

**WILMINGTON PUBLIC SCHOOLS
WILMINGTON, MASSACHUSETTS**

April 12, 2017

**7:00 p.m. Wilmington High School
159 Church Street
Wilmington, MA 01887
Large Group Instruction Room 1-062**

AGENDA

1. Roll Call
2. Pledge of Allegiance
3. Approval of Items by Consensus:
 - A. Introduction of Items by Superintendent
 - B. Requests to Withdraw Items
 - C. Items for Approval:
 - a. Approval of Minutes: March 22, 2017 - Regular Session
 - b. Approval of WEF Awards – Joanne Benton Grant for Educator's Exploration in the amount of \$3000
 - c. Approval of GE Star Award Grant to Ms. Maura Tucker in the amount of \$500
 - d. Approval of Out-of-State Field Trip: DECA International Career Development Conference, Anaheim, CA April 26-30, 2017
 - e. Approval of Out-of-State Field Trip: WHS Strings 9-12 Trip to Disney World/Orlando, FL, November 3-6, 2017
 - f. Approval of Out-of-State Field Trip: Costa Rica/Nicaragua, April 11-20, 2018
 - g. Warrants
G412, G413, G414, G415
R217, R218, R219
L30, L31, L32, L33
FS24, FS25
 - h. Warrants
Payroll: 3/29/2017
 - i. Warrants
CB09, CB10
 - j. Warrants
CF04
 - k. Warrants
SPED20, SPED21, SPED22

D. Consideration for Items Withdrawn from Consensus

4. Student Representative Report

5. Superintendent's Report

6. Old Business

A. Superintendent Search Update

7. New Business

A. Policy JLCD, Administering Prescription and Non-Prescription Medication to Students – First Reading

B. New Policy: Screening, Brief Intervention and Referral to Treatment (SBIRT) – First Reading

C. Assistant Sean Gallagher – Presentation/Updates

D. Student Presentations

8. Public Comment

9. Other Reports

A. Sub-Committee Reports

10. Correspondence

11. Future Meeting Dates and Agenda items

A. April 26, 2017

B. May 10, 2017

12. Adjournment

Paul Ruggiero
Interim Superintendent of Schools
Director of Administration & Finance

Sean Gallagher
Assistant Superintendent



Jennifer Mahon
Interim Director of Student Support
Services

Anne-Marie Fiore
Director of Technology

Ken Storlazzi
Human Resources Director

Wilmington Public Schools

161 Church Street | Wilmington, MA 01887
Tel: (978) 694-6000 Fax: (978) 694-6005

TO: Wilmington School Committee

FROM: Paul Ruggiero
Interim Superintendent of Schools

DATE: April 12, 2017

RE: Consent Agenda Items

There are ten items for consideration on the consent agenda:

- a. Approval of Minutes: March 22, 2017 - Regular Session
- b. Approval of WEF Awards – Joanne Benton Grant for Educator’s Exploration in the amount of \$3000
- c. Approval of Out-of-State Field Trip: DECA International Career Development Conference, Anaheim, CA April 26-30, 2017
- d. Approval of Out-of-State Field Trip: WHS Strings 9-12 Trip to Disney World/Orlando, FL, November 3-6, 2017
- e. Approval of Out-of-State Field Trip: Costa Rica/Nicaragua, April 11-20, 2018
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G412, G413, G414, G415
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- h. Warrants
CB09, CB10
- i. Warrants
CF04
- j. Warrants
SPED20, SPED21, SPED22

Notice of Non-Discrimination

All educational and non-academic programs, activities and employment opportunities at Wilmington Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or disability, and any other class or characteristic protected by law.

Paul Ruggiero
Interim Superintendent of Schools
Director of Administration & Finance

Sean Gallagher
Assistant Superintendent



Jennifer Mahon
Interim Director of Student Support
Services

Anne-Marie Fiore
Director of Technology

Ken Storlazzi
Human Resources Director

Wilmington Public Schools

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Tel: (978) 694-6000 Fax: (978) 694-6005

TO: Wilmington School Committee
FROM: Paul Ruggiero
Interim Superintendent of Schools
DATE: April 12, 2017
RE: Wilmington Educational Foundation Awards

The Wilmington Educational Foundation requests to award two grants, in the amount of \$1500 each, to WHS English Teacher, John Lewis, and Shawsheen Art Teacher, Kathleen McNamara, from the Joanne Benton Grant for Educator's Exploration, totaling \$3000.

