

Milton Middle School Informational Packet

***For Families with students in Grades 6th-8th
School Year 2018-2019***

Be kind & respectful

Be safe & supportive

Be ready to learn



Milton Middle School

42 Herrick Avenue

Milton, VT 05468

802.893.5523

(fax) 802.893.3213

Table of Contents

<i>Arrival at School, Breakfast and Advisory</i>	<i>pg. 3</i>
<i>Personalized Learning Plans (PLP's)</i>	<i>pg. 3</i>
<i>Standards-Based Report Cards (SBRC)</i>	<i>pg. 4</i>
<i>Assignment and Homework Completion</i>	<i>pg. 5</i>
<i>8 Ways to Support Your Middle Level Learner at Home</i>	<i>pg. 5-7</i>
<i>Lockers and Combinations</i>	<i>pg. 7</i>
<i>Unified Arts</i>	<i>pg. 8</i>
<i>Co-curricular Activities and After School Clubs</i>	<i>pg. 9</i>
<i>It Takes a Village - Systems of Support for Students</i>	<i>pg. 10</i>
<i>Computer Overview</i>	<i>pg. 11</i>
<i>Student Frequently Asked Questions?</i>	<i>pg. 12</i>
<i>Communication</i>	<i>pg. 13</i>
<i>Contact Information</i>	<i>pg. 14</i>

Arrival at School, Breakfast and Advisory

Milton Middle School's front doors open at 7:10 a.m. Students arriving to school will be supervised and can wait in the cafeteria or gymnasium until 7:30 a.m. Students should only be upstairs in the middle school before 7:30 if accompanied by a teacher. If this is the case, they should report directly to the main office and have the teacher contacted.

Breakfast is offered each morning in the cafeteria from 7:10-7:25 a.m. as students enter the building. Students can purchase breakfast by charging their lunch accounts or have complementary oatmeal.

Students in the middle school will have advisory everyday. Advisory is a vital component of the middle school experience and is different than a traditional homeroom. Advisory programs link an adult advisor/teacher with a small group of middle school students. The goals of the Advisory program are:

1. to provide academic and social-emotional mentorship and support,
2. to create personalization within the school, and
3. to facilitate a small peer community of learners.

In Advisory, students engage in a variety of activities that help them to explore areas of interest, connect with other students, develop organizational strategies and much, much more. Additionally, the advisor provides an important communication link between the team, school and student.

Personalized Learning Plans (PLP)

The recent enactment of Personalized Learning Plan requirements through [Act 77](#) will help students achieve academic success, be prepared for post-secondary opportunities, and engage actively in civic life. All Milton Middle School students will be required to maintain a Personalized Learning Plan (PLP). PLPs are a great opportunity for students to take an active role in their learning and are a state requirement. Students set academic and personal goals and design a learning path to reach those goals using PLPs. They also reflect on their growth and keep a portfolio of their best work. Students will create and update their own blog on the internet with limited and controlled access. The PLP work will be done in school at the team's discretion; however, design, reflections, and updating can be done at home as well. Each student's blog is at the address firstinitiallastname@mmsplp.blogspot.com. (For example, rdeciccommmsplp.blogspot.com)

Standards Based Report Cards (SBRC)

MMS uses a standards-based report card system to communicate a student's progress on the Common Core State Standards, the Next Generation Science Standards, C3 Framework for Social Studies, transferable skills, and MTSD curriculum. We believe that this system offers detailed feedback regarding a student's strengths and areas for



improvement in relation to specific learning targets across all subject areas. All of these learning outcomes are in alignment with the Proficiency Based Graduation Requirements that all students in the MTSD must meet in order to receive their high school diploma.

