

TEWKSBURY SCHOOL COMMITTEE AGENDA



TEWKSBURY PUBLIC SCHOOLS
CHRISTOPHER J. MALONE
SUPERINTENDENT OF SCHOOLS

Meeting Date: Wednesday, July 12, 2017

Meeting Type: Executive Session #1 (6:30PM)

Meeting Type: Regular Meeting #1 (7:00PM)

Meeting Location: Tewksbury Memorial High School Library
320 Pleasant Street, Tewksbury, Massachusetts

A. CALL TO ORDER

B. EXECUTIVE SESSION (Non-Public Session) - 6:30PM

Continued discussion relative to collective bargaining with employee groups and the strategy to be followed and/or continued ongoing litigation. The School Committee will reconvene in Open Session following the Executive Session.

C. ADJOURN

D. RECONVENE REGULAR MEETING - 7:00PM

E. ANNOUNCEMENT (7:00PM)

The July 12, 2017 School Committee meeting will be televised and recorded. Under the Open Meeting Law, the public is permitted to make an audio or video recording of an open session at a public meeting. At this time I would ask if anyone is recording tonight's meeting to please identify himself/herself.

F. PLEDGE OF ALLEGIANCE

G. RECOGNITION

2017 Retiree

June Fowler, Secretary - John F. Ryan Elementary School

H. STUDENT REPRESENTATIVE REPORT

None

I. PRESENTATIONS

1. Tewksbury Public Schools' New Website Design - Stirling Technologies
2. Student Services Programming, Partnerships, Co-Teaching & Mid-Cycle Year Review - Rick Pelletier, Director of Student Services
3. Community Services Preschool Expansion to Dewing - John Lyons, Director of Community Services

J. CITIZEN'S FORUM (*Citizens are asked to limit comments related to items on the agenda to five (5) minutes or ten (10) if spokesperson is representing a group concern.*)

K. APPROVAL OF MINUTES

1. June 14, 2017 Regular Meeting Minutes

L. SUBMISSION AND PAYMENT OF BILL

1. Payroll Period Ending, June 15, 2017 (\$1,335,118.15)
2. Lump Payroll Period Ending, June 21, 2017 (\$625,509.55)
3. Payroll Period Ending, June 29, 2017 (\$1,262,989.07)

M. SUPERINTENDENT & STAFF REPORT

N. CONSENT AGENDA (*itemized on page 3*)

O. COMMITTEE REPORTS

Elementary School Building Committee
Tewksbury Education Foundation
Wellness Advisory Committee

P. POLICY CHANGES, PROPOSALS, and ADOPTION

Section J - Students: Policy Reviewed and Recommended to Accept with No Changes- Informational Reading

1. JICFB, Bullying Prevention (Bully Prevention and Intervention Plan)

Q. OLD BUSINESS

1. Next Generation MCAS Update
2. 2017 Superintendent Evaluation

R. NEW BUSINESS

1. 17th Annual Summer Professional Development Workshops & Course Descriptions

S. SCHOOL COMMITTEE MATTERS OF INTEREST

T. FUTURE SCHOOL COMMITTEE & FUTURE SUB-COMMITTEE MEETING DATES

August 16, 2017 SC/Administrator Workshop (3:00PM); August 16, 2017 Regular Mtg.(7:00PM)
September 13, 2017; September 27, 2017

U. FUTURE AGENDA ITEMS

V. ADJOURNMENT

TEWKSBURY SCHOOL COMMITTEE CONSENT AGENDA

Superintendent of Schools
Christopher J. Malone
cmalone@tewksbury.k12.ma.us

TEWKSBURY SCHOOL COMMITTEE
Kristen M. Pollmeno, Chairperson, kpollmeno@tewksbury.k12.ma.us
James A. Cutellis, Vice Chairperson, jcutellis@tewksbury.k12.ma.us
Keith M. Sullivan, Clerk, ksullivan@tewksbury.k12.ma.us
Arthy S. Bennett, abennett@tewksbury.k12.ma.us ♦ Dennis G. Francis, dfrancis@tewksbury.k12.ma.us

N. CONSENT AGENDA

1. Correspondence

- a. Tewksbury Memorial High School's Larrabee Library 2017 Annual Report
- b. Valley Collaborative Spring 2017 Newsletter

2. Enrollment Update

None

3. Monthly Expenditure Report

None

4. Personnel Items

New Hires: Cheryl Barnes (\$14,941), Kindergarten Classroom Aide, Dewing Elementary School, effective August 28, 2017; Stacey Finnegan (\$14,941), Kindergarten Classroom Aide, Dewing Elementary School, effective August 28, 2017; Melissa Gorman (\$69,312), Grade 4 Teacher, North Street School, effective August 28, 2017; Katelyn Lamoureux (\$57,721), District-wide ESL Teacher, effective August 28, 2017; Christine Mitchell (\$19,549), Classroom Instructional Aide, Dewing Elementary School, effective August 28, 2017; Sarah Sullivan (\$27,089), 10-month Secretary, John Wynn Middle School, effective August 21, 2017

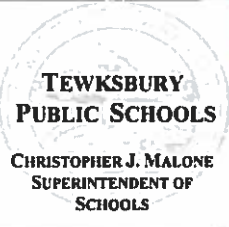
Transfers: Maria McLaughlin (\$44,611), 12-month Secretary, John F. Ryan Elementary School, effective July 1, 2017

Retirements/Resignations/Terminations: Lindsay Cahill, Kindergarten Classroom Aide, Loella F. Dewing Elementary School, effective June 21, 2017; Paula Curtin, Classroom Instructional Aide, North Street School, effective June 21, 2017; Jennifer Dwyer, Guidance Counselor, John Wynn Middle School, effective June 30, 2017; Daniel McGrath, Classroom Instructional Aide, Tewksbury Memorial High School, effective June 21, 2017; Joel McKenna, Special Education Teacher, Tewksbury Memorial High School, effective June 21, 2017; Kathryn Palladino, English Language Arts Teacher, Tewksbury Memorial High School, June 30, 2017

Appendix B: None

5. **Acceptance of Donations/Gifts:** Ryan PAC donation of \$10,000 for the purchase of HP Streams at the John Ryan Elementary School; Donald MacLaren, Tewksbury Welding & Wamesit Lanes, donation of an Economy Executive Stage System, to the Tewksbury Public Schools.
6. **Fundraisers/Raffles:** Heath Brook/Trahan PAC Fall 2017 Calendar of Events; TMHS Class of 2019 fundraising events to support the Class of 2019, Long-sleeve T-shirt sale, September 11-September 29, 2017 and they will design and sell TMHS planners and agendas, August 30-September 29, 2017

Executive Session

 <p>TEWKSBURY PUBLIC SCHOOLS CHRISTOPHER J. MALONE SUPERINTENDENT OF SCHOOLS</p>	<p>TEWKSBURY SCHOOL COMMITTEE AGENDA</p> <p>Meeting Type/Time: Executive Session #1 – Non-Public Session at 6:30 p.m.</p> <p>Meeting Date: Wednesday, July 12, 2017</p> <p>Meeting Location: Tewksbury Memorial High School, Guidance Conference Room 320 Pleasant Street, Tewksbury, MA 01876</p>
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A. CALL TO ORDER

B. EXECUTIVE SESSION

1. Continued discussion relative to collective bargaining with employee groups and the strategy to be followed and/or continued ongoing litigation. The School Committee will reconvene in Open Session following the Executive Session.

C. ADJOURNMENT

Recognition and/or Presentations

20

Tewksbury School Committee – July 12, 2017

RECOGNITIONS

2017 Tewksbury Public Schools' Retiree

June Fowler, Secretary — Ryan Elementary School

PRESENTATIONS

- 1. Tewksbury Public Schools New Website – Stirling Technologies**
- 2. Rick Pelletier, Director of Student Services, Update**
 - a. Student Services Programming, Partnerships, and Co-Teaching
 - b. Mid-Cycle Review
- 3. John Lyons, Director of Community Services**
 - a. Community Services Preschool Expansion to Dewing School



Student Services & Special Education

July 2017

Agenda

1. Mid-cycle Review and Findings
2. Extended School Year Services (ESYS)
3. Differentiated Instruction
4. In-district Behavior Supports

Mid-cycle Review Findings

- The Department of Elementary and Secondary Education is responsible for the accountability system that oversees the local compliance of education requirements of the Coordinated Program Review (CPR).
- The Program Quality Assurance Services (PQA), has the responsibility to ensure that all corrective action required as the result of findings made during the CPR review are effectively implemented with state and federal special education requirements.



Mid-cycle Review Findings

- PQA staff carry out responsibility in two ways:
 - Phase I (Progress Reports) - monitors implementation of corrective action and adherence to timelines, and
 - Phase II (Mid-cycle Review) - provides onsite monitoring of the effectiveness of the corrective action required from CPR. This phase includes, as appropriate, staff and parent interviews, documentation and data reviews, student record reviews, and observations.
- Compliance oversight includes Special Education, Civil Rights, English Learner Education (ELE), and Career/Vocational Technical Education (CVTE).

Mid-cycle Review Findings

- During the school year 2016-2017, the Special Education Department conducted a self-assessment in the areas previously identified as *Partially Implemented* by CPR the previous school year 2015.
- On March 30-31, 2017, the CPR team was onsite to inspect our records, procedures, trainings, and other relevant data to support compliance findings.



Mid-cycle Review Findings

Tewksbury Public Schools was found to be **FULLY IMPLEMENTED** with the Mid-cycle review. The CPR staff interviewed staff, parents, reviewed student records, and conducted onsite observations. As such, the Special Education Department demonstrated complaint management procedures to the satisfaction of DESE, PQA and CPR, state and federal protocols.



ESYS: Four Week Programs, July 10-August 3

- Approximately 170 students were recommended for ESYS services
- PreK-Academic (Dewing School), Tuesday-Thursday, 2 hours
- Grades K-8 Academic (Dewing School), Tuesday-Thursday, 3 hours
- BRIDGE Program (Building Relationships and Interpersonal Skills) at the Wynn Middle School, Monday-Thursday, 5.5 hours
- Alternative Program (High School), Tuesday-Thursday, 6 hours
- Services Only: by arrangement with providers (OT, PT, SLP) at Dewing School



ESYS: Five Week Programs, July 10-August 10

- DLC Program (PreK-8), Dewing School, Monday-Thursday, 3.5 hours
- Summer Progression Program (high school), Monday-Thursday, 6 hours
 - Partnership with The Paul Center
 - Social and Recreational Activities each Thursday
 - Students hired/job coach provided



WestEd Consultation

Scope of Work: Differentiated Through Instructional Planning

- Professional Learning Communities
 - Common Planning Time
 - Data review/Analyzing Student Work
 - Collaborative Lesson Design
- Facilitator/Teacher Leader
 - Common Planning Time
 - Data review/Analyzing Student Work
 - Collaborative Lesson Design

In-district Behavior Supports

Creating in-district Behavior Support services has been a five year undertaking. We recognized early on that a prevention-focused continuum of behavioral support was necessary to support our students, families and schools. Additionally, taking a proactive instructional approach to teaching and improving social behaviors, using conceptually sound and empirically validated practices, and data-based decision making increases long-term positive outcomes and potentially reduces long-term costs.

We are pleased to have the opportunity to provide a model of support and collaboration with in-district staff. These staff members will be working with our teams to support the behavioral needs of our students.

In-district Behavior Supports

Program Coordinator

Candace Tharrett

Behavior Specialist

.5 FTE-School Psychologist

Tammie Heartquist

Monday/Wednesday/PT Friday

DLC PreK-6
(Dewing, North
Street, Ryan)

Laura Labrie

Behavior
Specialist/BCBA

Dewing
North Street

Sarah Mysliwy

Behavior
Specialist/BCBA

Heath Brook
Trahan

Jessica Gilliland

Behavior Specialist

Ryan
Wynn
TMHS

Sarah Tsakalakos

Behavior Specialist

Acknowledgement

The achievements we have made this year have been substantial and we look forward to the next school year. This could not have been possible without the full participation, support and assistance of many staff members throughout the district. These staff members include teaching faculty, instructional aides, Delta-T Aides, related service providers, and administrators. We also greatly appreciate the community and Town of Tewksbury for their ongoing support of our programs and schools.





Community Services Preschool and Expansion



CS Pre-School 2017 What a Story!

