAM (SAP)

SAP is a building-based team that meets to set and review goals to help students achieve grade-level academic standards and/or maintain appropriate behaviors. The team may include the principal, parents, classroom teacher, guidance counselor, school psychologist, and other relevant school personnel. The goal of the SAP process is to consider any barriers to learning, intervene, and establish support to minimize those barriers to student success. There is a district procedure that is followed for the SAP process. More specific information can be obtained from the School Counselor.

TITLE I PROGRAMMING

Title I is a federally funded program designed as a supplemental program to ensure that all children have equitable access to quality educational opportunities. The financial assistance provided through Title I enables school districts to better meet the academic needs of children in schools with high poverty levels. Through Title I programs, students receive supplemental instruction in reading, language arts, and mathematics with the goal of reaching proficiency in academic achievement standards and state assessments. Please review the School-Parent-Student Compact (English p. 12, Spanish p. 15), Parent and Family Engagement Plan (English pp 13-14, Spanish pp 16-17), and Parent Right to Know Information (p. 18) to learn more.

VISITORS

Families are always welcome in our school, but every visitor must present the office with valid identification and wear a visitor's badge at all times. Only those with clearances on file with the office will be able to participate in field trips and other classroom or program volunteer opportunities.

2026-27 SCHOOL – PARENT/FAMILY – STUDENT COMPACT

Our School-Parent-Student Compact was jointly developed with parents and family members. It outlines how parents, the entire school faculty/staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards (ESSA, Section 1116(d)).

School

The school understands the importance of the school experience to every student and its role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of its ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards (required)
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement
 - frequent reports to parents on their children's progress;
 - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (ESSA, Section 1116(d)(1-2))
- Treat each child with dignity and respect
- Strive to address the individual needs of the student
- Acknowledge that parents are vital to the success of the child and the school
- Provide a safe, positive, and healthy learning environment
- Assure every student access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both students and parents

Parent

The parent understands that participation in their student's education will help their achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of their ability:

- Volunteering in the school
- Supporting their child's learning
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Create a home atmosphere that supports learning
- Send the student to school on time, well-fed, and well-rested on a regular basis
- Attend school functions and conferences
- Encourage their child to show respect for all members of the school community and school property
- Review all school communications and respond promptly

Student

The student realizes education is important. Therefore, they agree to carry out the following responsibilities to the best of their ability:

- Follow the Way To Bee
- Be There and Be Ready - Develop a positive attitude toward school; do daily work that reflects the student's best effort
- Be responsible- completing homework and classwork on time
- Be Respectful- Encourage peers, be patient, be kind
- Be Safe- Walk, stay in area, keep hands, feet, and objects to self

2026-2027 Parent and Family Engagement Plan

The Title I Parent and Family Engagement section of the Every Student Succeeds Act (ESSA), Section 1116(b) requires each Title I school to develop a written parent and family engagement policy that describes the means for carrying out the requirements of Section 1116. The school must ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of Title I children in a format and in a language the parents can understand.

The policy must be:

- ☐ developed jointly with and agreed upon by parents and family members of Title I children;
- ☐ written in an understandable format and provided in a language parents can understand;
- ☐ distributed to all parents and family members;
- ☐ made available to the local community; and
- ☐ updated annually to meet the changing needs of parents, family members, and the school.

Parents and family members will be involved in the planning, review and improvement of the school's Parent and Family Engagement Policy. This policy will be reviewed at the beginning of each school year at a PTA/PTO/Parent Committee meeting. (ESSA, Section 1116(b)(1))

The principal will hold the Annual Title I Meeting as a part of the school's Open House event at the beginning of the school year. All parents and family members are invited and encouraged to attend. At this meeting, parents and family members will be informed of the school's participation in Title I, the requirements will be explained, and involvement will be encouraged. (ESSA, Section 1116(c)(1))

The school will offer a flexible number of meetings, in the morning and/or the evening. (ESSA, Section 1116(c)(2))

The principal will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school's parent and family engagement program. (ESSA, Section 1116(c)(3))

At the annual Open House event at the beginning of the school year, the principal will provide parents and family members of participating children with timely information about the Title I program. In addition, parents and family members are always welcome to ask the principal and teachers questions. (ESSA, Section 1116(c)(4)(A)).