Recommended motion: Move to accept the WEF Awards from the Joanne Benton Grant for Educator's Exploration in the amount of \$3000.

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668 Main Street, Box 190
Wilmington, MA 01887

www.wilmingtonedfoundation.org
Email: wilmingtonedfoundation@gmail.com

April 3, 2017

Attn: Wilmington School Committee

The Wilmington Educational Foundation requests to award \$3000 for the Joanne Benton Grant for Educator's Exploration to the following staff:

\$1500 to John Lewis, HS English teacher, will travel to Spain to study the events/places surrounding Ernest Hemingway's The Sun Also Rises.

\$1500 to Kathleen McNamara, Shawsheen Art teacher, for travel to Spain to study the art and architecture of the infamous architects and painters of Spain (Gaudi, Gehri, Picasso, etc.).

Sincerely,

Leslee Quick, DC
(On behalf of the WEF Joanne Benton's Grant for Educator's Exploration Subcommittee)

Paul Ruggiero
Interim Superintendent of Schools
Director of Administration & Finance

Sean Gallagher
Assistant Superintendent



Jennifer Mahon
Interim Director of Student Support
Services

Anne-Marie Fiore
Director of Technology

Ken Storlazzi
Human Resources Director

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161 Church Street | Wilmington, MA 01887
Tel: (978) 694-6000 Fax: (978) 694-6005

TO: Wilmington School Committee
FROM: Paul Ruggiero
Interim Superintendent of Schools
DATE: April 12, 2017
RE: Approval of GE STAR Award Grant to Ms. Maura Tucker

The Institute of International Education (IIE), on behalf of the GE Foundation, awarded student Ms. Jessica Nussbaum the 2016 GE STAR Award. In addition to the one-time financial award granted to Ms. Nussbaum, the GE STAR Awards: a GE Foundation Program also grants a one-time financial award of \$500 to the student's high school. Ms. Nussbaum nominated Ms. Maura Tucker, WHS Social Studies Teacher, to receive this award, to be used for Wilmington High School at Ms. Tucker's discretion.

Recommended motion: Move to accept the GE STAR Award: a GE Foundation Program Grant to Ms. Maura Tucker in the amount of \$500.00.

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May 6, 2016

Maura Tucker
Wilmington High School
159 Church Street
Wilmington, MA 01887
US

GE STAR Awards: A GE Foundation Program

Dear Maura Tucker:

On behalf of the GE Foundation, the Institute of International Education (IIE) wishes to inform you that **Jessica Nussbaum** has been designated as a recipient of a 2016 GE STAR Award.

In addition to a one-time financial award issued to the student, the GE STAR Awards: A GE Foundation Program also grants a **one-time financial award of US\$500** to the student's high school. Jessica has nominated you to receive this award on behalf of your school. This award may be used for your school as directed by you.

On behalf of the GE Foundation, IIE will send a check made payable to your school to your attention **upon our receipt of qualifying documents from the student**, up to one year after his/her completion of high school. You do not have to submit anything to claim this award.

This award payment will be mailed to the address as listed above. If these details do not represent the exact mailing address for your school, please contact us at gestar@iie.org to provide the correct details.

Please note: Because these qualifying documents may not be made available to the student until the beginning of the first semester of his/her post-secondary program, your school may not receive its award before then.

Please share this information with your school principal to recognize Jessica's outstanding achievements and your fine support. Questions about this program may be directed to gestar@iie.org or 1-800-486-0308.

Congratulations and best wishes for continued success!

Sincerely,



Tracy Waldman
Senior Program Manager
Global Scholarship Programs

Paul Ruggiero
Interim Superintendent of Schools
Director of Administration & Finance

Sean Gallagher
Assistant Superintendent



Jennifer Mahon
Interim Director of Student Support
Services

Anne-Marie Fiore
Director of Technology

Ken Storlazzi
Human Resources Director

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TO: Wilmington School Committee

FROM: Paul Ruggiero
Interim Superintendent of Schools

DATE: April 12, 2017

RE: Approval of Out-of-State Field Trip: DECA International Career Development Conference, Anaheim, CA April 26-30, 2017

Attached please find the DECA International Career Development Conference, Anaheim, CA field trip request for April 26-30, 2017.