Heath Brook Pre-School
Class of 2017



CS Preschool and Expansion

- CS has conducted a preschool program for many years at multiple schools including with the Integrated Preschool program
- We began a full day preschool program at the HB School 4 years ago with 4 students
- Several weeks ago, June 2017, we conducted a graduation ceremony with 57 students.
- Next school year, 2017-2018, we will have approximately 125 students located in 2 school buildings

Staff Status:	Current	New	Total
HB:	12	6	18
Dewing:	-	6	6
			24



CS Preschool and Expansion

- The 125 students is nearly 25% of all eligible preschool age students according to the latest census
- Our program will offer full day and half day options for parents to choose from- the 2 hour model does not work for parents
- The new Dewing CS Preschool program is an outgrowth of the need for parents throughout the District to have a safe, educationally exciting and progress related learning experience



CS Preschool and Expansion

- The expansion and the growth of the program is due to the cooperation from the 2 schools- Principals Felicia Wettstone and Terry Gerish
- The Dewing program will have several of our students participate in the Integrated Preschool program for a diverse educational experience (done with parental opt in)
- Details for this unique cooperation are being finalized as we speak with Special Education staff

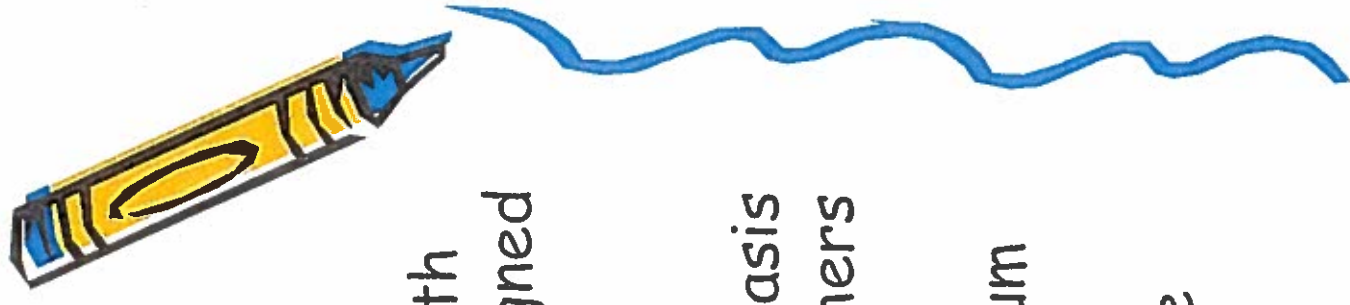
Jan Fuller Dewing Preschool Coordinator and
Alexis Bosworth, Assistant Special Education
Director



CS Preschool and Expansion

- All students in our program will be involved with our new online student assessment system aligned with the state standards administered by teachers using iPads
- Reports will be given to parents on a regular basis as well as end of the year reports to "K" teachers for incoming "K" students
- All preschool teachers have a unified curriculum that supports the students readiness for "K"

• Parents, upon registration, receive online the CS handbook for their review



Minutes

Payroll

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date 6/15/2017

I move the School Department Payroll for the period ending
to be approved and certified in the amounts and categories as shown for
a total amount of **\$1,335,118.15**

GRANTS

\$25,766.28	2016-2017	Special Ed 240 Grant
	2016-2017	Collaborative Partnerships
\$15,488.21	2016-2017	Title I Grant
\$2,128.16	2016-2017	Title II Grant
\$988.36	2016-2017	Special Ed Improvement
	2016-2017	After School Out of School Time
	2016-2017	Academic Support
	2016-2017	Literacy Partnerships
\$1,043.95	2016-2017	Early Childhood

REVOLVING ACCOUNTS

\$31,022.89	2016-2017	Ext Day Program
\$6,832.19	2016-2017	Ext Day Preschool Program
\$2,005.27	2016-2017	Adult Education Program
	2016-2017	Community Servs Recreation
\$277.58	2016-2017	New Start
\$21,367.74	2016-2017	Lunch Program
	2016-2017	Athletic Revolving
\$49.04	2016-2017	Hanover Funds
\$1,147.44	2016-2017	Wynn Athletics
\$4,306.18	2016-2017	Facilities
\$404.12	2016-2017	Parking Fees
\$3,053.69	2016-2017	Preschool
\$296.37	2016-2017	Wynn Clubs
	2016-2017	Ryan Clubs
\$116,177.47		SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,218,940.68 2016-2017 School Department Account

\$1,218,940.68 SUB TOTAL - LEA FUNDS

\$1,335,118.15 TOTAL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date 6/21/2017

I move the School Department Payroll for the period ending
to be approved and certified in the amounts and categories as shown for
a total amount of \$625,509.55

GRANTS

\$17,292.50	2015-2016 Special Ed 240 Grant
	2015-2016 High School Partnerships
	2015-2016 Title II Grant
	2015-2016 Special Ed Improvement
\$15,380.40	2015-2016 Title I Grant
	2015-2016 After School Out of School Time
	2015-2016 Academic Support
	2015-2016 Literacy Partnerships
	2015-2016 Early Childhood
	2015-2016 Early Childhood Improvement

REVOLVING ACCOUNTS

	2015-2016 Ext Day Program
	2015-2016 Adult Education Program
	2015-2016 New Start
	2015-2016 Lunch Program
	2015-2016 Ryan Clubs
	2015-2016 Wynn Clubs
	2015-2016 TMHS Clubs
	2015-2016 Hanover Funds
	2015-2016 Facilities
	2015-2016 Parking Fees
	2015-2016 Wynn Athletics
	2015-2016 Preschool
	2015-2016 Full Day Kindergarten
	2015-2016 TMHS Athletics
	2015-2016 Recreation Department
\$32,672.90	SUB TOTAL - NON LEA FUNDS
	<u>LEA FUNDS</u>

\$592,836.65 2015-2016 School Department Account

\$592,836.65 SUB TOTAL - LEA FUNDS

\$625,509.55 TOTAL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date 6/29/2017

I move the School Department Payroll for the period ending
to be approved and certified in the amounts and categories as shown for
a total amount of **\$1,262,989.07**

GRANTS

\$21,538.18 2016-2017 Special Ed 240 Grant
2016-2017 Collaborative Partnerships
\$8,565.45 2016-2017 Title I Grant
\$3,316.14 2016-2017 Title II Grant
2016-2017 Special Ed Improvement
2016-2017 After School Out of School Time
\$368.46 2016-2017 Academic Support
\$1,043.95 2016-2017 Early Childhood
\$1,153.44 2016-2017 Early Childhood Improvement

REVOLVING ACCOUNTS

\$33,007.60 2016-2017 Ext Day Program
\$7,904.12 2016-2017 Ext Day Preschool Program
\$2,581.33 2016-2017 Adult Education Program
2016-2017 Community Servs Recreation
\$2,211.56 2016-2017 New Start
\$16,827.22 2016-2017 Lunch Program
2016-2017 Athletic Revolving
\$49.04 2016-2017 Hanover Funds
2016-2017 Wynn Athletics
\$5,768.73 2016-2017 Facilities
\$404.12 2016-2017 Parking Fees
\$3,053.69 2016-2017 Preschool
2016-2017 Wynn Clubs
2016-2017 Ryan Clubs
\$107,793.03 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,155,196.04 2016-2017 School Department Account

\$1,155,196.04 SUB TOTAL - LEA FUNDS

\$1,262,989.07 TOTAL

Superintendent/ Staff /School Committee Reports

Consent Agenda

The Larrabee Library

At

Tewksbury Memorial High School

Annual Report

June 21, 2017

Mary S. Eldringhoff, M.Ed., M.S. Librarian

Annual Report, 2017: Larrabee Library

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Welcome to the Larrabee Library
at
Tewksbury Memorial High School

Vision Statement

The Larrabee Library is a place where:

Teachers and students are provided with all necessary resources, both print and electronic, to expand their learning capabilities to the fullest.

The Larrabee Library is a place where:

Students and teachers operate as partners in the learning process.

Students and teachers receive support and direction for all their efforts.

Students and teachers celebrate the diversity they find in each other.

Students and teachers celebrate their own personal success stories.

Students can practice the skills that support life-long learning.

Mission Statement

The Larrabee Library at Tewksbury Memorial High School supports teaching and learning.

Annual Report, 2017: Larrabee Library

Budget

Total Budget Available: 20,000.
Total Monies Spent 20,325.

Larrabee Library Budget Yearly Comparison:

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Budgeted monies	20,370	27,505	36,113	unknown	unknown	20,000	20,000	20,000
Monies spent	19,934	27,180	33,428	21,448	16,466	19,105	9,064	19,520
Transferred to textbooks							12,000.	
Classroom Curricular Support								804.73
Monies not spent	436	325	2,685	x	x	895	-1,064	0

Each year every effort is made to spend the Tewksbury tax dollars dedicated to the high school library in a prudent manner. With the approval of Principal Vogel an Amazon expenditure of \$804 was incurred to provide classroom titles to support Ms. Peloquin's American Literature course.

Annual Report, 2017: Larrabee Library

Circulation Statistics: 2016/2017

Print Circulation

Print Circulation Statistics:

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Total Circulation	258	551	631	688	437

The print collection continues to be utilized in the digital age. Often times that usage occurs in the library and is not categorized as materials checked-out.

The circulation of books was impacted this year by improved access to digital databases and the ongoing donated book programs: Readers' Choice and The Ginsberg Literacy Collection where reading materials are free and do not need to be monitored by the check out system.

The technology issues that prohibited our students from viewing electronic books at home have been resolved and new purchases were made in the electronic format this spring.

Electronic Online Data

Database Usage Comparison: May 2010 – May 2017

Monthly Usage Summary	May 2010	May 2011	May 2012	May 2013	May 2014	May 2015	May 2016	May 2017
					Unable to be Read	Unable to be Read	Unable to be Read	Unable to be Read
Total Sessions	485	752	181	2,238				
Total Full Text	219	474	482	782				
Total Retrievals	258	497	603	809				
Total Searches	1159	1421	427	6,759				
Total Turnaways	0	0	0	0				

May 2017 database data was not available due to file configuration as a TSV file. Tech assistance to resolve this issue remained unavailable.

The technology issues that prohibited our students from viewing the online database structure at home have been resolved.

Annual Report, 2017: Larrabee Library

Collection

Collection Materials currently listed in the Catalog

	2009-10	2010 - 11	2011 - 12	2012-13	2013-14	2014-15	2015-16	2016-17
Copies	5,366	7,372	7,752	8,352	9,385	10,122	10,432	10,917

Collection Analysis

		June 12 2013	June 16 2014	June 12 2015	June 21 2016	June 19 2017
Average Age		1995	1997	1998	1998	1998
Items per Students		8.24	9.27	10.12	10.03	10.4
MSLMS Standard is 20 Items per student						

Materials

The collection is now in its ninth year of major revitalization. Additional print copies were added to the catalog this year. The majority of book purchases were focused on the electronic format since the technology issues that prohibited our students from viewing electronic books were resolved.

The vendor of the periodical collection remained the same, selections remained stable this year.

Electronic Materials: Online Database Sources

The online database source is provided to Tewksbury Memorial High School free of charge by the Massachusetts Library System. The database structure continues to offer pre-evaluated audio, video, podcasts, statistics, and all manner of formerly print sources of information: magazines, newspapers, reference articles, academic journals, books, primary source materials, websites and images all focused on specific curriculum related topics.

Annual Report, 2017: Larrabee Library

Facility Usage Data

The Larrabee Library continues to be a vibrant, student-centered facility. The library was described in the recent NEASC Visiting Team Report as "... the focal point for academic research and positive social experience ... a vital aspect of the culture of TMHS and a strong factor in promoting the success of students in meeting the school's learning expectations."

Yearly Usage Totals

	Total Usage 2012 2013	Total Usage 2013 2014	Total Usage 2014 2015	Total Usage 2015 2016	Total Usage 2016 2017	Growth /Loss	Edgenuity
September	1592	2720	3038	2086	2357	+271	330
October	2128	2974	2267	3054	3538	+484	345
November	2184	2549	1781	2268	2017	-251	311
December	2576	1101	1214	2110	1828	-282	327
January	2642	2288	1454	2029	2752	+723	530
February	1667	1528	1571	1737	1655	-82	540
March	2589	1463	1956	2546	2599	+53	811
April	2325	1555	2263	1820	2322	+502	595
May	3198	1597	2724	3316	2853	-463	746
June	1149	619	702	1957	2465	+508	99
	22,050	18,394	18,398	22,923	24,386	+1,463	4,634

While the number of students visits each month varied by rather large swings up and down from last year's numbers. Those shifts may have depended on when teachers assigned projects, the weather and the functioning of the new waterfall schedule. The bottom line was an additional 1,463 student visits to the Larrabee Library this school year.

This year the Virtual High School Program, Edgenuity, was relocated into the Larrabee Library space. The addition of the students in this program impacted the overall library operation, but since their focus had a different purpose, their numbers were reported in a separate column.

Annual Report, 2017: Larrabee Library

Literacy Programming

"Reading is the gateway skill that makes all other learning possible, from complex word problems and the meaning of our history to scientific discovery and technological proficiency."

From Barak Obama's speech, "Literacy and Education in a 21st-Century Economy," given to the American Library Association on June 25, 2005.

Reading for enjoyment

The Reader's Choice program for the entire TMHS community continued into its ninth year. The Ginsburg Family Literacy Collection also continues to be an important resource for students and staff looking for a wealth of free reading options.

Book Buddies

Senior, Haley Marchant remained at the helm of the program she initiated last year. This year she focused the program on the elementary aged students located at the Dewing School. One particular program centered on the celebration of Dr. Seuss' Birthday in March, Read Across America. The high school students who participated in that particular program had all attended the Dewing many years ago. It was a joyous celebration.

Friday Night Open Mic

In a world where so many teens lead very proscribed lives, Open Mic continues to exist at TMHS as an opportunity to freely express many of the ideas and joys they have neither the time or space to embrace. Each month, amazing singers, songwriters, musicians and spoken word contributors come to microphone to share their talent and passion. By special request, Open Mic hit the road this year and on two occasions the event was held at the Heatherwood Senior Living Community. Our students were very well received and several seniors took to the mic with outstanding performances creating a true inter-generational experience. Once again the final event of the school year was scheduled to coincide with the Fine Arts Night in May and was attended by an audience near 100. Open Mic remains an organic event where personal expression is the order of the day.

Lip-Sync Battle: Personal Expression

The 21st century brings with it instantaneous communication and a wide variety of options for young people to explore. The annual Lip-Sync Battle took place this spring bringing with it a joy and enthusiasm for a wide variety of musical genres.

Annual Report, 2017: Larrabee Library

Literacy Programming

Festival of the Trees

Collaboration with the Art Department continued this year. Art students received a lesson centered on the format of the picture book and created an art installation for the TMHS Literacy Tree at the Tewksbury Public Library festival. The focus this year was the work of author/illustrator Jan Brett. The title chosen was *Who's That Knocking on Christmas Eve*. Cooperation with Art teacher, Nicole Lapierre is the foundation for the success of this collaboration. Special thanks to seniors Jalal Agouli and Josh Tirrell for transportation, set-up and tree trimming assistance.

Finals Study Night

The institution of the waterfall schedule changed the rollout of the Finals Study Night to one night in June. There was an effort to provide two nights to students to accommodate the longer exam week, but the building was unavailable the weekend prior to exams due to Father's Day. The Larrabee Library was scheduled with a School Committee meeting on the evening of June 14th so silent study was moved to LGI 1 and tutoring assistance was offered by TMHS graduates in LGI 2. Over 60 students registered for this important opportunity and participated between the hours of 7-10pm. The success of this well attended program is based on the enthusiastic support of the teaching staff who provide their study guides and textbooks as tools for the evening's tutors.