At the annual Open House event at the beginning of the school year, the principal will provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards. (ESSA, Section 1116(c)(4)(B))

The principal will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (ESSA, Section 1116(c)(4)(C))

The principal will involve parents and family members in the joint development of the Schoolwide Program Plan. This will occur at the beginning of the school year at a PTA/PTO/Parent Committee meeting. (ESSA, Section 1116(5))

A school-parent compact will be jointly developed with parents and family members, and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards. The compact shall –

- describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their

children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time (ESSA, Section (d)(1)); and

- address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - o parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - o frequent reports to parents on their children's progress;
 - o reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - o ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand (ESSA, Section 1116(d)(2)(A-D))

At the annual Open House event at the beginning of the school year, the principal will provide assistance to parents and family members in understanding the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with teachers to improve the achievement of their children. In addition, teachers/principal will be able to address additional questions as the school year progresses. (ESSA, Section 1116(6)(e)(1))

The school will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, including education about the harms of copyright piracy, as appropriate, to foster parent involvement. (ESSA, Section 1116(6)(e)(1))

At a faculty meeting at the beginning of the school year, the principal will educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. (ESSA, Section 1116(6)(e)(3))

The school will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children. (ESSA, Section 1116(6)(e)(4))

The school will utilize translation services provided by the Bethlehem Area School District's English Learner Services (ELS) office to ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand. (ESSA, Section 1116(6)(e)(5))

The school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children). (ESSA, Section 1116(7)(f))

2026-2027 PACTO de la ESCUELA - PADRE - ESTUDIANTE

Nuestro Pacto de Thomas Jefferson-Padre-Estudiante fue desarrollado conjuntamente con padres y miembros de la familia. Este describe cómo los padres, la facultad/el personal y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales Thomas Jefferson y los padres construirán y desarrollarán asociaciones para ayudar a los niños a alcanzar los altos estándares estatales (ESSA, Sección 1116 (d)).

La Escuela

Thomas Jefferson entiende la importancia de la experiencia escolar para cada estudiante y su papel como educadores y modelos. Por lo tanto, la escuela acepta llevar a cabo las siguientes responsabilidades de la mejor manera posible:

- Proveer un currículo e instrucción de alta calidad en un ambiente de aprendizaje de apoyo y efectivo que permita que los niños atendidos bajo esta parte cumplan con los estándares académicos desafiantes del Estado (requeridos)
- Dirigir la importancia de la comunicación entre los maestros y los padres de manera continua como mínimo y por medio de:
 - o conferencias de padres y maestros en escuelas elementales, por lo menos una vez al año, durante las cuales el pacto será discutido ya que el pacto se relaciona con el logro individual del niño/a
 - o informes frecuentes a los padres sobre el progreso de sus hijos;
 - o acceso razonable al personal, oportunidad para ser voluntario y participar en la clase de su hijo/a, y observar las actividades del salón de clase; y
 - o asegurar una comunicación regular y bidireccional entre los miembros de la familia y el personal de Thomas Jefferson y, por un medio posible, en un idioma que los miembros de la familia puedan entender. (requerido) (ESSA, Sección 1116 (d) (1-2))
- Tratar a cada niño con dignidad y respeto
- Luchar por atender las necesidades individuales del estudiante
- Reconocer que los padres son vitales para el éxito del niño y la escuela
- Proveer un ambiente de aprendizaje seguro, positivo y saludable
- Asegurar que cada estudiante tenga acceso a experiencias de aprendizaje de calidad
- Asegurar que el personal de Thomas Jefferson comunique expectativas claras de rendimiento tanto a los estudiantes como a los padres

Padre

El padre entiende que la participación en la educación de su estudiante ayudará a su logro y actitud. Por lo tanto, el padre continuará llevando a cabo las siguientes responsabilidades a lo mejor de su capacidad:

- Ser voluntario en el salón de su hijo
- Apoyar el aprendizaje de su hijo (requerido)
- Participar, según corresponda, en las decisiones relativas a la educación de su hijo/a y el uso positivo del tiempo extracurricular (requerido)
- Crear un ambiente hogareño que apoye el aprendizaje
- Enviar al estudiante a la escuela a tiempo, bien alimentado y bien descansado sobre una base regular
- Asistir a las funciones y conferencias de la escuela
- Animar a sus hijo/as a mostrar respeto por todos los miembros de la comunidad escolar y la propiedad de Thomas Jefferson
- Revisar todas las comunicaciones de Thomas Jefferson y responder prontamente

Estudiante

El estudiante reconoce que la educación es importante. Por lo tanto, él/ella está de acuerdo de llevar a cabo las siguientes responsabilidades a lo mejor de su capacidad:

- Llegar a la escuela a tiempo todos los días
- Desarrollar una actitud positiva hacia la escuela
- Ser responsable de completar la tarea a tiempo
- Ser cooperativo, llevando a cabo las instrucciones del maestro y solicitar ayuda cuando sea necesario
- Hacer su trabajo diario que reflejar el mejor esfuerzo del estudiante
- Ser respetuoso con todos los miembros de la escuela y con la propiedad de la escuela

2026-2026 Plan de Participación de Padres y Familias

La Sección 1116 (b) de la Ley de Sucesos de Todos los Estudiantes (ESSA, por sus siglas en inglés) exige que cada escuela de Título I desarrolle una póliza escrita de padres y familiares que describa los medios para cumplir con los requisitos de la Sección 1116. La Escuela de Thomas Jefferson tiene que asegurarse de que la información relacionada con los programas de la escuela y los padres, las reuniones y otras actividades sean enviadas a los padres de los niños del Título I en un formato y en un idioma que los padres puedan entender.