Recommended motion: Move to approve the DECA International Career Development Conference, Anaheim, CA field trip request for April 26-30, 2017.

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Wilmington Public Schools

Field Trip Approval Form

Check Appropriate Box:

 IN STATE OUT-OF-STATE OVERNIGHTSchool: WHS

Requested By:

Margie Dunlap/DECA
(Staff Coordinator & Group Name)

DECA International Career Development Conference

Destination: Anaheim, CA

Grades/Team:

Business - Grade 10

Departure Date:

April 26, 2017

Departure Time:

7:00 am

Departing From:

Boston Logan Airport

Return Date:

April 30, 2017

Return Time:

3:30 pm

Returning To:

Boston Logan Airport

No. of Students:

7

No. of Chaperones:

1

Cost of Trip:

~ \$1,000 (fundep
by student)

No. of Busses:

N/A

Educational Objectives:

To compete at a national level
in areas of business. To develop
communication + leadership skills
while expanding their DECA network.

Submission of Form:

Out of State: This form must be submitted, for approval by the School Committee, no later than 60 days prior to the proposed date of the trip. Please note that the required 60 day notice period is effective upon the date the principal signs off on the form.

In State: This form needs to be submitted to the Assistant Superintendent three weeks prior to the date of the field trip.

Please Attach:

Name of Tour Company (if appropriate), Daily Itinerary, Description of Proposed Fundraising Activities

Please Note:

Staff Coordinator will be responsible for completing the Field Trip Checklist and submitting it to the Building Principal.

Principal's Approval:

Linda Pitas

Date:

3/17/17

Superintendent's Approval:

St. J

Date:

3/31/17

Approved by School Committee:

Yes: No:

Date:

Paul Ruggiero
Interim Superintendent of Schools
Director of Administration & Finance

Sean Gallagher
Assistant Superintendent



Jennifer Mahon
Interim Director of Student Support
Services

Anne-Marie Fiore
Director of Technology

Ken Storlazzi
Human Resources Director

Wilmington Public Schools

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TO: Wilmington School Committee

FROM: Paul Ruggiero
Interim Superintendent of Schools

DATE: April 12, 2017

RE: Approval of Out-of-State Field Trip: Orlando, FL/Disney World Resort,
November 3-6, 2017

Attached please find the WHS Strings Orlando, FL/Disney WorldResort field trip request for November 3-6, 2017.

Recommended motion: Move to approve the WHS Strings Orlando, FL/Disney WorldResort field trip request for November 3-6, 2017.

Notice of Non-Discrimination

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Wilmington Public Schools

Field Trip Approval Form

Check Appropriate Box:

IN STATE

OUT-OF-STATE

OVERNIGHT

School:	WHS		Requested By:	Jennifer Perkins (Staff Coordinator & Group Name)	
Destination:	Orlando, FL (Disney World)		Grades/Team:	Strings 9-12	
Departure Date:	November 3, 2017		Departure Time:	morning flight TBD	
Departing From:	WHS - take bus to Logan		Return Time:	late evening flight TBD	
Return Date:	November 10, 2017		Return Time:	late evening flight TBD	
Returning To:	Logan - take bus to WHS		No. of Chaperones:	we will take an appropriate number of parents.	
No. of Students:	about 70		Cost of Trip:	\$1200-1300 per person	
Cost of Trip:	\$1200-1300 per person		No. of Busses:	coach buses included in cost of the trip	
Educational Objectives:	We will perform twice on Disney property. One of those performances will be with a professional musician and music coach who will give the students a master class.				