College Transition: Seniors Meet and Greet

In January, graduates from the Class of 2016 returned to TMHS to offer their initial transition to college experience as a guiding tool for the current senior class. The hour long program included break-out sessions where students could meet and discuss with grads involved in specific areas of study. This activity was followed by a question and answer session that covered the topics of time management, social commitments, commuting, communal living and finances. This session was facilitated by the librarian. The library is responsible for contacting all college participants and monitoring the event.

TMHS Readers Share

A pilot program this year focused on our efforts to have high school students read for enjoyment. Initial response to this unique endeavor to support student free reading was encouraging.

Annual Report, 2017: Larrabee Library

Personnel:

Significant changes were made this year to the staffing situation at the Larrabee Library.

The first, was the addition of the virtual high school program, Edgenuity, into the library setting under the guidance of instructional aide, Michelle Tully. Michelle was assigned to facilitate that program, and simultaneously to serve as support to the librarian. While the expectation was that there would be approximately 5 to 8 students each block in Edgenuity, student registration actually came in between 3 and 16 students.

Secondly, substantial changes were made to the Internship Program at TMHS that had a considerable impact on the library. These changes placed all internal school interns with the librarian who was now responsible for assigning student support for any teachers requesting help, and for developing and implementing an intern assessment tool. The library was now training and interacting with 83 interns during the course of the year, an increase of 51 students over the 32 library interns from previous years.

In the fall, both Ms. Tully and the librarian embarked on dealing with separate steep learning curves, and it would take a full semester before we could begin to integrate a mutual support system into our professional lives. Second semester finally offered opportunities to train Ms. Tully in the library operations, and that training actually provided some relief to the long-standing lack of trained library support.

All interns were trained to serve with a strong sense of professional behavior. These students all received excellent reviews from the teachers who requested support. In addition, they were all trained as library interns and served in that role when they were not needed elsewhere. Their library support was integral to the facility successfully supporting 24,000 student visits this school year.

Annual Report, 2017: Larrabee Library

Facility Maintenance

Current Issues:

A small piece of carpet in the second bay window area has begun to lift up. The wires and cables under the four computer tables in the library need to be tied back so that students are not inadvertently shutting down machines.

Resolved Issues:

Doorstops were installed on the main library doors precluding any further repair effort. The library book drop was made operable by graduating senior Kyle Crowley.

Ongoing Issues:

The Library workroom continued to be used as a study space for our visually impaired student; organizational tasks that normally take place in the workroom were relocated to the main library area and/or the library office.

Technology issues

The 24 tech units available to students in the Larrabee Library continue to receive constant and consistent use. One keyboard was damaged this year.

An upgrade from VMWare to actual computers is recommended.

The online Destiny Circulation/Catalog program continued to serve students and faculty. The computer lab for the 2nd floor while located in the library space, keeps usage data independent of the library. The class instructional area with the SmartBoard received use by faculty and/or the librarian. The advent of the waterfall schedule allowed the library to teach from that area to all students in the building. The library iPads were used by classes and individual students on a routine basis.

Replacement of the VMWare machine at the front desk with a real computer is requested. This replacement would allow for a more efficient service to students and staff and more reliable support for the librarian.

Annual Report, 2017: Larrabee Library

Teacher Collaboration and Support

Department	
Art	Jennifer Arnold Nicole Lapierre David Moffat Ashley Sullivan
English	Lynne Hardacre Andy Bellistri Brian Gouthro Cathy Stack John Byrnes Jade Scarpa Kathryn Palladino Cynthia Peloquin Bryan Desjardins
Social Studies	Brian Aylward Marc Demers Dustine Puma Fran Cusick Donna Boudreau-Hill Erin Murphy Scott Callanan
Math	Vicki Ireland
Foreign Language	Joanne Mezaine Leann Lewis Melanie Ryan Paul Early
Science	Eamon Edgerton Kirk Monbleau Janet Gordon
Health	Julia Nix
Applied Arts	Nicole Smallidge James Sullivan Sue Sullivan
Special Education	Marco Basiliere Lindsey Bowden Patrick McAndrews Steve Kasperzak
Guidance	David Harne Kennan Daniel
School Psychologist& Social Worker	Richard Staples Lauren Sheehy
MCAS	Melanie Tirabassi
School Secretaries	Annmarie McCormack Nancy O'Hare

Annual Report, 2017: Larrabee Library

Community Outreach

Many community outreach efforts of the librarian were focused within the Tewksbury Public School District this year. Of interest is the naming of a new Teen Librarian at the Tewksbury Public Library. Initial conversation this week discussed potential future collaboration.

Awards

Recipient of the Massachusetts School Library Association Lifetime Achievement, May 2017

Professional Commitments

Organization: NPEN

Member: Steering Committee: NEASC

Member: Communities of Practice

Advisor: The TMHS Gay/Straight Alliance

Facilitator: Open Mic Event
Lip Sync Battle
Finals Study Night
College Meet and Greet
Book Buddy Program
THMS Readers Share

Class of 2018: Chaperone for Junior Prom

Class of 2017: Chaperone for Senior Week Activities: Harbor Cruise,
Prom and Graduation
Delivered a Farewell Address to the class on graduation morning

Attended: Various activities in support of TMHS students and staff: Drama, Chorus/Band Productions, Football, Baseball, Basketball, Hockey, Soccer, Lacrosse, Wrestling, Track and Field



■ Page 3: Valley Elementary Students are getting a jump on literacy and emotional growth.



■ Page 3: Meet Valley's new Middle School elective group, A Call to Action, students who are harnessing their energy to make positive change.



■ Page 7: The 2017 Valley school trip took students further than many had ever been: to New Orleans.

Enhancing Offerings to Meet Student Needs

Dear Valley Collaborative family and friends:

We have had an excellent school year at Valley. Valley continues to develop high quality programming and continuously enhances its offerings depending upon student's needs. With our talented therapy department and certified educators, as well as caring, committed support staff, we have the ability to create customized programming that meets the unique needs of our student body, something we take great pride in everyday.

This past year Valley received another financial audit which was "finding free" and received an exemplary rating on the financial review/audit done by the Department of Elementary and Secondary Education. Valley continues to manage its operations such that tuition rates for FY'18 will not increase and will remain at FY'11 levels. Furthermore, for the third consecutive year, Valley will be returning monies to its member school districts because our excellent programming continues to attract many students resulting in a surplus of funds. For FY'17, we are expecting to return almost \$2 million to our member districts, an approximately 42% reduction in our already low tuition

rates for this past year.

Our elementary school has enjoyed its new sensory stimulation room and greenhouse. Our middle school has settled into their new classrooms. The high school trip this year was to New Orleans. Our students in Site 2 had an amazing fundraiser for New England's Wounded Veterans, Inc., and Site



PAUL DONOVAN RECIPIENT OF THE ANNUAL TONY BENT LEADERSHIP AWARD WITH DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE.

1 students experienced their first overnight trip.

The Experiential Physical Education program continues to support our students socially and emotionally by providing them with unique outdoor experiences where they are able to develop caring and authentic relationships with their fellow students and staff.

Letter from the Executive Director

»continued from cover.

Valley is proud to say that we are one of only a few Department of Developmental Services (DDS) operated programs in the Commonwealth where adults are paid minimum wage for work they do at modified work sites. This year we also received a grant from the Massachusetts Rehabilitation Commission (MRC) for transitional services for students ages 14 -22.

The school play this year was "Aladdin Jr." Our students deserve Oscar nominations and our staff who generously gave up their time and talents all deserve to be staff of the month. If you haven't watched a Valley play and you need an emotional lift, attending this inspirational event will be the cure.

We had a most successful fundraiser for our afterschool program and school trip again this year. We raised over \$8,000. A special thank you to all of our donors. Please see the full list of donors below. A special mention to our gold and silver contributors; Enterprise Bank & Trust (Gold), Marathas Barrow Weatherhead and Lent LLP (Silver), and AI3 Architects LLC (Silver).

LEFT TO RIGHT: NICOLE NOSKA, PRINCIPAL, VALLEY COLLABORATIVE MIDDLE SCHOOL; KERRY CLERY, ASSISTANT SUPERINTENDENT, WESTFORD PUBLIC SCHOOLS; BEVERLY ROSS DENNY, CEO, RESOURCES FOR BETTER TEACHING; KARI MORRIN, DIRECTOR OF STUDENT SERVICES, VALLEY COLLABORATIVE; MATT CROWLEY, ASSISTANT SUPERINTENDENT, WOBURN PUBLIC SCHOOLS; KRISTINE BONSAK, PRINCIPAL, SITE 3, VALLEY COLLABORATIVE TRANSITIONAL HIGH SCHOOL.



Every year Valley Collaborative acknowledges one employee who exemplifies leadership qualities, good character and a strong work ethic. This year the recipient of the Dr. Anthony Bent Leadership Award is Paul Donovan, Network Administrator. Mr. Donovan joined the Valley team last summer and has reformed the IT department and made himself an invaluable team player. Everyone at Valley joins me in thanking Paul for all of his dedication and efforts to make Valley a world class educational institution with state of the art technology.

A special thank you to our supportive Board Members who without their support all of this would not be possible; Valley Collaborative Board Chairman Mr. Timothy Piwowar, Superintendent Billerica Public Schools; Dr. Jay Lang, Superinten-

dent Chelmsford Public Schools; Mr. Steven Stone, Superintendent Dracut Public Schools; Mr. William Ryan, Interim Superintendent Groton-Dunstable Regional School District; Ms. Denise Pigeon, Superintendent Nashoba Valley Technical School District; Ms. Joan Landers Superintendent North Middlesex Regional School District; Mr. Christopher Malone, Superintendent Tewksbury Public Schools; Dr. Michael Flanagan, Superintendent Tyngsborough Public Schools; Mr. Everett (Bill) Olsen, Superintendent Westford Public Schools. We welcome Valley's newest Board Member Dr. Laura Chesson, Superintendent Groton-Dunstable Regional School District. ■

My best to you always,

Chris

Chris A. Scott, Ph.D.
Executive Director

Valley Collaborative Thanks Our Donors

The following businesses and individuals donated to Valley Collaborative this year, making it possible for us to provide student scholarships for educational trips and after school programming for our students:

Gold

Enterprise Bank, Mr. George Duncan Chairman

Silver

AI3 Architects LLC
Marathas Barrow Weatherhead
Lent LLP, Attorney Thomas Lent

Bronze

Action-King Enterprises, Inc.
Security Design
Arnold M. Kerzner
B.J. Doyle, Inc
Compass Project Management
Embroidery Unlimited, Inc.
Fritz & DeGuglielmo, CPA
Industrial Floor Covering, Inc.

(Bronze, cont.)

Lori L. Likis
Lyons and Rogers, LLC
Marilyn Humphries Photography
O'Connor Hardware, Inc.
PARS
QPL, Inc.
TGL Logistics LLC

In kind

Butterfly Place
Roller Kingdom

Thanks to all!

Middle Schoolers Answer a Call to Action

They heard the calls for help and answered. Whether it was a small child in need of a pair of shoes or a clean place to play, they were there with a helping hand. I'm not describing a national organization, but rather the Middle School elective group, A Call to Action.

A Call to Action is the brainchild of Middle School Principal, Nicole Noska, and history teacher, John Shea. Noska explains, "We were seeing flashes of extreme generosity and compassion within the Middle School community. We thought the students could harness this energy and really evoke positive change throughout the local and even global communities."

Over the last 4 months, Middle School students participating in this weekly elective, A Call to Action, have been busy. They have organized and participated in a 2-day cleanup of the Billerica Parks, facilitated a book donation through Books For Africa, and are currently working with the non-profit, Soles For Souls, collecting shoes for a shoe drive. The results of these efforts speak for themselves. Over 500 pounds of trash was removed from Billerica parks, 125 textbooks were sent to children in the African nation of Ethiopia, and approximately 100 pairs of shoes have been collected. One student explained that, "Actions speak louder than words and we wanted to actually make things better for people." It's clear that mission has been met. ■



FROM LEFT TO RIGHT: BOB CLOHESY, JAYDA MARQUEZ-SPEAR, AARON MCMAHON, CHRIS LITTLEJOHN, HEATHER LEVASSEUR, XAVIER ROMAN, LUIS ALGARIN, AND ASHER CAMPBELL.

Elementary School Students Read Across America

Every month the Elementary school engages in a school wide activity to encourage social and emotional growth for our students. We align many of our activities to our public school counterparts, as a school environment even in our substantially separate program is so important. In March we like most schools, celebrated Read Across America. The staff and students participated in a door-decorating contest of their favorite books. Doors ranged from No David to The BFG. Additionally the New England Patriots were generous enough to send their kicker Stephen Gostkowski to come read to our students! He spent time with our staff prior to judging the door contest and then



FROM LEFT TO RIGHT: ELIZABETH MUGAVERO, AIDE; PHALIN TOUN, AIDE; EDGAR(GEO) NUNEZ, STUDENT; GABE SOUTO, STUDENT; STEPHEN GOSTKOWSKI, NEW ENGLAND PATRIOTS KICKER; HEIDI SANDLER, TEACHER; NATHAN PERUSSE, STUDENT; BRANDON KINGLOCKE, STUDENT.

engaged our kids in a school wide read aloud. The kids formulated 10 questions for him and he generously took pictures with each class and our staff at the end. We were truly grate-

ful for the experience to host such a positive event. A big thank you to our teachers Meghan Waters and Jen Bergeron for organizing the event. ■

Site 1: Making Tangible Connections

Some high schoolers need a tangible connection to the curriculum in order to truly understand or care for the material they learn. An experience embedded in curriculum can even make students care about one another. The teaching staff on Site 1 understand how to hook a student's interest into an abstract, difficult or seemingly boring topic with real world experiences. Our teachers have connected Valley curriculum to a wide variety of academic and therapeutic field trips that have many positive ben-



SITE 1 STUDENTS ON A WHITE WATER RAFTING TRIP. PICTURED: AUSTIN PERRY, ANGEL MORALES, NICK LECLAIR, DEREK WYNTERS, JOSH CIAMPA, NICK BRUCE, JAYDEN MANALS.

efits.