- The report card shows the **content standards** that each core class is responsible for teaching (e.g., the Common Core for language arts and math; the Next Generation Science Standards for science, etc.), as well as a student’s achievement on those standards using a 1-4 scale. The calibration and language of our reporting system is as follows:

Proficiency Score:	Description
4.0	Expanding: more complex evidence of application of learning
3.5	In addition to score 3 performance, partial success at score 4 learning objective
3.0	Proficient: meets the target learning objective
2.5	In addition to score 2 performance, partial success at score 3 learning objective
2.0	Developing: evidence of significant progression toward score 3 target learning objective
1.5	With help, partial success at learning objective
1.0	Beginning: with help, partial progression toward target learning objective
.5	With help, limited progression toward learning objective

- Transferable skills are similar to work habits and are skills that apply widely across all content areas.
 - [Clear and Effective Communication](#)
 - [Creative and Practical Problem-Solving](#)
 - [Informed and Integrative Thinking](#)
 - [Responsible and Involved Citizenship](#)
 - [Self-Direction Scoring Criteria](#)

Transferable skills are an important component of the graduation proficiencies students need to demonstrate by the end of 12th grade. Student progress in these areas will be discussed through personalized learning plans, conferences, meetings in person with the team, or through phone or email. Students are encouraged to document and reflect on their own progress with these desirable skills from extracurricular activities, travel, or family experiences using personalized learning plans.

Assignment and Homework Completion

- ⇒ At Milton Middle School, **students are expected to regularly complete homework in addition to their nightly reading.** Homework will vary in length and completion time depending upon the assignment and class. The *minimum* expectation of reading is 30 minutes each night. MMS Students should read one book every two weeks.
- ⇒ Teams will communicate homework assignments to families through email, blogs, google classroom, planners, or other ways. **Please check in with your team for how they will communicate assignments with you.**
- ⇒ **PowerSchool is a great online tool that makes teachers' gradebooks transparent to families.** To check on your student's progress using Powerschool, please use the username and login information that was mailed home. A [PowerSchool user-guide](#) will be made available for families to better help navigate through this program's various features. If grades in a class do not seem up-to-date, please contact your student's teacher directly to find out how they are doing.
- ⇒ **If you have any questions about missing work or other questions/concerns, feel free to contact your student's advisor or teachers directly.**

8 Ways to Support Your Middle Level Learner at Home:

- 1) Allow your student to set up a workstation with a cleared surface in a quiet **space** to work on assignments at home.
 - a) If you do not have a quiet, clutter-free place in your home, consider using the Milton Public **Library** as a work space.
 - b) Also, students can work within a **classroom** and take the late bus if they coordinate this with their teachers.
 - c) Help your student set up their work space with **supplies** to keep them focused and organized. They may want a lamp, calendar, paper, pencils, erasers, paper clips, whiteboard, trash and recycling bins, gum, and water.
 - d) Be sure to minimize **distractions** (such as the TV, phones, iPads, electronic devices or other "home noises") to help your student focus.
 - e) If your student likes to listen to **music**, make sure the music doesn't have any words in it, because the words interfere with learning processes in the brain. Instrumental hip hop, techno, piano, and nature sounds work well.
 - f) If surfing the **internet** is a distraction (like it is for many adults!), encourage your student to use StayFocused or Focus45 on Google Chrome browser to block distracting sites during homework.
- 2) Set up a special **time** each day to complete work and stick to it! If no homework was assigned that day, be sure that students are reading for 30 minutes.