Submission of Form:	<p><u>Out of State:</u> This form must be submitted, for approval by the School Committee, no later than 60 days prior to the proposed date of the trip. Please note that the required 60 day notice period is effective upon the date the principal signs off on the form.</p> <p><u>In State:</u> This form needs to be submitted to the Assistant Superintendent three weeks prior to the date of the field trip.</p>
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Please Attach:	Name of Tour Company (if appropriate), Daily Itinerary, Description of Proposed Fundraising Activities
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Please Note:	Staff Coordinator will be responsible for completing the Field Trip Checklist and submitting it to the Building Principal.
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Principal's Approval:	<u>Lynne Deter</u>	Date: 3/28/17
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Superintendent's Approval:	<u>S. J.</u>	Date: 3-31-17
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Approved by School Committee:	Yes: <u> </u>	No: <u> </u>	Date: _____
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Wilmington High School Orchestra

Disney and Universal Studios - 2017

Friday : Depart Manchester or Boston Logan Airport on morning flight

November 3 Arrive Orlando International Airport and meet tour director at baggage claim
Transfer to theme park of choice
Choice of: Magic Kingdom, Epcot, Disney's Hollywood Studios, or Animal Kingdom
Lunch at your own expense
Dinner in park with Youth Dining Card (\$15.00 value)
Hotel check-in

Saturday Breakfast at hotel

November 4 Choice of: Magic Kingdom, Epcot, Disney's Hollywood Studios, or Animal Kingdom
Lunch at your own expense
Orchestral performance as scheduled by Disney Performing Arts Onstage
Dinner in park with Youth Dining Card (\$15.00 value)

Sunday: Breakfast at hotel

November 5 Universal Studios and Islands of Adventure
Lunch at your own expense
Dinner in park with dining card

Monday: Breakfast at hotel using followed by check-out

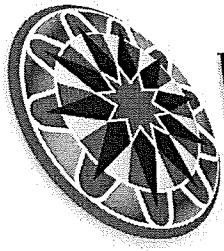
November 6 **Disney's "You're Instrumental" orchestral workshop**, as scheduled
Choice of: Magic Kingdom, Epcot, Disney's Hollywood Studios, or Animal Kingdom
Lunch at your own expense
Early dinner in park with Disney Youth Dining Card (\$15.00 value)
Depart to Orlando International Airport for early evening flight

Kaleidoscope Adventures

7081 Grand National Drive Suite 110 Orlando, FL 32819

800-774-7337

www.kaleidoscopeadventures.com



kaleidoscope
ADVENTURES®

EDUCATING STUDENTS THROUGH TRAVEL

We strongly suggest your participants purchase trip insurance which includes the Cancel for any Reason Benefit (This covers 75% of the non-refundable trip cost. Cancellation must be 2 or more days prior to scheduled departure)

\$61.50 additional per person.

TRIP INCLUDES: ESTIMATED ROUNDTRIP AIRFARE excluding baggage fees*
All local Orlando motorcoach services including driver gratuities
3 nights hotel accommodations – interior corridors (quad occupancy)
3 nights private hotel security
3 breakfasts and 3 dinners using Disney dining cards (\$15.00 value each)
3 Day Disney PAO park hopping pass
1 public performance as scheduled by Disney PAO
1 instrumental workshop as scheduled by Disney PAO
1 day Universal and Islands of Adventure Park-to-Park pass
1 dinner using Universal Studios dining card
All admissions, entrance fees and taxes
Disney commemorative gifts for students & director
1 Group Travel Video keepsake DVD per participant
Lanyard, luggage tag, and string backpack for all participants
Professional tour director (gratuity not included)
1 free package (double occupancy) for every 20 paid

\$1,196.00 per person quad occupancy

Trip prices based on 75 total participants

Should you have fewer than four persons per hotel room the following price(s) will be charged for those persons:

Triple: \$1,222.00 Double: \$1,273.00 Single: \$1,428.00

Proposal prices are subject to availability and may increase until time of booking.

The proposal is subject to change based on your final numbers of participants.

****In the event of rising fuel cost, it may be necessary to add additional fuel surcharges to the cost of the charter**

Kaleidoscope Adventures has purchased Travel Insured's Student Deluxe Post Departure plan for all travelers.

Kaleidoscope Adventures

7081 Grand National Drive Suite 110 Orlando, FL 32819

800-774-7337

www.kaleidoscopeadventures.com



EDUCATING STUDENTS THROUGH TRAVEL

IMPORTANT AIRLINE INFORMATION – PLAN FOR BAGGAGE FEES

*Please note that the airfare is subject to change until time of ticketing. Additional fuel charges and/or taxes can be charged until airline tickets are issued. **Also, airfare does not include additional fees for checked luggage, oversized luggage or over weight luggage.** Once the airfare is booked, the airline will require an instrument list with weight and dimensions of each instrument. An airline representative will determine any additional costs once they receive the instrument list. Any extra fees will be charged at airport check-in. A credit card is usually the best payment method.