Valley students have built their connection to the community, local history, curriculum and each other with a series of unique field trips this school year. After studying the American Dream, students visited the "Dreams of Freedom" exhibit at the Skywalk Observatory atop the Prudential Center. The museum sits high above the city and depicts personal immigration stories within Boston's rich cultural history shaped by immigration. Students were able to research their own backgrounds

and trace how their ancestors came to the Boston area.

Many students realized they came from the same countries, or their ancestors immigrated to escape similar situations. Then they saw the same stories in readings from their American Experience course.

Reading can be a tough task for students living in a fast paced and technology dependent culture. Some students get easily distracted when reading, or find it tough to connect to the material. A real life

experience with a piece of literature can be the hook a student needs to take interest in reading. Students had the opportunity to see the North Shore Music Theatre's production of "A Christmas Carol" before reading the work by Charles Dickens. The performance was played out on a stage with 360° views of actors and actresses appearing out of trap doors or flying onto the stage by wire.

Students also got the opportunity to see the setting of Arthur Miller's play *The Crucible* in Salem, Massachusetts. Many students were hooked into the classroom readings from physically seeing the settings of these stories.

Teachers and students of different demographics, ages and interests were able to bond over the shared experience of Boston sports multiple times this school year. Students studied sportsmanship, math and physical science with the help of the New England Patriots and the Hall at Patriot Place. Science and math based exhibits challenged students to input data involved in kicking a field goal or completing a pass. Valley students hosted by The Sports Museum at TD Garden found themselves



DEREK WYNTERS AND JAYDEN MANALS ON A ROCK CLIMBING TRIP. OPPORTUNITIES TO GET OUT INTO THE COMMUNITY GIVE STUDENTS AN INCENTIVE TO SELF-REGULATE AND WORK HARD IN THE CLASSROOM.

eye-to-eye with the rich championship history hanging from the Garden rafters. A tour guide took students through ups and downs in Boston sports history. They even got the chance to try on game worn memorabilia from past Celtics and Bruins players. Students encountered a similar experience at the Basketball Hall of Fame in Springfield, Massachusetts.

Teachers used these experiences in the classroom to connect historical events, math concepts, scientific ideas, and character traits.

With a wealth of opportunity to get out into the community, students have a terrific incentive to work hard in the classroom to earn unique experiences. The natural by-product here is a stronger academic community. Students understand that they need to meet expectations to go white water rafting, spend a few nights in a cabin on Mount Cardigan, or take a plane to New Orleans to tour an historic city. Some students take the initiative to hold one-another accountable.

Site 3: Lights, Camera, Action!

Site 3 has had a busy spring with the preparation of our production of Aladdin Jr. school play. The students and staff worked tirelessly to make this year's play another huge success. Monica Bruni from our School and Vocational Training class and Michael White also from our School and Vocational Training class did a phenomenal job as Jasmine and Aladdin. Marcus Mengistab from our School to Work class was terrifying as the Villain Jafar. Justin Goyette played Jafar's sidekick, Iago, quite mischievously. Alex Najarian-Najfi powerfully commanded as Razoul, Captain of the Agrabah guard. The Sultan was played by Arun Maudgal in a rather regal fashion. Whitman Mamayak "flew" around playfully as the Magic Carpet. Humza Malik, Lucas Costain and Julia Lesnik graciously informed the audience as our narrators. The production was filled with the humor of one of our coaches, Steve Heasley, as the Genie. Lastly, the play would not be complete without our supporting players and production crew members Joseph Distefano (voice of Genie), Fazian Malik, Angela Penn, Nate Steigerwald, and Greg Milner. All the students and staff put in a tremendous amount of effort and it proved to be a production to be truly proud of. ■



STUDENT PERFORMERS IN THIS YEAR'S SCHOOL PLAY, ALADDIN JR. FIRST ROW: HUMZA MALIK, STEVEN HEASLEY, JULIA LESNIK, MICHAEL WHITE, LUCAS COSTAIN; 2ND ROW: MARCUS MENGISTAB AND ARUN MAUDGAL.

Alternative High School's Three Paths to Graduation

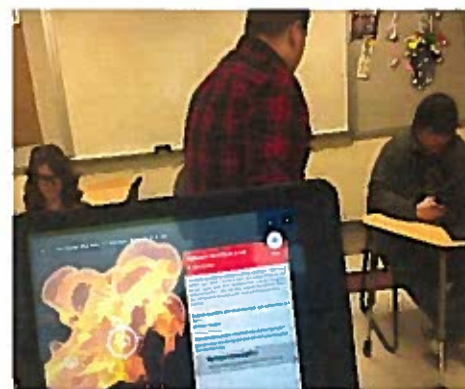
As we round the horn, and graduation sits on the horizon, Valley Transitional High School Site 2 is finishing strong. As always we could not even imagine 4 years ago that our program could have accomplished so much and taken on such endeavours as we have this school year. Due to the tireless work of the teachers, aides, and staff we are so proud to reflect on several past events and announce some of the upcoming activities.

While Valley Collaborative looks to continue to push the envelope with its technology initiatives, Site 2 "East" has begun to incorporate Virtual Reality into their curriculum. Using Google Expedition, as well as the site's iPads, students and staff have been able to supplement lessons with a 360 degree, 3 axis perspective of historical landmarks. Just this quarter, students have experienced the American

Gold Rush, sites of the Vietnam war, and stormed the Normandy beach of D-Day during WWII. In science, students have visited the San Diego Zoo, not to mention see Hydrogen bonding right before their eyes, and finally being privy to a rocket's ascent into space. We could not be more proud of the initiative the teachers of East have undertaken to remain on the forefront of technological advancements in our classrooms.

In the "North" program, students recently were given the opportunity to visit the Museum of Fine Arts and view several exhibits, but highlighting the visit was "Massed Media", a series of pieces from all over the world that were made up of small images pieced together to create larger images.

Artists created videos, sculpture, paintings, as well as used other mediums in order to make those who experience the pieces



TEACHER COREY SHEPHERD BEGINS A VIRTUAL REALITY LESSON ON HYDROGEN BONDING THROUGH GOOGLE EXPEDITION WITH STUDENTS CHASE ELLIOTT, LOGAN CARDILLO, AND JUSTIN CHEN.

become aware of their own perceptions of the world around us - a similar lesson the teachers of Site 2 are always working with students to understand.

»continued on page 6.

Three Paths to Graduation

»continued from page 5.

Pieces in the exhibit originated from all over the world including South America and the Far East. Every Wednesday, students of North side have enjoyed stepping out of the classroom to experience museums, cooking lessons, job tours, and college/university tours all across Massachusetts.

Undertaking overnight trips into the wilderness is nothing new for the teachers and staff of Site 2 "West." Students and staff in the program have climbed Mt. Cardigan, skied the slopes of the White Mountains, and will have ventured to Lonesome Lake again. The staff and seniors of West Side have gone above and beyond this time. On June 2nd, 7 graduating seniors and several staff members, along with guides from Northeast Mountaineering will undergo a midnight hike of Mount Washington in hopes to arrive at the summit for sunrise. While this experience is amazing in itself, so is the selflessness of the students who are attempting to raise \$5000, towards

supporting five severely wounded veterans in New England's Wounded Veterans Program. The fundraising prerequisite was initially waived by the charity for our students, but our students felt that there was an opportunity to "give back", much like they felt that Valley has given back to them over the years.

Again, the amazing stories that have come from the students of Site 2 this year have been heart stopping, but there is still over a month left before graduation, and students and staff are not ready to "pack it in" for the summer. Thank you as always to the amazing staff who work tirelessly to create a safe and beneficial environment for our students. You are appreciated! ■

We're proud to note that at publication time, the students had not only met their fundraising goal, they've exceeded it, raising \$5660.



WEST SIDE TEACHERS GLEN COSTELLO, SHEALAGH SOARES, JOSH CIAMPA AND BOBBY NIMBLETT TAKE A PICTURE WITH STUDENTS ALEX SONG, ROBERT GARCIA, DYLLON NEWSOM, COLLEEN BENNETT AND CODY SWEENEY AS THEY TAKE ON THE SLOPES OVERLOOKING MOUNT WASHINGTON DURING THE MOUNT CRAWFORD OVERNIGHT CAMPING TRIP.



TEACHERS BRITTANY BRITTON, BRITTANY MAIURI, AND TREVOR DONAGHUE REACH THE SUMMIT OF MOUNT WILLARD ACCOMPANIED BY STUDENTS ZACH SAUNDERS, NICK CARDILLO, GEORGIA ENGLISH, LUCAS FLORES, GADDIEL CRUZ, AND HUNTER BOUDREAU.

School Trip 2017 Heads South to New Orleans

On May 22nd Valley Collaborative students and staff raised the bar by taking an airplane ride to the South. The Valley travelers ventured to New Orleans, Louisiana for their 5th annual school trip. This was an exciting opportunity for our students, as many have never been on an airplane before. The students and staff experienced southern culture with a riverboat cruise and evening jazz experience. They also took in a history lesson while visiting a Bayou Country plantation, and walked through the French quarter and Lafayette cemetery. Thanks to the generous contributions of our vendors who helped make this trip possible for 2 students who wouldn't be able to afford it otherwise. Thank you for making this dream a reality! ■



1ST ROW L TO R. BEN CIRIELLO, KRISTINE BONSAK, EMILY EASTWOOD, JULIA LESNIK, WHITMAN MAMAYEK, KAITLYN WHITE, LIA METRAKAS, JOE DISTEFANO, JACOB DU-MAIS, SANDY GAMACHE.
2ND ROW, TONY BERRY, LUCAS COSTAIN, BRIAN LONG, MINDY MALAS, SAM WOJTOWICZ, BOBBY RICHARDS, SHANNON BURKE, SHANNON CHAMBERLAIN, RANDY JONES.
3RD ROW, KEN BONNELL, MICHAEL WHITE, MARCUS MENGISTAB, JOE VENSUS, DJ VITALE, ROB RUSSELL, ANTHONY FOSTER.

Former Valley Student Reaches Great Heights

Congratulations to Chris O'Neil, a former participant in Valley's School to Work Program. Chris was one of only three Alpine Advanced Skiers in Massachusetts to make the USA Special Olympic Team. In March of 2017, Team USA traveled to Austria to compete against 2,700 athletes from 107 countries in the World Winter Games. In Chris's first Advanced Alpine Skiing event he came in third place winning a Bronze Medal. Everyone here at Valley Collaborative is extremely proud and inspired by Chris's accomplishments.

During his four years at Valley Chris built everlasting friendships with both students and staff members. In his high school years, Chris had active roles in many sport teams including football, basketball, baseball, and skiing. He was an extremely passionate member of those teams and he continues to show that passion in everything he does.

O'Neil graduated from high school in 2008, was nominated for the World Games, and graduated from the STRIDE program at Lowell General Hospital where he currently is employed as a linen aid.

Skiing is his favorite thing to do; he just can't get enough of it. He also enjoys other sports, playing video games, reading, and hanging out with his family and friends. Andrea O'Neil, his mom, said, "He loves geography and history. He could go on for hours giving you facts."

Andrea explains that there isn't just one thing that Special Olympics means to Christopher.

"It's making friends, competing, having fun, dedication, and passion. It's everything," said Andrea. Christopher is very proud to represent the USA and has never been to Europe before, so he's excited to see Austria and meeting new people. "Special Olympics has made Christopher con-



FORMER VALLEY STUDENT AND SPECIAL OLYMPIAN CHRIS O'NEIL.

fident, it's allowed him to have a love for skiing, and it's given him access to different things," Andrea said. ■

Note: this story includes material from a profile of Chris that ran in the *Lowell Sun* on March 19, 2017.

Congratulations to the 2017 Valley Scholars

The Merrimack Valley Superintendents Association hosts a Scholars Luncheon in May that recognizes students who represent the very best of our districts across the Merrimack Valley. These students represent the definition of success within our schools. We would like to congratulate the students chosen from Valley's Transitional High School Sites 1 and 3.



TRANSITIONAL HIGH SCHOOL STUDENT KEN BONNELL.

Ken Bonnell from Chelmsford began attending Valley Collaborative as a participant of our summer program. After receiving his diploma from Chelmsford High School, Ken enrolled at Valley full time in order to focus on his vocational and independent living skills. Fast forward 4 years and Ken has become a leader in the classroom and at his independent internship with The Radisson Hotel and Suites in Chelmsford.

Ken loves sports and he aspires to one day work in the athletic department at Chelmsford High School. When he has free time you can find Ken at every Boston College home football game, at Chelmsford High football and hockey games, or coaching baseball with the Chelmsford High baseball team.

When he isn't enjoying these sporting events Ken spends his free time reading romantic novels or writing songs. Throughout his life Ken has had to deal with a physical disability that has required him to have over 30 surgeries. Most people faced with these challenges would have difficulties staying positive, but not Ken. He is always cheerful, willing to help others and just generally optimistic about life. These characteristics are what makes Ken truly inspirational.

Daniel Collins, a Billerica native, is an accomplished senior at Valley Collaborative who has consistently earned honor roll distinction. An enthusiastic animal lover, Dan's goal is to earn a degree in biology and ultimately work in a meaningful profession caring for animals. Currently, Dan has secured and maintained a successful internship at Cintas, a reputable corporate cleaning company. In a testament to Dan's strong work ethic, Cintas has already offered Dan continued employment after he graduates from Valley.



VALLEY TRANSITIONAL HIGH SCHOOL STUDENT DAN COLLINS.