- a) Setting a timer can help a student visualize how long 30 minutes is.
 - b) Writing/drawing out and posting a typical schedule for each day of the week with your student will help them manage multiple activities and understand time.
 - c) By age 12, students are developmentally ready to start managing their time to schedule multiple responsibilities, like chores, homework, and sports.
- 3) **Talk** with the teacher!
- a) Many times, teachers are willing to stay after school to work with students when they are struggling.
 - b) If the workload is too overwhelming or the student is overly anxious about their work, it is best to communicate this quickly with the teaching team so they can make accommodations. Communication is the key to academic success and support at the middle level.
- 4) Help your student keep their backpack and binders **organized**, with homework and permission slips ready to turn in.
- a) Have your student imagine where and when they will need to turn in their papers, and then put those papers in whatever notebook they bring to that space. At the end of their homework time, ask your student to show and explain which homework they are putting in which subject's binder.
 - b) Provide folders, binders, and notebooks or have your student ask their advisor for the supplies they need.
 - c) Post pictures or checklists of what your student should have to go to school by the door so your student sees them right before they leave.
 - d) Have a routine place to keep your student's backpack organized. Think, "trash, recycle, keep, treasure."
- 5) Exchange phone numbers with another student/family in your class. It is great to have a **buddy** in the class to help answer any questions or collect work when a student is absent.
- a) When absent, it's the student's responsibility to check in with teachers for missing work.
- 6) Break big projects down into smaller **steps**.
- a) Ask your student to imagine the end product and then plan smaller steps backwards from there.
 - b) Using a calendar or planner helps students see time and plan out when to do the smaller steps to complete the end product.
 - c) On most larger assignments, tests, and projects, students are given feedback in order to make additions or changes and learn from the experience. This means, in most cases, students can correct graded work to improve their learning. It is up to the student to **make corrections** after school or at another previously arranged time throughout the school day. Encourage students to make arrangements with their teachers to make corrections on graded assignments.
- 7) It is ok for homework to be presented as a **priority** at home. Being prepared to take away privileges such as (cell phones, ipods, video games, time with friends, etc.), can support the notion that it is important for kids to do their homework.

- a) It may also be motivating to follow homework with a fun activity or quality time.
- 8) **Listen** to your student about what they are learning. Enjoy and celebrate your student's creativity and energy!
- a) Ask your student to show you some work they are proud of.
 - b) Brainstorm out loud together about ideas for projects or writing.
 - c) Make connections between family experiences and what your student is learning.
 - d) Model curiosity during family activities by asking questions and trying to puzzle them out together.
 - e) Many middle level learners are pulling away from their parents developmentally, so you may want to encourage your student to talk regularly with another trusted adult, like an extended family member.

Lockers & Combinations

Each student will be assigned a locker in the middle school at the beginning of the year. Individuals are responsible for maintaining their lockers and are also responsible for bringing in a combination lock (not a key lock) to secure locker contents. Students will need to share locker combinations with their advisory teacher. Students are encouraged to use their lockers as a way of staying organized and removing non-essential items from the classroom. Students get what they need for each class from their locker during a few minutes of passing time. Please do not store anything highly valuable in the school locker.



Unified Arts (UA)-

Milton Middle School proudly offers several unified arts classes. The goal of these classes are to provide exploratory experiences, build a lifelong love of the arts, develop skills, foster healthy decision-making and knowledgeable consumers, and expand career and leisure opportunities for our students.



<i>Subject</i>	<i>Teacher</i>	<i>Phone number</i>	<i>Email</i>
Vocal Music	Andrew Rosacker	893-5594	arosacker@mymtsd-vt.org
Band	Phil Mears	893-5542	pmears@mymtsd-vt.org
Design Technology	Mark Vanyush	893-5576	mvanyush@mymtsd-vt.org
Drama	Paul Curtiss	893-5594	pcurtiss@mymtsd-vt.org
Guidance	1) Sharon King 2) Patti Ransom	1) 893-5537 2) 893-5505	1) sking@mymtsd-vt.org 2) pransom@mymtsd-vt.org
Physical Education	1) Kody Weaver 2) Rachel Cornwell	1) 893-5526 2) 893-5543	1) kweaver@mymtsd-vt.org 2) rcornwell@mymtsd-vt.org
Visual Arts	Jessica Baldwin	893-5545	jbaldwin@mymtsd-vt.org
Read, Read, Read	Francis Binder	893-5578	fbinder@mymtsd-vt.org
World Language-Spanish	Christine Lynch	893-5495	clynch2@mymtsd-vt.org
World Language-French	Suzy Diner	893-5508	sdiner@mymtsd-vt.org