La póliza tiene que ser:

- ☐ desarrollada conjuntamente con los padres y los miembros de la familia de los niños del Título I y de acuerdo con ellos;
- ☐ escrita en un formato comprensible y proporcionado en un lenguaje que los padres puedan entender;
- ☐ distribuida a todos los padres y familiares;
- ☐ puesta a la disposición de la comunidad local; y
- ☐ renovada anualmente para satisfacer las necesidades cambiantes de los padres, miembros de la familia, y la escuela.

Los padres y miembros de la familia estarán involucrados en la planificación, revisión y mejora de la Póliza de Participación de Padres y Familias de Thomas Jefferson. Esta póliza será revisada al principio de cada año escolar en una reunión del PTA / PTO / Comité de Padres. (ESSA, Sección 1116 (b) (1))

La directora realizará la Reunión Anual de Título I como parte del evento de la Casa Abierta de Thomas Jefferson al comienzo del año escolar. Todos los padres y miembros de la familia están invitados y alentados a asistir. En esta reunión, los padres y miembros de la familia serán informados sobre la participación de la escuela en el Título I, se explicará el requisito, y se fomentará la participación. (ESSA, Sección 1116 (c) (1))

La directora ofrecerá un número flexible de reuniones, por la mañana y / o por la noche. (ESSA, Sección 1116 (c) (2))

La directora involucrará a los padres, de manera organizada, continua y oportuna en la planificación, revisión y mejora del programa Título I, para mejorar la participación de los padres en las áreas mencionadas. (ESSA, Sección 1116 (c) (3))

En el evento anual de la Casa Abierta al comienzo del año escolar, la directora proveerá a los padres y familiares de los niños participantes información oportuna sobre el programa Título I. Además, los padres y los miembros de la familia son siempre bienvenidos a hacer preguntas del director y de los maestros. (ESSA, Sección 1116 (c) (4) (A)).

En el evento anual de la Casa Abierta al comienzo del año escolar, la directora proveerá a los padres y familiares de los niños participantes una descripción y explicación del currículo en uso en Thomas Jefferson las formas de evaluación académica usadas para medir el progreso de los estudiantes, y los niveles de logro de las estándares académicas exigentes del Estado. (ESSA, Sección 1116 (c) 4) (B))

La directora proporcionará, si así lo solicitan los padres, oportunidades de reuniones periódicas para formular sugerencias y participar, según proceda, en las decisiones relacionadas con la educación de sus hijos, y responder a esas sugerencias tan pronto como sea posible. (ESSA, Sección 1116 (c) (4) (C))

La directora involucrará a los padres y miembros de la familia en el desarrollo conjunto del Plan del Programa Escolar. Esto ocurrirá al comienzo del año escolar en una reunión del PTA / PTO / Comité de Padres. (ESSA, Sección 1116 (5))

Un pacto entre la escuela y los padres se desarrollará conjuntamente con los padres y miembros de la familia. El pacto describe cómo los padres, todo el personal de Thomas Jefferson y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico del estudiante y los medios por los cuales Thomas Jefferson y los padres construirán y desarrollarán asociaciones para ayudar a los niños a alcanzar los altos estándares del Estado. El compacto va a –

- describir la responsabilidad de Thomas Jefferson para proveer un currículo e instrucción de alta calidad en un ambiente de aprendizaje de apoyo y efectivo que permita que los niños atendidos bajo esta cumplan con los estándares académicos exigentes estatales y las maneras en que cada padre será responsable en apoyar

el aprendizaje de sus hijos; ofrecerse como voluntario en el salón de su hijo; y participar, según proceda, en las decisiones relacionadas con la educación de sus hijos y el uso positivo del tiempo extracurricular (ESSA, Sección d) (1)); y

- dirigir la importancia de la comunicación entre los maestros y los padres de manera continua a través de:
 - o conferencias de padres y maestros en escuelas elementales, por lo menos anualmente, durante el cual el pacto debe ser discutido como el pacto se relaciona a los logros de cada niño;
 - o informes frecuentes a los padres sobre el progreso de sus hijos;
 - o acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de su hijo, y observación de las actividades del salón; y
 - o asegurar una comunicación regular y bidireccional entre los miembros de la familia y el personal de Thomas Jefferson y, en la medida práctica, en un idioma que los miembros de la familia puedan comprender (ESSA, Sección 1116 (d) (2) (A-D))