Dan has made tremendous strides since joining Valley Collaborative four years ago. Dan faced many challenges in the early going—socially, emotionally, and internally. Dan has since blossomed into a young man who is confident, outgoing, successful, and kind-hearted. We could not be prouder of Dan and all of his achievements as he transitions into his next, undoubtedly successful phase of life. ■

Site 1: Tangible Connections

•continued from page 4

When a student is having a hard time self-regulating it is not uncommon to hear a classmate say, "Chill out, indoor rock climbing is tomorrow." The self-regulating strategies and pro-social behaviors we preach in our Health and Wellness classes often manifest in the wake of a trip students want to be allowed to attend.

All students have the inherent potential to learn and interact with curriculum. Some do well with text, but others need movement, hands-on experience and something palpable to reinforce a text. The biggest benefit from experiential physical and academic trips has been student buy-in. A student may work harder in the classroom in order to earn the experience of white water rafting, or read and analyze Charles Dickens with more enthusiasm and effort because she saw his work played out on stage. Our teachers have seen great returns on investing in real life experiences that supplement curriculum. ■

Adult Services: New Vocational Work Site Announced



LEFT TO RIGHT: TRACY SPINALE, HEIDI PACHECO, JOHN HIGSON (CHEF MANAGER), AND DEB PELLETIER (VOCATIONAL COACH).

The Adult Services Department is excited to announce our new partnership with Sebastian's – LPM Holding Company in Andover, MA. Beginning in March work crews have been providing food preparation, utility and general maintenance services in Sebastian's kitchen which serves approximately 750 employees every day.

By contracting with like-minded businesses in our community, Valley Collaborative is able to offer its adult workers vocational training and employment opportunities at competitive wages. Valley Collaborative students will also be able to access this site for vocational exploration and training. These opportunities support individual vocational goals, increased independence and community integration. ■



JOHN SHAW, ADULT SERVICES PROGRAM AND DARREN GOAD, ADULT SERVICES PROGRAM SUPERVISOR.

Program Overview

For more than 25 years Valley Collaborative has been providing vocational supports and opportunities to adults with disabilities in their local communities. Services include group employment, internships, volunteer opportunities and competitive employment.

For those in our Today and Tomorrow Program funded by the Department of Developmental Services, this support includes finding a vocational goal and receiving training to work in the community. With 15 different worksites to choose from, these adults can learn a wide range of skills. Just recently, one of our adult group workers was recognized for his work at Crosspoint Towers and offered a paid position with the company. This led to him being able to save up and get a car which has opened up a whole new world of independence for him.

Clients in our Evaluation and Training and Supported Work programs, funded by the Massachusetts Rehabilitation Commission; are actively seeking competitive employment. These adults often rely on public assistance and are living in poverty. Having support in their job search and employment helps these individuals gain the confidence they need to be successful. For many, these jobs allow them to purchase items other than food and clothing that contributes to the local economy. As one young man stated "I was able to take my daughter to the aquarium for the first time, it made me feel like a real dad." He has been working successfully now for eleven months.

Over the last four years Valley Collaborative Adult Services Department has grown by more than 60% and will provide support to more than 250 individuals by the end of this fiscal year. ■

Sharing the Valley Story with Future Leaders

Dr. Tony Bent and Dr. Christine Francis, MASS Assistant Superintendent Leadership Seminar Facilitators held a session for aspiring superintendents at Valley Collaborative. The Valley Team welcomed the opportunity to share "how the leadership sausage gets made." The case study in leadership focused on the challenges, difficulties, hardships, and tears that went into transforming MSEC into Valley Collaborative. ■



LEFT RIGHT: DR. TONY BENT, MASSACHUSETTS ASSOCIATION OF SCHOOL SUPERINTENDENTS (M.A.S.S.) ASSISTANT SUPERINTENDENT LEADERSHIP SEMINAR FACILITATOR; JOIA MERCURIO, ASSISTANT EXECUTIVE DIRECTOR VALLEY COLLABORATIVE; KARI MORRIN, DIRECTOR OF STUDENT SERVICES VALLEY COLLABORATIVE; SEAN GLAVIN, DIRECTOR OF FINANCE AND OPERATIONS VALLEY COLLABORATIVE; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR VALLEY COLLABORATIVE.



FROM LEFT TO RIGHT: SEAN GLAVIN, DIRECTOR OF FINANCE AND OPERATIONS, VALLEY COLLABORATIVE; MARY BETH BANIOS, ASSISTANT SUPERINTENDENT SHREWSBURY PUBLIC SCHOOLS; DR. LAURA CHESSE, SUPERINTENDENT GROTON-DUNSTABLE REGIONAL SCHOOL DISTRICT; DENISE PIGEON, SUPERINTENDENT NASHOBA VALLEY TECHNICAL SCHOOL DISTRICT; ANNIE WILLIS, PRINCIPAL VALLEY COLLABORATIVE ELEMENTARY SCHOOL; CHRIS COWAN, PRINCIPAL VALLEY COLLABORATIVE TRANSITIONAL HIGH SCHOOL SITE 1; CRAIG MARTIN, ASSISTANT SUPERINTENDENT OF LEARNING AND TEACHING READING PUBLIC SCHOOLS.



LEFT TO RIGHT: JOIA MERCURIO, ASSISTANT EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; KARI MORRIN, DIRECTOR OF STUDENT SERVICES VALLEY COLLABORATIVE; SEAN GLAVIN, DIRECTOR OF FINANCE AND OPERATIONS VALLEY COLLABORATIVE; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR VALLEY COLLABORATIVE; TOM SCOTT, EXECUTIVE DIRECTOR MASSACHUSETTS ASSOCIATION OF SCHOOL SUPERINTENDENTS (M.A.S.S.)

Developing Leaders at Every Level

Valley believes it is important "to develop Leadership at every level." Dr. Anthony Bent continues to lead, mentor, coach, and facilitate Valley's leadership team. His efforts have helped to develop a high functioning team that enjoys reaching its goals. The picture below depicts an activity during one of the leadership sessions that focused on the importance of collaboration and synergy among team members. The other topics covered this year included the importance of trust, personal integrity, communication skills, and courage. ■



FROM LEFT TO RIGHT: SEAN GLAVIN, DIRECTOR OF FINANCE AND OPERATIONS, VALLEY COLLABORATIVE; JOIA MERCURIO, ASSISTANT EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; PAMELA WALKER, PROGRAM LEAD, VALLEY COLLABORATIVE ELEMENTARY SCHOOL.



STAFF APPRECIATION: FROM LEFT TO RIGHT: MARK MORREALE, OPERATIONS AND FACILITIES MANAGER; SEAN GLAVIN, DIRECTOR OF FINANCE AND OPERATIONS; WILLIAM SULLIVAN, ADULT CUSTODIAN; IAN MACAULAY, MAINTENANCE CUSTODIAN; JACK HAYES, LEAD CUSTODIAN.

Leadership Mentorship Program Coffee Hour

Valley's Leadership Mentorship Program Presents Coffee Hour Lecture Series (Part 2). We look forward to hosting the last two of this year's Coffee Hour Lecture Series beginning with Dr. Anthony Bent, Massachusetts Association of School Superintendents, Assistant Superintendent Leadership Seminar Facilitator and past Superintendent Groton-Dunstable Regional School District on Thursday, June 1st. We are also very pleased to host Massachusetts Lieutenant Governor Karyn Polito on Thursday, June 15th. ■



FROM LEFT TO RIGHT: MR. JAMES CAMPANINI, EDITOR LOWELL SUN; DR. JUDITH KLIMKIEWICZ, MASSACHUSETTS DEPARTMENT OF EDUCATION SENIOR CONSULTANT FOR STRATEGIC PLANNING FOR COLLEGE/CAREER EDUCATION AND WORKFORCE DEVELOPMENT AND RECENTLY RETIRED SUPERINTENDENT OF SCHOOLS FOR THE NASHOBA VALLEY TECHNICAL SCHOOL DISTRICT; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR VALLEY COLLABORATIVE; MR. TIM PIOWAR, SUPERINTENDENT BILLERICA PUBLIC SCHOOLS AND CHAIRMAN OF THE VALLEY COLLABORATIVE BOARD OF DIRECTORS.



FROM LEFT TO RIGHT: JOAN LANDERS, SUPERINTENDENT NORTH MIDDLESEX REGIONAL SCHOOL DISTRICT; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR VALLEY COLLABORATIVE.



FROM LEFT TO RIGHT SEAN GLAVIN, DIRECTOR OF FINANCE AND OPERATIONS VALLEY COLLABORATIVE; CURT MALONSON, ASSISTANT DIRECTOR OF FINANCE, VALLEY COLLABORATIVE; EVERETT (BILL) OLSEN, SUPERINTENDENT WESTFORD PUBLIC SCHOOLS; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR VALLEY COLLABORATIVE; DARREN GOAD, ADULT SERVICES PROGRAM SUPERVISOR, VALLEY COLLABORATIVE; BRIAN MIHALEK, PROGRAM LEAD VALLEY COLLABORATIVE MIDDLE SCHOOL; RICK PELLETHIER, DIRECTOR OF STUDENT SERVICES, TEWKSBURY PUBLIC SCHOOLS; KARI MORRIN, DIRECTOR OF STUDENT SERVICES VALLEY COLLABORATIVE; JOIA MERCURIO, ASSISTANT EXECUTIVE DIRECTOR VALLEY COLLABORATIVE.

Valley Collaborative Leadership Team

Chris A. Scott, PhD

Executive Director

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Principal, Valley Middle School

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Annie Willis

Principal, Valley Elementary School

awillis@valleycollaborative.org



Valley Collaborative Board

Chair: Mr. Timothy Piwowar

Superintendent of the Billerica Public Schools

Dr. Jay Lang

Superintendent of the Chelmsford Public Schools

Mr. Steven Stone

Superintendent of the Dracut Public Schools

Mr. William Ryan

Interim Superintendent of the Groton-Dunstable Regional School District

Ms. Denise Pigeon

Superintendent of the Nashoba Valley Technical School District

Ms. Joan Landers

Superintendent of the North Middlesex Regional School District

Mr. Christopher Malone

Superintendent of the Tewksbury Public Schools

Dr. Michael Flanagan

Superintendent of the Tyngsborough Public Schools

Mr. Everett (Bill) Olsen

Superintendent of the Westford Public Schools

Special Newsletter Thanks To:

Marilyn Humphries, photography

QPL Inc., & The Image Group,
printing

Little House Communications,
publication design and production



MEMORANDUM

Carolyn Gaglione
[REDACTED]
[REDACTED]

TO: Christopher Malone
CC: Judi McInnes
FROM: Carolyn Gaglione, Ryan PAC Chair
DATE: June 8, 2017
SUBJECT: PAC Donation Approval Request

The Ryan PAC would like to donate \$10,000.00 for the purchase of HP Streams. On behalf of the Ryan PAC and the Ryan School families, I request your approval for the purchase of these items.

If you have any questions or require additional information, please let me know. Thank you.

:ccg



COMPLETE PORTABLE WELDING SERVICE

June 19, 2017

To Whom It May Concern:

I, Donald W. MacLaren, owner of Tewksbury Welding & Wamesit Lanes, have donated a 12' x 8' x 24" Economy Executive Stage System to the Tewksbury Public School System on June 19, 2017. A copy of the paid invoice has been provided for the 10 year Manufacturer's Warranty on the stage.

Donald MacLaren

Heath Brook / Trahan PAC Fall 2017 Calendar of Events

August	Fundraising		Social	Community
	Dine Out - Meadowlands	Heath Brook Playground social Trahan Playground Social		
			Beautification of Heath Brook & Trahan Stuff the Bus	

September	Meet & Greet with Parents - Dine Out			
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October	Square One Art Read-a-Thon	Heath Brook / Trahan Library Night Halloween Bingo for Books (HB) Trunk or Treat/Fall Harvest/Monster Mash (Trahan)	Safe Halloween Tewksbury Pantry Collection	
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November	Gift Card Fundraiser Heath Brook Scholastic Book Fair	Roller Kingdom Tewksbury Public Library's Festival of Trees	Treats for the Troops Collection Anton's Coats for Kids Collection	
----------	--	--	---	--

December	Holiday Store	Heath Brook Holiday Breakfast Altitudes/Wamesit Fun Day (No School Day)	Holiday Giving Tree Anton's Coats for Kids Collection	
----------	---------------	---	--	--

On Going	Terracycle Spirit Wear Recycle That / Paper Retriever Shoparoo/ Amazon Smile/ Box Tops Birthday Book Program			
----------	--	--	--	--

RECEIVED
TEWKSBURY PUBLIC SCHLS

2017 JUN 20 AM 8 19

REQUEST FOR FUND RAISING

Date **6/8/17**RECEIVED
TEWKSBURY PUBLIC SCHLS1. Name of Organization **Heath Brook / Trahan PAC**

2. Describe in detail the method of the fund raising activity. Attach additional information if needed. Please see attached PAC Event Schedule. All fundraisers proposed have been executed in the past by the PAC.

3. School location and facilities desired (cafeteria, classroom, gymnasium)

Proposed fundraiser to be held at Heath Brook / Trahan School. All facilities use form will be filled out and signed by the principal and completed by the school.

Please attach an approved Use of Facilities Form!

4. Purpose of anticipated funds *(To be approved by the building principal)*

Money raised will be used to enrich the students' education as allocated by the PAC budget and with principal approval.

5. Proposed dates of fund raising activity From **8/17** To **12/17**

6. Describe student involvement in the fund raising activity

Students and their families will be invited to participate in the various fundraising activities. There is no requirement.

7. Type of identifying credential to be used during Fund Raising Activity:

8. Is there a contract or agreement to be signed. Yes No ☒9. Name of responsible individual **Heath Brook / Trahan PAC Leadership Board**Signature of Applicant Susan DB PerkinsAddress [REDACTED]Telephone No. [REDACTED]

Date 6/16/171. Your request for permission to raise funds is Approved Disapproved (Circle)2. Reason for approval Fundraising Efforts by PAC3. You are authorized to begin the activity on 8/20/17 (Date)

4. You are to submit a written narrative describing the amount of money raised and the funds not later than thirty (30) days after the ending date as shown above.