Co-Curricular Activities & After School Clubs

All students are welcomed and encouraged to participate in co-curricular activities at MMS. Students are even encouraged to create new clubs or activities, which may contribute to their personalized learning plan. The following are examples of activities commonly offered at MMS. Please ask your advisor for more information about these activities and others that may start up during the year:

Band and Chorus	Sports	Geo Bee	Color club
Drama	Unified Sports	Radio Station	Art club
Play	Leadership League	Math Counts	
Student Council	Spelling Bee	Jr. Iron Chef	
Yearbook			

<i><u>Fall season-</u></i>	<i><u>Winter season-</u></i>	<i><u>Spring season-</u></i>
<ul style="list-style-type: none"> ● Cross Country ● Field Hockey ● Girls Soccer ● Boys Soccer ● Flag Football (club) ● Golf 	<ul style="list-style-type: none"> ● Boys Basketball ● Girls Basketball ● Cheerleading ● Gymnastics 	<ul style="list-style-type: none"> ● Baseball ● Softball ● Track & Field

Students are encouraged to look at other extracurricular activities that Milton offers, such as dance, Parks and Recreational programs, martial arts, club sports, library programming, and other clubs in the community. Students should explore their interests and find other students/people that share similar interests.

Students participating in sports must register online at <http://www.miltonyellowjackets.org>. Student athletes need to remain in good academic standing. Athletes have access to an after school study hall to help with their schoolwork. Throughout the season, students will fill out an eligibility form to ensure they are caught up with their studies.

When students complete the eligibility form:

- A “Yes” along with teacher’s signature is required for students to participate in their **next** game/meet/performance.
- An “Inc” indicates that the student owes work or has not completed an assigned task. In the event that they are not eligible due to an “Inc” they will not be able to participate in their games/meets/matches **until corrected**. Not handing in their form will be treated as an “Inc”.
- An “Inc” can be changed to a “Yes” at the discretion of the teacher anytime during the eligibility period. In such a case, the teacher may initial the change directly on the form or provide a brief note to administration explaining the change. A student becomes eligible once the “Inc” is changed to a “Yes”.

A student is not eligible to play in their **next** games/meets/performances if they receive an ODR “major infraction” anytime during the eligibility period. In the case of a suspension, the student must meet with and be cleared by administration to discuss when returning to games/meets/performances. If a teacher documents a “minor behavior” using an ODR, this is considered a learning moment and dealt with at the classroom level. Students are eligible to participate in all of their practices at any time, unless otherwise directed by administration.

Computer Overview

The 21st century skills of today and tomorrow demand basic computer knowledge and fluency of all learners. Milton Middle School is excited to meet these real-world demands by continuing our one-to-one device program and weaving technology throughout our educational programming. At the beginning of each year, students are assigned a laptop computer to use. Research and experience has shown that increased access technology creates engaged and successful learners. Our teachers are very excited for this increased learning opportunity, and we hope that you are as well. Bulleted below are several key points about our one-to-one program.

- **The computers do not go home.** At the end of every day, students store their computers on a cart located within the classroom. Computers should be plugged into a power source using a charger to repower the devices for the next day. Chargers stay in the cart.
- Students are responsible for maintaining their computer. Treat the device respectfully!
- If the computer is not working properly or is damaged, students should submit a ‘help ticket’ to have it serviced. There will be a designated time during the day when students can bring their computer to the IT department. A temporary replacement computer may be issued while yours is being serviced.
- Students will be held accountable for gross misuses or abuses of their device. Refer to the Student Handbook page 22 or the [MTSD website](#) for more information about the district’s Acceptable Use policy. Computers are subject to MTSD internet filters at all times.
- Any damage to the device or accessories as a result of gross misuse or abuse will result in a fine being assessed, for which the student and family are responsible.
- Digital Citizenship is important. We hope students respect their devices and follow the expectations outlined by their teachers.
- [All students and parents are asked to sign and abide by the MMS 1-1 device use list of computer responsibilities, which will be given out to students during advisory/class time.](#)



Student FAQs Questions

Will there be recess?