En el evento anual de la Casa Abierta al comienzo del año escolar, la directora proveerá asistencia a los padres y miembros de la familia para entender las normas académicas desafiantes estatales, evaluaciones académicas estatales y locales y cómo monitorear el progreso del niño y trabajar con los maestros para mejorar el rendimiento de sus hijos. Además, los maestros/directores podrán dirigir preguntas adicionales a medida que avanza el año escolar. (ESSA, Sección 1116 (6) (e) (1))

La escuela proporcionará materiales y entrenamiento para ayudar a los padres a trabajar con sus hijos para mejorar sus logros, como el alfabetismo y el uso de la tecnología, incluyendo la educación sobre los daños de la piratería de derechos de autor, según sea apropiado para fomentar la participación de los padres. (ESSA, Sección 1116 (6) (e) (1))

En una reunión de la facultad al principio del año escolar, la directora educará a los maestros, el personal de apoyo instructivo especializado y otro personal, con la ayuda de los padres, en el valor y la utilidad de las contribuciones de los padres y miembros de la familia y en cómo comunicarse con, y trabajar con los padres y miembros de la familia como socios iguales, implementar y coordinar programas de padres y establecer lazos entre padres y miembros de la familia y Thomas Jefferson. (ESSA, Sección 1116 (6) (e) (3))

Thomas Jefferson, en la medida de lo posible y apropiado, coordinará e integrará programas y actividades de participación de padres y familias con otros programas federales, estatales y locales, incluyendo programas públicos preescolares y otras actividades que estimulen y apoyen a los padres y familiares a participar plenamente en la educación de sus hijos. (ESSA, Sección 1116 (6) (e) (4))

Thomas Jefferson utilizará los servicios de traducción proporcionados por la oficina de servicios para estudiantes de inglés del Distrito Escolar del Área de Bethlehem (ELS) para asegurar que la información relacionada con los programas de la escuela y los padres, reuniones y otras actividades sean enviadas a los padres y miembros de la familia de los niños participantes en un formato y en la medida práctica, en un idioma que los padres y familiares puedan entender. (ESSA, Sección 1116 (6) (e) (5))

Thomas Jefferson, en la medida práctica, proporcionará oportunidades para la participación informada a los padres y miembros de la familia (incluyendo padres y miembros de la familia que tienen competencia limitada en inglés, padres y familiares con discapacidades y padres y familiares de niños migratorios). (ESSA, Sección 1116 (7) (f))

Parent Right to Know Information as Required by The Elementary and Secondary Education Assistance (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)]

Thomas Jefferson receives federal Title I funds to assist students in meeting state achievement standards. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

We are very proud of our teachers and paraprofessionals and feel they are prepared to provide your child with a high-quality education. All Title I schools must meet federal regulations related to teacher qualifications. These regulations allow you to learn more about your child's teachers' training and credentials. You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications, also.

Our administrators and teachers are committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions, please contact the Office of Equity Initiatives at 610-861-0500 or email Nbouhana@basdschools.org.

Derecho de los Padres a la Información según lo Requerido por la Ley de Asistencia Educativa Primaria y Secundaria (ESEA) [Sección 1112(e)(1)(A)] y la Ley de Éxito de Todos los Estudiantes (ESSA) [Sección 1112(e)(1)(A)]

Thomas Jefferson recibe fondos federales del Título I para ayudar a los estudiantes a cumplir con los estándares de rendimiento estatales. Esta carta le informa sobre su derecho a solicitar información acerca de las cualificaciones del personal de aula que trabaja con su hijo(a).

Estamos muy orgullosos de nuestros maestros y paraprofesionales y sentimos que están preparados para brindarle a su hijo(a) una educación de alta calidad. Todas las escuelas del Título I deben cumplir con las regulaciones federales relacionadas con las cualificaciones de los maestros. Estas regulaciones le permiten conocer más acerca de la formación y credenciales de los maestros de su hijo(a). También puede preguntar si su hijo(a) recibe ayuda de un paraprofesional. Si su hijo(a) recibe esta asistencia, también podemos proporcionarle información sobre las cualificaciones del paraprofesional.

Nuestros administradores y maestros están comprometidos a ayudar a su hijo(a) a desarrollar el conocimiento académico y el pensamiento crítico que necesita para tener éxito en la escuela y más allá. Ese compromiso incluye asegurarse de que todos nuestros maestros y paraprofesionales cumplan con los requisitos aplicables del estado de Pensilvania.

Si tiene alguna pregunta, comuníquese con la Oficina de Iniciativas de Equidad al 610-861-0500 o envíe un correo electrónico a Nbouhana@basdschools.org.