5. Comments by the principal:

Thank you for your thoughts / planning!

6. Copy sent to the office of the Director of Transportation and Facilities.

Signature: [Signature] Date: 6/6/17

SOURCE: Tewksbury

REQUEST FOR FUND RAISING:

RECEIVED
TINKSLEY PUBLIC SCHOOLS

Date **6/8/17**

1 Name of Organization **Heath Brook / Trahan PACT** 0 10

2. Describe in detail the method of the fund raising activity. Attach additional information if NECC, SDTV. Please see attached PAC Event Schedule. All fundraisers proposed have been executed in the past by the PAC

4. School location and facilities desired (cafeteria, cafeteria, classroom, gymnasium)

For possible funding, we will be meeting out of the 10,000 H-1B slots broken up into 5,000 slots for each country. We will be looking at the number of slots to complete a proposed law to

Please attach an approved Use of Facilities Form!

4. Purpose of anticipated funds (To be approved by the building principal)

Money raised will be used to enrich the students' education as allocated by the P'AC budget and with principal approval.

5 Proposed dates of fund raising activity From 8/17 To 12/17

6. Describe student involvement in the fund raising activity.

Students and their families will be invited to participate in the various fundraising activities. There is no requirement

7. Type of identifying credential to be used during Fund Raising Activity:

8 Is there a contract or agreement to be signed. Yes No ☒

9. Name of responsible individual Heath Brook / Trahan PAC Leadership Board

Signature of Applicant Susan DB Penick

Address [REDACTED]

Telephone No- [REDACTED]

[illegible]

Date _____

1. Your request for permission to raise funds is **Approved** **Disapproved** (Circle)

2. Reason for approval _____

3. You are authorized to begin the activity on _____ (Date)

4. You are to submit a written narrative describing the amount of money raised and the funds not later than thirty (30) days after the ending date as shown above.

5. Comments by the principal: *Felicia Mattstone*

6. Copy sent to the office of the Director of *Transportation and Facilities*.

Signature: Felicia Meltstone Date: 6/12/17

SOURCE: Tewksbury

RECEIVED
TEWKSBURY PUBLIC SCHLS

TEWKSBURY PUBLIC SCHOOLS

Request for Fund Raising

2017 JUN 22 PM 3 12

Date:

6/20/17

1. Name of Organization: TMHS Class of 2019
2. Describe in detail the method of the fund raising activity. Attach additional information if necessary: Long sleeve Tshirt sale

3. School location and facilities desired: (cafetorium, cafeteria, classroom, gymnasium).
Please attach an approved Use of Facilities form!!

4. Purpose of anticipated funds (to be approved by the building principal).

Class fundraising

5. Proposed dates of fund raising activity: from: 9/11/17 to: 9/29/17

6. Describe student involvement in the fund raising activity:

Students will help distribute & collect order forms.

7. Type of identifying credential to be used during fund raising activity.

8. Is there a contract or agreement to be signed: Yes ☐ No ☒

9. Name of responsible individual: Julia Nix

Signature of applicant: [Signature]

Address: TMHS

Telephone No.: [Redacted]

Date:

6/21/17

1. Your request for permission to raise funds is approved/disapproved. (Circle)
2. Reason for disapproval:

3. You are authorized to begin the activity of this date:

4. You are to submit a written narrative describing the amount of money raised and the funds not later than thirty (30) days after the ending date as shown above.

5. Comments by the principal:

6. Copy sent to the office of the Athletic Director.

Signature: [Signature]

Date:

6/21/17

TEWKSBURY PUBLIC SCHOOLS

Request for Fund Raising

Date:

6/20/17

RECEIVED
TEWKSBURY PUBLIC SCHOOLS

Name of Organization:

TMHS Class of 2019

2017 JUN 22 PM 3:12

Describe in detail the method of the fund raising activity. Attach additional information if necessary:

We will design & sell TMHS specific planners/agendas

3. School location and facilities desired: (cafetorium, cafeteria, classroom, gymnasium).
Please attach an approved Use of Facilities form!!

4. Purpose of anticipated funds (to be approved by the building principal).

Class fundraising

5. Proposed dates of fund raising activity: from:

8/30/17

to:

9/29/17

6. Describe student involvement in the fund raising activity:

Students will help design ~~and~~ collect orders, & distribute planners

7. Type of identifying credential to be used during fund raising activity.

8. Is there a contract or agreement to be signed: Yes ☐

No ☒

9. Name of responsible individual:

Julia Nix

Signature of applicant:

Julia Nix

Address:

TMHS

Telephone No.:

[REDACTED]

Date:

6/21/17

1. Your request for permission to raise funds is approved/disapproved. (Circle)

2. Reason for disapproval:

3. You are authorized to begin the activity of this date:

4. You are to submit a written narrative describing the amount of money raised and the funds not later than thirty (30) days after the ending date as shown above.

5. Comments by the principal:

6. Copy sent to the office of the Athletic Director.

Signature:

WHS - [Signature]

Date:

6/21/17

Policy

File: JICFB

BULLYING PREVENTION

The Tewksbury Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

"Bullying" is the repeated use by one or more students or staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic

medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or
- Through the use of technology or an electronic device owned, leased or used by the Tewksbury Public Schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Tewksbury School District if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school principal or their designee, or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee, or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged aggressor of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the student aggressor, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Target Assistance

The Tewksbury Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and aggressors, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Tewksbury Public Schools website.

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26:00](#)

MGL [71:37O](#)

MGL [265:43](#), [43A](#)

MGL [268:13B](#)

MGL [269:14A](#)

CROSS REFS.: [AC](#), Nondiscrimination

[ACAB](#), Sexual Harassment

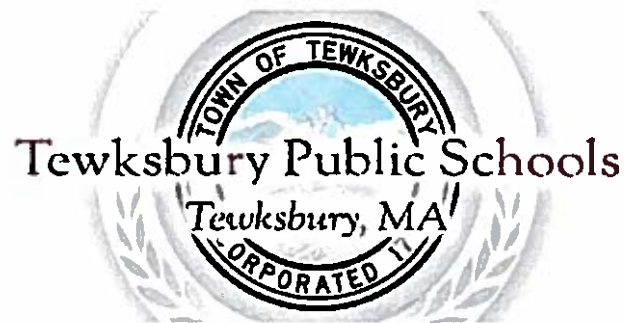
[JIC](#), Student Discipline

[JICFA](#), Prohibition of Hazing

Adopted: March 24, 2010

Revised: January 26, 2011

March 26, 2014

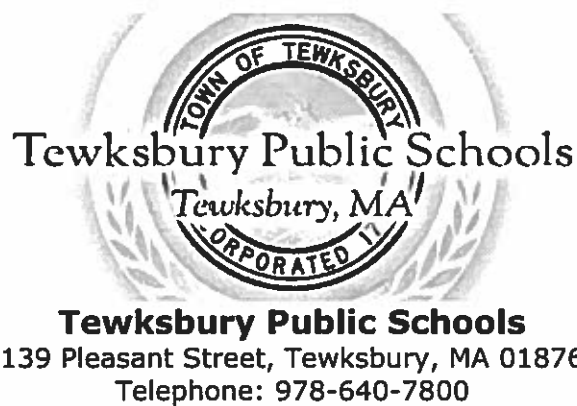


Tewksbury Public Schools

Bully Prevention and Intervention Plan

Submitted by
The Tewksbury Public Schools
Adopted
January 26, 2011
Revised
February 12, 2014
Reviewed
July 12, 2017

Bully Prevention, Intervention and Education Committee



BULLYING POLICY, PREVENTION AND INTERVENTION PLAN

The Tewksbury Public Schools policy prohibits bullying as defined by M.G.L., c.71, § 370.

I. LEADERSHIP

On or before December 31, 2010, the Tewksbury Public Schools will submit the Tewksbury Public Schools Bullying Prevention and Intervention Plan to the Massachusetts Department of Elementary and Secondary Education and post it on the Tewksbury Public Schools website. The Plan will be reviewed and updated at least biennially, as mandated by M.G.L. c. 71, § 370 sec. 5(d).

A. Public involvement in developing the Plan

As required by M.G.L. c. 71, § 370, sec. 5 (d) the Plan will be developed in consultation with various constituencies. This involvement will include:

Tewksbury Public Schools Bullying Prevention, Intervention and Education Committee (BPIEC) comprised of administration, staff, professional support personnel, school volunteers, students, parents and guardians, local law enforcement agencies, and community representatives. This process will be conducted biennially.

Consultation will include, at a minimum, notice and a public comment period prior to adoption.

B. Assessing needs and resources

The **Superintendent** and the **Tewksbury Public Schools Bullying Prevention, Intervention and Education Committee**, with input from families, the community and staff, will assess the adequacy of current programs. This may include the following:

- Review of current policies and procedures;
- Review of available data on bullying and behavioral incidents;
- Assessment of available resources including curricula, training programs, and behavioral health services;
- Researching current and relevant articles and data-proven research on best methodology for prevention and intervention of bullying and cyber-bullying;
- Review of the MA comprehensive Health and Wellness Curriculum Frameworks to provide a working curriculum context for anti-bullying curriculum; and
- Determine initial and periodic needs, by means of surveys of students, staff, parents and guardians on school climate and school safety issues.

C. Planning and Oversight

The individual **Building Leaders** will be responsible for the following tasks under the Plan:

1. Receiving reports on bullying;
2. Collecting and analyzing building and/or school-wide data on bullying to assess the present problem and to measure improved outcomes;
3. Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
4. Implementing the district plan for the ongoing professional development that is required by the law;
5. Planning supports that will respond to the needs of targets and aggressors;
6. Choosing and implementing the curricula that each school will use;
7. Amending student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated; and
8. Leading the parent or family engagement efforts and drafting parent information materials;
9. Developing new or revising current policies and protocols, including an Internet Safety policy, and designating key staff to be in charge of implementation of them;
10. Reviewing and updating the Plan each year.

The **Assistant Superintendent/Technology Committee** will be responsible for updating the Internet Safety Use Policy. Each building's **Technology Coordinators/Teachers** will be responsible for overseeing the distribution and return of signed Internet Safety Use Policy forms.

The Superintendent will be responsible for reviewing and updating the Plan biennially, or more frequently.

D. Priority statements

The Tewksbury Public Schools expect that all members of the school community will treat each other in a civil manner and with respect for differences.

The Tewksbury Public School District is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The Tewksbury Public School community understands that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The Tewksbury Public Schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Tewksbury Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore a target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Plan is a comprehensive approach to address bullying and cyber-bullying. The Tewksbury Public School Community is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of bullying and violence. In consultation with these constituencies, we have established this Plan for preventing, intervening and responding to incidents of bullying, cyber-bullying, and retaliation. The Tewksbury Public Schools **Principals** are responsible for the implementation and oversight of the Plan at their respective buildings. except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The Tewksbury Public Schools will meet the requirements under M.G.L. c.71, S 370 to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

A. Annual Staff Training on the Plan

Annual training for all Tewksbury Public Schools staff on the Plan will include staff duties under the Plan, an overview of the steps that the building Principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the schools. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing Professional Development

The **Assistant Superintendent** will be responsible for oversight of choosing and implementation of the curricula each school will use. The goal of professional development is to establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 370, the content of professional development will be informed by research and will include:

- Developmentally appropriate strategies to prevent bullying;
- Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- Information regarding the powerful effect the bystanders have on bully prevention;
- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyber-bullying; and
- Internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school for professional development include:

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Managing classroom behaviors constructively;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- Maintaining safe and caring classrooms for all students ; and
- Engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc and bullying behaviors

C. Written Notice to Staff

The Tewksbury Public Schools will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, and bullying of students by school staff, in the school employee handbook and the code of conduct.

III. ACCESS TO RESOURCES AND SERVICES

A. Identifying resources

The Tewksbury Public School District will provide resources to address the underlying emotional needs of targets, *student* aggressors, and their families. These may include, but are not limited to: adopting new curricula, establishing safety planning teams, creating safety plans for targets and identifying agencies that can provide services, including Community Service Agencies (CSAs) for Medicaid eligible students.

The Tewksbury Public Schools **Assistant Superintendent**, in conjunction with the district's **Bullying Prevention, Intervention and Education Committee** will be responsible for finalizing a bibliography of anti-bullying resources that may include, but are not limited to: the Tewksbury Public Schools Bullying Policy, curriculum and instructional guides and materials; Tewksbury Public Schools Bullying Prevention and Intervention Plan; relevant articles for professional, student, and parent use; data on the prevalence and characteristics of bullying and behavioral issues; relevant curriculum and books that help foster a sense of positive and pro-active school community and culture; relevant and useful web-sites; and linkages with community based organizations.

The Tewksbury Public Schools **Assistant Superintendent**, in conjunction with the district's **Bullying Prevention, Intervention and Education Committee** will conduct a search for materials that are research based or field-tested, age appropriate, well designed and user-friendly.

B. Counseling and Other Services

A list of staff and service providers is available to all students and families; these may assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. A variety of tools will be considered including, but not limited to: behavioral intervention plans, social skills groups, and individually focused curricula.

C. Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when an IEP Team determines a student has a disability that affects social skills development, or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Referral to Outside Services

The Tewksbury Public School District has established a referral protocol for referring students and families to appropriate and timely outside services. Referrals will comply with relevant laws and policies. Current local referral protocols will be evaluated to assess their relevance to the Plan, and revised as needed.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific Bullying Prevention Approaches

Bullying prevention curricula will be incorporated into each school's curricula and will be evidence-based and informed by current research that, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Emphasizing the powerful role bystanders have in bully prevention
- Empowering the bystanders to take action when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Tewksbury Public Schools staff will review the Plan with students each school year.