At the middle level there is a scheduled break time. Teams will organize appropriate activities during this time, offering opportunities for movement and socializing. In addition, teams structure advisory time, academic lessons and other other activities to support the development of the whole child..

Are we allowed to use our cell phones?

Cell phones are allowed to be used before 7:30 am and during a student's lunch **ONLY**. All parent communication during the day is encouraged to be done via MMS office (893-5523). Please see the Student Handbook for more detail regarding cell phone use.

What do I do if the work is too hard or too much?

There are a number of options available. Suggestions:

- Be sure to talk to and/or email your teacher to let them know that you are finding the work too hard.
- Make arrangement to come see your teacher during lunch and/or after school.
- Talk to your advisory teacher.
- Let your parent/guardian know.

What if I get lost in the building?

Many students and teachers are very friendly. You can ask someone for help and they will most likely assist you. It won't take long for you to figure out how to navigate smoothly through the middle school.

How long are classes?

Classes are approximately one hour long. Sometimes, classes might join together and become as one. In that case, the class may be two hours long but will have breaks built into it. In general, classes are one hour long.

What do I do when I'm absent?

Most teachers will have a daily agenda and learning goals. They will keep copies of any handouts, labs, etc.. It is helpful and a good strategy to have a buddy in the classroom to help collect paperwork when you are absent. Be sure to check in with your teachers to find out what work that you missed.

How can I give feedback about this packet or ask a specific question?

You can tell us what you think or suggest questions to this section by filling [out this survey](#) or going to this link:

<https://goo.gl/forms/vFwdBtZS4KE6eWfy1>

We appreciate your time and feedback! This will help us create a better and more responsive product.

It Takes a Village - Support Systems



Milton Middle School is filled with caring and nurturing people! There are several ways we can help students succeed.

How can my student get help with school work?

The student can ask the subject area teacher, consulting teacher, or specialist for personalized extra help during lunch or after school.

How can my student get help resolving social and personal issues?

The student or you can talk to or email a teacher with whom your student is comfortable, a guidance counselor (Sharon King or Patti Ransom), administration (Brandy Brown or Megan Smith), or a speech and language specialist for help with social thinking (Tami Koester or Carissa Hallam).

How can my student get a support plan?

Call or email the student's advisor to outline your ideas and concerns. You and your student's team will meet together to determine supports needed and the most effective solutions.

What can I do if my student receives a grade of "2" or is "partially proficient?"

Encourage your student to persist and continue learning! Growth comes from the right kind of effort. Teachers provide feedback along with the grade that gives an idea of how to improve one's work. Also, the rubric for the assignment will show what is required to earn a "3", or Proficient, compared with a "2". A "2" usually means that the student needs more practice with the concept to get more consistent and accurate. Celebrate and build upon the progress your student has already made toward meeting the standard.



If I email or leave a message for a staff member, when can I expect to hear back?

Parents/guardians can expect to hear back from MMS staff within 24 hours of making an initial contact.

Communication



We believe that ongoing communication between the school and home is essential in supporting middle school students. Teachers and staff aim to communicate with families on a regular basis. Some of the ways we will communicate with you are:

- Back to School BBQ in August
- Team blogs or other web-based modes of communicating are used to notify families about assignments, events, school announcements, field trip information, etc.
 - Team Equinox-<http://mms-equinox.blogspot.com/>
 - Team Independence- <https://grade6teamindependence.blogspot.com>
 - Team Prospect-<https://mmsteamprospect.blogspot.com/>
 - Team Sterling-<https://miltonteamsterling.blogspot.com/>
- Phone calls and written communication made on a regular basis to inform parents of achievements, events and concerns.
- Student scores updated weekly via Unified Classroom that students and families can access
- Student-Led Portfolio Conferences- one in the fall and one in the spring..
- Trimester Report Cards-These are mailed home at the end of each trimester.
- Special request conferences scheduled through the Guidance Office or Student Support as needed throughout the year.
- Mass emails or google groups- This may vary depending upon the team's preference.
- School Messenger-is an automated messaging system used by the district to inform families of important information such as school closings or bus delays.
- Individual communication systems will be developed between the team and home as necessary.

Please call the school at the main line (893-5400) or MMS office (893-5523), during normal business hours or use the contact information below to contact someone directly.

Contact Information for Sterling

Here is a list of the key players in your learners and their contact information to If you need anything throughout the year, please contact your student's advisory teacher or any member of teaching team:

<i>Teacher</i>	<i>Subject Area Taught</i>	<i>Telephone Number</i>	<i>Email Address</i>
Katrina Antonovich	Sterling Social Studies	893-5515	kantonovich@mymtsd-vt.org
Robert DeCicco	Sterling Science	893-5511	Rdecicco@mymtsd-vt.org
Kisa Tabery	Sterling Math	893-5516	ktabery@mymtsd-vt.org
Katie Parent	Sterling ELA	893-5532	kparent@mymtsd-vt.org
Joseph Smith	Sterling Literacy Consulting Teacher	893-5529	Jsmith3@mymtsd-vt.org
Marisa Vanacore	Sterling Math Consulting Teacher	893-5640	mvanacore@mymtsd-vt.org
Carissa Hallam	Sterling Speech and Language Pathologist (SLP)	893-5413	challam@mymtsd-vt.org
Brandy Brown	Co-Principal	893-5504	bbrown@mymtsd-vt.org
Megan Smith	Co-Principal	893-5530	msmith@mymtsd-vt.org
Robert Iannaco	Behavioral Interventionist	893-5523	riannaco@mymtsd-vt.org
Sharon King	Guidance	893-5412	sking@mymtsd-vt.org
Patti Ransom	Guidance	893-5505	pransom@mymtsd-vt.org
Jessie Stempel	School Services Clinician	893-5518	jstempel@mymtsd-vt.org
Dorey Demers	Nurse	893-5441	ddemers2@mymtsd-vt.org
Evelyn Carroll	Nurse	893-5539	ecarroll@mymtsd-vt.org
Courtney LaCasse	Nurse	893-5540	clacasse@mymtsd-vt.org

Contact Information for Independence

Here is a list of the key players in your learners and their contact information to If you need anything throughout the year, please contact your student's advisory teacher or any member of teaching team:

<i>Teacher</i>	<i>Subject Area Taught</i>	<i>Telephone Number</i>	<i>Email Address</i>
Stacey Endres	Independence ELA	893-5513	Sendres@mymtsd-vt.org
Janet Smith	Independence Science	893-5528	jsmith2@mymtsd-vt.org
Amy Johnson	Independence Math	893-5517	ajohnson@mymtsd-vt.org
David Dabney	Independence SS	893-5525	ddabney@mymtsd-vt.org
Lindsay Sugar	Independence Interdisciplinary Literacy	893-5509	lsugar@mymtsd-vt.org
Courtney Pelkey	Independence Math Consulting Teacher	893-5502	cpelkey@mymtsd-vt.org
Susan Lemieux	Independence Literacy Consulting Teacher	893-5610	slemieux@mymtsd-vt.org
Carissa Hallam	Independence Speech and Language Pathologist (SLP)	893-5413	challam@mymtsd-vt.org
Brandy Brown	Co-Principal	893-5504	bbrown@mymtsd-vt.org
Megan Smith	Co-Principal	893-5530	msmith@mymtsd-vt.org
Robert Iannaco	Behavioral Interventionist	893-5523	riannaco@mymtsd-vt.org
Sharon King	Guidance	893-5412	sking@mymtsd-vt.org
Patti Ransom	Guidance	893-5505	pransom@mymtsd-vt.org
Jessie Stempel	School Services Clinician	893-5518	jstempel@mymtsd-vt.org
Dorey Demers	Nurse	893-5441	ddemers2@mymtsd-vt.org
Evelyn Carroll	Nurse	893-5539	ecarroll@mymtsd-vt.org
Courtney LaCasse	Nurse	893-5540	clacasse@mymtsd-vt.org