B. General Teaching Approaches that Support Bullying Prevention Efforts

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of the Tewksbury Public Schools District's bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;

- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the Internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting bullying or retaliation

Reports of bullying or retaliation may be made by *school* staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Staff members will report immediately to the building Principal or designee, *or the superintendent or designee when the principal or assistant principal is the alleged aggressor, or the school committee or designee when the superintendent is the alleged aggressor* any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals, may be made anonymously. The Tewksbury Public School District will make a variety of reporting resources available to the school community including, but not limited to, a Bullying Incident Report Form. Use of a Bullying Incident Report Form is not required as a condition of making a report. The Tewksbury Public School district will:

1. Include a copy of the Bullying Incident Report Form in the beginning of the year packets for students and parents or guardians;
2. Make it available in the main office of each school, the counseling office, and other locations determined by the building Principals and/or designees; and
3. Post it on the Tewksbury Public Schools Website. The Bullying Incident Report Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, The Superintendent will provide the school community, including but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, administrators, staff, students, and parents or guardians with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks and made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the building Principal or designee, or to the superintendent or designee when the principal or the assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the building Principal or designee as provided does not limit the authority of the staff member to respond to

behavioral or disciplinary incidents consistent with school or collaborative policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The Tewksbury Public Schools expect students, parents or guardians, and others, who witness or become aware of an instance of bullying or retaliation involving a student, to report it to the building Principal or designee or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the building Principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

B. Responding to a report of bullying or retaliation– Allegations of Bullying by a Student

1. Safety

Before fully investigating the allegations of bullying or retaliation, the building Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on a transportation vehicle; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The building Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The building Principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who: has reported bullying or retaliation;

a student who has witnessed bullying or retaliation; a student who provides information during an investigation; or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

a. Notice to parents or guardians

Upon determining that bullying or retaliation has occurred, building Principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this finding, and of the procedures for responding to it. There may be circumstances in which the building Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations, 603 CMR 49.00.

B. Notice to Another School or District

If a reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the building Principal or designee who was informed first of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with

state and Federal privacy laws and regulations, and 603 CMR 49.00.

C. Notice to Law Enforcement

At any point after receiving a report of bullying or retaliation, including after an investigation, if the building Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the building Principal or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00. Also, if an incident occurs on school grounds and involves a former student under the age of 21, who is no longer enrolled in school, the building Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the building Principal will, consistent with the Plan and with applicable Tewksbury Public Schools policies and procedures, consult with the school resource officer, and the Superintendent or designee as deemed appropriate.

C. Investigation

The building **Principal** or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the building **Principal** or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary.

The building Principal or designee will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

The building **Principal** or designee, in consultation with a school counselor, as appropriate, may conduct interviews. To the extent practical, and given his/her obligation to investigate and address the matter, the building Principal or designee will maintain confidentiality during the investigative process. The building Principal or designee will maintain a written record of the investigation, including the preservation of all email and text communications.

Procedures for investigating reports of bullying and retaliation will be consistent with the Tewksbury Public School District's policies and procedures for investigations. If necessary, the building Principal will, with the consent of the Superintendent, consult with legal counsel about the investigation.

D. Determinations

The building **Principal** or designee will make a determination based upon all of the facts and circumstances. If, after an investigation, bullying or retaliation is substantiated, the building **Principal** or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The building Principal or designee will:

1. Determine what remedial action is required, if any, and

2. Determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the building **Principal** or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The building **Principal** or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and Federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the building **Principal** or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills Building

When the building **Principal** or designee has determined that bullying or retaliation has occurred, he/she will use a range of responses that balance the need for accountability with the need to teach appropriate behavior (M.G.L. c. 71, § 37O (d) (v)). Skill building approaches that building Principal or designee may consider include:

- Offering individualized skill-building sessions based on the school's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

2. Taking Disciplinary Action

If the building **Principal** or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the building Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the code of conduct for the school.

Discipline procedures for students with disabilities are governed by the Federal Individuals with Disabilities Education Improvement Act (IDEA), which will be considered in conjunction with state laws regarding student discipline.

If the building Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The building **Principal** or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the building **Principal** or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the building **Principal** or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the building **Principal** or designee will work with appropriate school staff to implement them immediately.

F. Responding to a Report of Bullying by School Staff

Schools and districts need to develop policies and procedures that address how school or district administration will respond to and resolve a report of bullying of a student by school staff. The policies and procedures must address safety planning, notification to parent or guardians and others, investigation, and response – areas that are addressed when a student is alleged to have bullied another student (see Section V. B – E above). Policies and procedures currently in place that address unacceptable conduct by school staff may be a useful starting place. Schools and districts should consider consulting with local counsel. The policy should emphasize the importance of the investigation, the need for the aggressor, target, and witnesses to be truthful, and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable TPS district policies and procedures, including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.

A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to respond to the allegations as he/she sees them, in accordance with TPS district policies and procedures, including any applicable collective bargaining agreements.

Procedures for investigating reports of bullying and retaliation by staff shall be consistent with TPS district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students, and others as deemed appropriate.

School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.

In the event a designated school official determines that the staff member has engaged in bullying of or retaliation against a student, the student's parent/guardian will be notified

of what action is being taken to prevent further such acts and to restore the student's sense of safety.

Notices to parents or guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities.

VI. COLLABORATION WITH FAMILIES

A. Parent Education and Resources

The Tewksbury Public Schools, in collaboration with individual school Parent Advisory Councils, and the Special Education Parent Advisory Council, School Councils, and Extended Student & Community Educational Services, will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by each school.

B. Notification Requirements

Each year the building **Principal** will notify parents and guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The Tewksbury Public Schools will send parents written notice each year about the student-related sections of the Plan and the school's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school district will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyber-bullying, are prohibited:

- i. On school grounds and property immediately adjacent to school grounds; at a school sponsored or school-related activity, function, or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by the school district; and
- ii. At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by the Tewksbury Public Schools, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is

also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the Tewksbury Public Schools to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

In order to work as collaboratively and as efficaciously as possible, to prevent and intervene on all acts of bullying, it is essential for school personnel, students, parents or guardians, law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal:

Aggressor is a student or a member of a school staff who engages in bullying, cyber-bullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. Causes physical or emotional harm to the target or damage to the target's property;
- ii. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. Creates a hostile environment at school for the target;
- iv. Infringes on the rights of the target at school; or
- v. Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and Federal laws, and the policies of the Tewksbury Public Schools, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, ancestry, national origin, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental physical, developmental, or sensory

disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the Tewksbury Public Schools from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or Federal law, or Tewksbury Public School District policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the schools to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H1/2, M.G.L. c. 71, §§41 and 42 M.G.L.c 76 § 5, other applicable laws or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Old Business

New Business

Tewksbury Public Schools

School Year 2017-2018



17th Annual

***Summer Professional Development
Workshops & Course Descriptions***

Department of Elementary & Secondary (DESE) 2017 Summer Professional Development Institutes:

This summer, the Department will again offer Professional Development Institutes *free of charge* to Massachusetts educators. The institutes support the implementation of learning standards (subject-specific content, curricular shifts, and standards of practice), promote quality instructional practices, and develop an understanding of high quality curriculum. All Massachusetts educators are eligible to participate. Participating educators will earn Professional Development Points or PDP's, toward re-licensure, and could earn graduate credits. For more information or institute descriptions and details on how to register, go to <http://www.doe.mass.edu/pd/> or go to <http://www.doe.mass.edu/pd/offerings.html> to keep up with the varying department's PD offerings.

Please Note:

Please note that the Office of Educator Licensure no longer sends out hard copies of newly approved or renewed licenses.

If renewing a Professional level license with an expiration date that falls on or after July 1, 2016, the following requirements apply to renewal of a Primary area license (even if you renew your license early):

Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan (IPDP) in order to better support student achievement. Individual professional development plans must include at least 150 PDPs that break down as follows:*

- 1. At least 15 PDPs related to SEI or English as a Second Language.*
- 2. At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.*
- 3. At least 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in or related to the content area of the educator's primary license.*
- 4. The remaining required 30 PDPs may be earned through "elective" activities that address other educational issues and topics that improve student learning, or additional content, and/or pedagogy.*

For further licensure renewal information please go to: <http://goo.gl/uex5mn>

***Information on SEI/ESL and Special Education course offerings can be found at:
<http://www.doe.mass.edu/news/news.aspx?id=23870> and <http://www.doe.mass.edu/eeval/guidebook/>***

****As indicated in 603 CMR 44.04(1)(c), the same plan can be utilized to satisfy license renewal and educator evaluation.***

Sheltered English Immersion (SEI) and its impact on Renewal:

The SEI Endorsement requirement is at the center of the Department's RETELL initiative to transform the teaching and learning of ELLs across the Commonwealth.

- All incumbent core academic teachers of ELLs, must earn a Sheltered English Immersion (SEI) Teacher Endorsement, and...*
- All incumbent principals/assistant principals and supervisors/directors who evaluate core academic teachers of ELLs must earn an SEI Administrator Endorsement.*

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View the Summer 17-18

Quick List of Workshops by Date

by clicking this link:

<https://goo.gl/pVI5Ot>



Building, Content, Grade, & Dept. Level Curriculum Development

Course Date: Now through June 30th
Course Time: varies
Course Location: varies
Intended Audience: PK - 12 teachers
Instructor's Name: District/School/Teacher driven needs

Course Description:

Teachers should present curriculum projects to building principals for approval that support the **Instructional Cycle (How will I know?...What will I do?)**. Projects that further District implementations and District/School Goals (i.e. Journeys 2017, Mastery Connect, Using Data to Tune Lessons, Improved Math Instruction, Social Emotional Learning, Co-Teaching, Improving Student Engagement through Digital Learning...etc.) will be prioritized.

All final work must be shared with the Curriculum Office by Friday June 30, 2017, 3:00pm.

Original signed pay vouchers and accompanying attendance must also be delivered by Friday, June 30, 2017, 3:00pm. Blank Vouchers may be found at

CPI Refresher

Course Date: June 27, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: Wynn Library
Intended Audience: K - 2 Educators
Instructor's Name: Candace Tharrett

Course Description:

This three hour course is designed for staff who are currently certified in CPI and who require an annual refresher.

Creating a Classroom Web Page with/the New Google Sites

Course Date: June 27, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: Ryan Room 202
Intended Audience: K - 12 Educators
Instructor's Name: Lisa Richard

Course Description:

Now that School World will no longer be used for webpages, why not learn how to use the new Google Sites! The *new* version (which came out about 6 months ago) offers easy drag-and-drop design.

In this workshop you will learn to:

- Create a new website
- Add and edit pages
- Customize site layout and appearance
- Insert things like images, links, forms, video, etc.
- Embed calendars and documents
- Share your site

If you have a web page in School World, you will be able to copy and paste information over into your newly-designed Google Site.

Extensions and Add Ons, and Tips, Oh My!

Course Date: August 23, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: Wynn Library
Intended Audience: K - 12 Educators
Instructor's Name: Lisa Bailey

Course Description:


Following a demo of dozens of Chrome tips, tricks, and extensions, participants will have time to try out the ones that interest them most!

Foundations for Inclusive Practice

Course Date: On-line
PDP's: 15
Intended Audience: Special Education Educators
Instructor's Name: DESE

Course Description:

These courses are one option for MA educators to meet the 15 PDPs [license renewal requirement](#) related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles at no cost.

- [Overview of Course Content](#) 
- [Foundations for Inclusive Practice: Administrator](#)
- [Foundations for Inclusive Practice: Educator](#)

Google Classroom

Course Date: June 26, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: Ryan Room 118
Intended Audience: K - 12 Educators
Instructor's Name: Jennifer Mrozowski

Course Description:

Come and learn about how you can use Google Classroom to hand out assignments, post classroom announcements, create digital questions, and manage your Digital Classroom! Google Classroom helps save time, keeps classes organized, and will improve student communication.

Google Classroom vs. Google Sites

Course Date: June 28, 2017
Course Time: 12 Noon - 3:00 PM
Course Location: Wynn Library
Intended Audience: Grs. 5 - 12 Educators (others also welcome)
Instructor's Name: Lisa Bailey

Course Description:

When, where, and why to use each one... and why you need both! A demo of both programs will be followed by time to jump in and try them out! Leave class with a better understanding of the differences, purposes, and features of these programs as well as a start on your classroom and site to continue adding to as you prepare for next year!

Google: The "Other" Stuff

Course Date: August 23, 2017
Course Time: 12 Noon - 3 PM
Course Location: Wynn Library
Intended Audience: K - 12 Educators
Instructor's Name: Lisa Bailey

Course Description:

Tips, tricks, features, and things you can do with G+, Forms, Keep, Calendar, and Gmail. This workshop will provide an overview of these "other" Google apps with ideas on how to get started with them as well as support while trying them out! Will there be enough time to get through everything? Nope. We will decide together where to spend the most time. These are great tools for organization, collaboration, and communication!

GSuite (Drive, Docs, Sheets) for Beginners....and I mean BEGINNERS!

Course Date: June 28, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: Wynn Library
Intended Audience: K - 12 "Beginners"
Instructor's Name: Lisa Bailey

Course Description:

Still reluctant to use all things Google? Intimidated by the computer or the Internet? Feel overwhelmed during big staff trainings? Wondering why you need to move forward into the digital world in order to be a current and effective teacher? This is for you! **Beginners only!**

Intro to ASPEN

Course Date: August 24, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: Ryan Room 202
Intended Audience: K - 12 Educators
Instructor's Name: Brittany Roberts

Course Description:

Perfect for new teachers and staff to Tewksbury Public Schools or those who need a refresher, Introduction to Aspen provides the opportunity to learn the basics of Aspen, such as adding assignments, contacting students and parents, taking attendance, and much more.

Intro to Breakout-EDU

Course Date: June 29, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: Wynn Library
Intended Audience: K - 12 Educators
Instructor's Name: Jon DiPrima

Course Description:

Breakout EDU is an escape room-style game teachers can use in their classrooms to reinforce curriculum standards. In addition to developing and assessing content mastery, Breakout EDU also teaches our students how to work as a team and how to handle losing (it WILL happen). Bonus: it is SUPER FUN! My students love doing breakouts! Teachers in this workshop will experience a breakout before diving into the official Breakout EDU community. Participants will leave the workshop with resources for developing and implementing breakouts in their own classrooms.