Contact Information for Prospect

Here is a list of the key players in your learners and their contact information to If you need anything throughout the year, please contact your student's advisory teacher or any member of teaching team:

<i>Teacher</i>	<i>Subject Area Taught</i>	<i>Telephone Number</i>	<i>Email Address</i>
Anna Rehm	Prospect ELA	893-5503	arehm@mymtsd-vt.org
Duncan Wardwell	Prospect Science	893-5507	dwardwell@mymtsd-vt.org
Francine Lemnah	Prospect Math	893-5520	flelnah@mymtsd-vt.org
Tony Burton	Prospect SS	893-5531	tburton@mymtsd-vt.org
Leah Genzlinger	Prospect Math Consulting Teacher	893-5498	lgenzlinger@mymtsd-vt.org
Jennifer Johnson	Prospect Literacy Consulting Teacher	893-5512	jjohnson@mymtsd-vt.org
Tami Koester	Prospect Speech and Language Pathologist (SLP)	893-5416	tkoester@mymtsd-vt.org
Brandy Brown	Co-Principal	893-5504	bbrown@mymtsd-vt.org
Megan Smith	Co-Principal	893-5530	msmith@mymtsd-vt.org
Bethany Berger	Behavioral Interventionist	893-5523	bberger@mymtsd-vt.org
Sharon King	Guidance	893-5412	sking@mymtsd-vt.org
Patti Ransom	Guidance	893-5505	pransom@mymtsd-vt.org
Jessie Stempel	School Services Clinician	893-5518	jstempel@mymtsd-vt.org
Dorey Demers	Nurse	893-5441	ddemers2@mymtsd-vt.org
Evelyn Carroll	Nurse	893-5539	ecarroll@mymtsd-vt.org
Courtney LaCasse	Nurse	893-5540	clacasse@mymtsd-vt.org

Contact Information for Equinox

Here is a list of the key players in your learners and their contact information to If you need anything throughout the year, please contact your student's advisory teacher or any member of teaching team:

<i>Teacher</i>	<i>Subject Area Taught</i>	<i>Telephone Number</i>	<i>Email Address</i>
Alexandra O'Brien	Equinox ELA	893-5510	ao'brien@mymtsd-vt.org
Meagan Beley-Finnemore	Equinox Science	893-5527	mbeley-finnemore@mymtsd-vt.org
Catherine Thibault-Cote	Equinox Math	893-5534	cthibault-cote@mymtsd-vt.org
Nicole Menard	Equinox SS	893-5514	nmenard@mymtsd-vt.org
Richard Cruz	Equinox Math Consulting Teacher	893-5546	rcruz@mymtsd-vt.org
Gloria Crowe	Equinox Literacy Consulting Teacher	893-5588	gcrowe@mymtsd-vt.org
Tami Koester	Equinox Speech and Language Pathologist (SLP)	893-5416	tkoester@mymtsd-vt.org
Brandy Brown	Co-Principal	893-5504	bbrown@mymtsd-vt.org
Megan Smith	Co-Principal	893-5530	msmith@mymtsd-vt.org
Bethany Berger	Behavioral Interventionist	893-5400	bberger@mymtsd-vt.org
Sharon King	Guidance	893-5412	sking@mymtsd-vt.org
Patti Ransom	Guidance	893-5505	pransom@mymtsd-vt.org
Jessie Stempel	School Services Clinician	893-5518	jstempel@mymtsd-vt.org
Dorey Demers	Nurse	893-5441	ddemers2@mymtsd-vt.org
Evelyn Carroll	Nurse	893-5539	ecarroll@mymtsd-vt.org
Courtney LaCasse	Nurse	893-5540	clacasse@mymtsd-vt.org