Intro to Mastery Connect

Course Date: June 26, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: Wynn Room 108
Intended Audience: Grs. 5 - 12 Educators
Instructor's Name: Josh Bilodeau

Course Description:

This is your basic use of MasteryConnect. I'll help you get started with how to make trackers, how to build assessments, and the different ways to give out assessments.

Leadership Institute for Mentor Teachers

Course Date: August 22, 2017

Course Time: 8:00 AM - 3:00 PM

Course Location: TMHS LGI-1

Intended Audience: TPS Teachers

Instructor's Name: Cathy Bilodeau & Jennifer Mrozowski

Note: 8/22 for NEW Mentors only (or if training is 5 or more years ago)

Course Description:

Are you interested in mentoring a new teacher in your school? Do you have the content, grade-level, or school knowledge, including TeachPoint, Aspen Gradebook, ThinkCentral if applicable, Google, and other application skills that a new teacher will need assistance with in his/her first year? If the answer is yes, **please submit a letter of interest to your building principal.**

Leadership Institute for the New Protege Teachers

Course Date: August 23, 2017
Course Time: 8:00 AM - 3:00 PM
Course Location: TMHS LGI-1
Intended Audience: NPTS Teachers
Instructor's Name: Cathy Bilodeau & Jennifer Mrozowski

Course Description:

Training for newly hired teachers only. It will include an introductory training on Aspen Gradebook, Google Drive and TeachPoint. Proteges will be treated to lunch and a guided bus tour of Tewksbury.

Let's Play!

Course Date: August 24, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: Wynn Library
Intended Audience: K - 12 Educators
Instructor's Name: Lisa Bailey

Course Description:

Let's investigate using games in the classroom to engage, review, assess, and succeed! Some of the games we will explore are Breakout EDU, Digital Breakouts, Kahoot, Quizizz, and a Goose Chase!

Math Strategies to Support and Engage a *Diverse Group of Learners

Course Date: August 23, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: Teaching & Learning Center - Center School
Intended Audience: K-8 Educators
Instructor's Name: Geri Cummings & Heidi Reinhart
*Sp. Ed. PDP's

Course Description:

Toss out those math worksheets! Come and explore ways to revitalize your math classroom. The focus will be on strategies to engage your struggling learners with hands-on activities, formative assessment practices, and cooperative learning. There should be no such thing as boring mathematics. Let's help our students love math!

Making Mastery Connect Work for You (Intermediate)

Course Date: June 27, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: Wynn Room 108
Intended Audience: Grs. 5 - 12 Educators
Instructor's Name: Josh Bilodeau

Course Description:

This is beyond the basics. In this training we will take a look at reports you can use to drive instruction, different methods of giving assessments for different subjects, and using MasteryConnect to make assessment easier and more beneficial.

Online Games - Kahoot Quizizz-Quizlet

Course Date: June 27, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: Ryan Room 118
Intended Audience: K - 12 Educators
Instructor's Name: Jen Mrozowski

Course Description:

Get students engaged in their learning by using these **Free** online digital games! Make learning exciting by creating review games to help students master vocabulary and key concepts! Students can play individually or in teams! Games can be created for any subject, any grade level, and in any language! Work collaboratively and share games with your colleagues. You can even share your review games using Google Classroom! Come with content material so you can get a head start!

Open Educational Resources: Work Smarter, Not Harder

Course Date: July 17, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: TMHS Room B310
Intended Audience: K - 12 Educators
Instructor's Name: Bailey Mahoney

Course Description:

This workshop is about finding teacher created and creative commons licensing materials to help teachers: build their curriculum, replace their textbook, or supplement their current textbook. We will talk about what creative commons licensing is and how it benefits teachers. Then we will look at different sources, vet the materials and put it all together in one location that can be accessed by students and/or teachers. It will be a hands-on experience, so you will need your computer.

SEI for Teachers: Cultural Differences in Education

Course Date: June 23, 2017
Course Time: 8:00 - 12 Noon
Course Location: TMHS LGI-1
Intended Audience: All
Instructor's Names: Karen Hodgson/Kathy Henry
PDP's: 4

Course Description:

Children from all over the world are enrolling in the Tewksbury Public Schools. It is all important to understand where these kiddos are coming from: geographically, emotionally, and culturally. The key to providing an equal and balanced education is to understand and embrace the many differences EL students bring to our classrooms. We will explore ways to get to know our students and learn how to foster educational, social, and emotional growth.

Show Me What You Know! - Alternative and Authentic Assessment with Technology

Course Date: August 23, 2017

Course Time: 12 Noon - 3 PM

Course Location: Wynn Library

Intended Audience: K - 12 Educators

Instructor's Name: Lisa Bailey

Course Description:

In this workshop, we will take a look at some alternative and authentic ways students can demonstrate what they have learned in your class while simultaneously incorporating real-world technology skills. We will look at various examples including infographics, videos, mindmaps, etc.

Sight Word Instruction

Course Date: June 27, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: Wynn Room 112
Intended Audience: DLC Teachers
Instructor's Name: Rick Camire

Course Description:

The Sight Word workshop is a hands on workshop where teachers will receive a custom Windows based educational software program designed to supplement classroom functional sight word instruction. After installing this free software on their computers, the teachers will receive instructions relating to individualizing the software for each student, how to set up student units. how to conduct both practice and assessment activities within the software, how to create and print data sheets and worksheets within the program, and how to automatically print out reports that track each student's progress using the Sight Word Instruction software.

WIAT Training

Course Date: June 28, 2017
Course Time: 8:30 AM - 11:30 AM
Course Location: Wynn Library
Intended Audience: Special Education Teachers
Instructor's Name: Michelle Valhouli

Course Description:

This training has been created for special education teachers who administer the WIAT achievement battery. Focus will be on test interpretation and implications on instructional recommendations.

WIDA: English Language Learners

Online Learning Opportunities:

Wida Professional Learning Modules Are Available Free To Consortium Members Via The Secure Website Login. Online Learning Modules Are Designed To Provide Engaging Learning Opportunities Anytime, Anywhere.

Note: You will need to set up a free WIDA acct. To access these modules.

<http://www.doe.mass.edu/mcas/access/PersonalAccount-Instruct.html>

Modules: <http://www.doe.mass.edu/ell/profdev/LearningModules.html>

Goal: WIDA provides you with hands-on, innovative WIDA professional learning 24 hours a day/365 days a year.

Engaging ELLs: Teaching to Student Strengths allows you to explore based on your interests and learning style. You will create a student portrait to help leverage students' interests, strengths, and cultural and linguistic backgrounds to support language development and academic success.

Taking Action for ELLs: Foundational Concepts has a linear presentation for educators to build their awareness of ELLs, explore the WIDA ELD Standards Framework, and take action in your classroom.

Follow up assignment: <https://goo.gl/A9MVXP>

To get 6 PDP's:

- Complete **both** Modules ("Teaching to Student Strengths" & "Foundational Concepts")
- Do the follow-up assignments
- Review plan with your principal and both sign off to verify completion of work
- Send your assignment/sign-off to the Curriculum Office
- Save a copy for your own records and reference

**Tewksbury Public Schools
Curriculum Office
139 Pleasant Street
Tewksbury, MA 01876
978-640-7800**



Note: All attendance at workshops & mini-courses are on a voluntary basis, and are FREE unless otherwise noted.

Last Date to Enroll	DAY	Title	Presenter	Time	Room	Intended Audience	Link to Register	Notes	Content (Hours or PDPs)	Sp.Ed. (Hours or PDPs)	SEI (Hours or PDPs)	Pedagogy & Other (Hours or PDPs)
6/23/2017	Friday	SEI for Teachers: Cultural Differences in Education 4 Hour Course = 4 PDPs	Karen Hodgson / Kathy Henry	8:00 - 12 Noon	TMHS LG1-1	K-12 Lic. Educators	See Aspen PD List				*	
6/26/2017	Monday	Google Classroom	Jen Mrozowski	8:30 - 11:30 AM	Ryan Room 118	K-12 Educators	See Aspen PD List		*			*
6/26/2017	Monday	Intro to Mastery Connect	Josh Blodeau	8:30 - 11:30 AM	Wynn Room 108	Gras. 5-12 Educators	See Aspen PD List		*			*
6/27/2017	Tuesday	Making Mastery Connect Work for You (Intermediate)	Josh Blodeau	8:30 - 11:30 AM	Wynn Room 108	Gras. 5-12 Educators	See Aspen PD List		*			*
6/27/2017	Tuesday	Creating a Classroom Web Page with New Google Sites	Lisa Richard	8:30 - 11:30 AM	Ryan Room 202	K-12 Educators	See Aspen PD List		*			*
6/27/2017	Tuesday	Online Games - Kahoot-Quizizz-Quizlet	Jen Mrozowski	8:30 - 11:30 AM	Ryan Room 118	K-12 Educators	See Aspen PD List		*			*
6/27/2017	Tuesday	CPI Refresher	Candace Thairatt	8:30 - 11:30 AM	Wynn Library	K-2 Educators	See Aspen PD List		*			
6/27/2017	Tuesday	Sight Word Instruction	Rick Camire	8:30 - 11:30 AM	Wynn Room 112	DLC Teachers	See Aspen PD List		*			
6/28/2017	Wednesday	WIAT Training	Michelle Valhoul	8:30 - 11:30 AM	Ryan Library	Special Education Teachers	See Aspen PD List		*			
6/28/2017	Wednesday	Google Classroom vs Google Sites	Lisa Bailey	12 Noon - 3:00 PM	Wynn Library	Gras. 5-12 Educators (other grades welcome)	See Aspen PD List					*
6/28/2017	Wednesday	GSuite (Drive, Docs, Sheets) for Beginners... and I mean, BEGINNERS!	Lisa Bailey	8:30 - 11:30 AM	Wynn Library	K-12 Educators (Beginners)	See Aspen PD List					*
6/29/2019	Thursday	Intro to Breakout EDU	Jon DiPrima	8:30 - 11:30 AM	Wynn Library	K-12 Educators	See Aspen PD List		*			*
7/11/2017	Tuesday	Open Educational Resources: Work Smarter, Not Harder	Bailey Mahoney	8:30 - 11:30 AM	TMHS B310	K-12 Educators	See Aspen PD List		*			*
8/22/2017	Tuesday	Leadership Institute for Mentor Teachers	Cathy Blodeau & Jen Mrozowski	8:00 AM - 3:00 PM	TMHS LG1-1	TPS Teachers Needing Mentor Training	See Aspen PD List					*
8/23/2017	Wednesday	Extensions and Add Ons, and Tips, Oh My!	Lisa Bailey	8:30 - 11:30 AM	Wynn Library	K-12 Educators	See Aspen PD List					*
8/23/2017	Wednesday	Math Strategies to Support and Engage a Diverse Group of Learners	Gen Cummings & Heidi Reinhardt	8:30 - 11:30 AM	Teaching & Learning Center - Center School	K-8 Educators	See Aspen PD List		*			*
8/23/2017	Wednesday	Google: The "OTHER" Stuff	Lisa Bailey	12:00-3:00pm	Wynn Library	K-12 Educators	See Aspen PD List					*
8/23/2017	Wednesday	Leadership Institute for New Protége Teachers	Cathy Blodeau & Jen Mrozowski	8:00 AM - 3:00 PM	TMHS LG1-1	NPTS Teachers Needing Mentor Training	See Aspen PD List					*
8/24/2017	Thursday	Let's Play!	Lisa Bailey	8:30 - 11:30 AM	Wynn Library	K-12 Educators	See Aspen PD List		*			*
8/24/2017	Thursday	Intro to Aspen	Brittany Roberts	8:30 - 11:30 AM	Ryan Room 202	K-12 Educators	See Aspen PD List		*			*
8/24/2017	Thursday	Show Me What You Know! - Alternative and Authentic Assessment with Technology	Lisa Bailey	12 Noon - 3:00 PM	Wynn Library	K-12 Educators	See Aspen PD List		*			*
any time		Keys to Literacy for SEI	K2L online	Self-paced	online	All	https://keys2literacy.com/stores/products/7-program=disabilities-all	Fee based = \$250.00	*		15	
any time		Keys to Literacy for Sp.Ed.	K2L online	Self-paced	online	All	https://keys2literacy.com/stores/products/7-program=disabilities-all	Fee based = \$250.00	*	15		
any time		SPED> Foundation Courses for Administrators INCLUSIVE PRACTICES- DESE	DESE	Self-paced	Online	Administrators	http://www.spedonline.edu/teachers/making	see link		15		
any time		SPED> Foundation Courses for Teachers INCLUSIVE PRACTICES- DESE	DESE	Self-paced	Online	Teachers	http://www.spedonline.edu/teachers/making	see link		15		
any time		Stanford Online Lagunita (Free Courses)	Stanford University	Self-paced	Online	All	https://lagunita.stanford.edu/courses	Free online Education and Content PD from SU. Please keep your own record and/or certificate of completion for your records.	*			*
any time		WIDA English Language Learners Online Learning Modules	DESE/WIDA	Varies	Follow-Up Assignment	All	https://asee.at/dl/cf8f	You will need a free WIDA Acc.			6	

View the full 17-18 Summer PD Brochure by clicking this link:

<https://qoo.gl/BVkvQdd>

June 8, 2017

Note: All attendance at workshops & mini-courses are on a voluntary basis, and are FREE unless otherwise noted.

Last Date to Enroll Now-June 30th	DAY	Title	Presenter	Time	Room	Intended Audience	Link to Register	Notes	Content	Sp.Ed.	SEI	Pedagogy & Other
										(Hours or PDP's)	(Hours or PDP's)	(Hours or PDP's)
		Building, Grade Level, Department, & Content Area Curriculum Development	Varies	Varies	Building Based	Grade Level & Dept. Based	Please see your building principal	• Stipends available	All may apply depending on the content of work.			