Kaleidoscope Adventures
7081 Grand National Drive Suite 110 Orlando, FL 32819
800-774-7337
www.kaleidoscopeadventures.com

Paul Ruggiero
Interim Superintendent of Schools
Director of Administration & Finance

Sean Gallagher
Assistant Superintendent



Jennifer Mahon
Interim Director of Student Support
Services

Anne-Marie Fiore
Director of Technology

Ken Storlazzi
Human Resources Director

Wilmington Public Schools

161 Church Street | Wilmington, MA 01887
Tel: (978) 694-6000 Fax: (978) 694-6005

TO: Wilmington School Committee

FROM: Paul Ruggiero
Interim Superintendent of Schools

DATE: April 12, 2017

RE: Approval of Out-of-State Field Trip: Costa Rica/Nicaragua, April 11-20, 2018

Attached please find the WHS Costa Rica/Nicaragua Field Trip request for April 11-20, 2018.

Recommended motion: Move to approve the WHS Costa Rica/Nicaragua Field Trip request for April 11-20, 2018.

Notice of Non-Discrimination

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Wilmington Public Schools

Field Trip Approval Form

Check Appropriate Box:

IN STATE

OUT-OF-STATE

OVERNIGHT

School:

WHS

Requested By:

Terresa Pietro - World Language Dept.
(Staff Coordinator & Group Name)

Destination:

Costa Rica / Nicaragua

Grades/Team:

Grades 11-12

(may be open to grade 10 depending on interest)

Departure Date:

Wednesday, April 11, 2018

Departure Time:

TBD

Departing From:

Logan Airport, Boston

Return Date:

Friday, April 20, 2018

Return Time:

TBD

Returning To:

Logan Airport, Boston

No. of Students:

Maximum 20

No. of Chaperones:

2-3 (depending on number of students)

Cost of Trip:

\$2,095 plus airfare (est. \$750)

No. of Busses:

NA

Educational Objectives:

- Total immersion in the Spanish language and culture of Costa Rica and Nicaragua
- First hand experience with research in wildlife biology
- Participation in humanitarian service learning projects

Submission of Form:

Out of State: This form must be submitted, for approval by the School Committee, no later than 60 days prior to the proposed date of the trip. Please note that the required 60 day notice period is effective upon the date the principal signs off on the form.

In State: This form needs to be submitted to the Assistant Superintendent three weeks prior to the date of the field trip.

Please Attach:

Name of Tour Company (if appropriate), Daily Itinerary, Description of Proposed Fundraising Activities

Please Note:

Staff Coordinator will be responsible for completing the Field Trip Checklist and submitting it to the Building Principal.

Principal's Approval:

Linda Pietro

Date:

3/22/17

Superintendent's Approval:

SJ

Date:

3-31-17

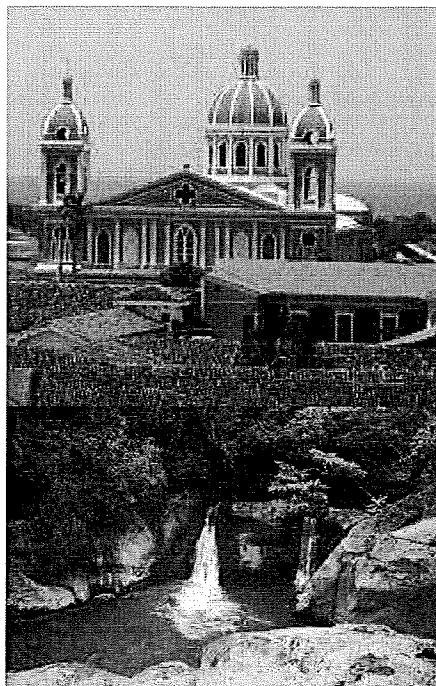
Approved by School Committee

Yes: _____

No: _____

Date:

WILMINGTON NICARAGUA & COSTA RICA TRIP



GRANADA, NICARAGUA (3 nights)

Arrive in Nicaragua and head to the colonial town of Granada located on the shores of Lake Nicaragua. Here you will tour the city, boat through the isletas of Lake Nicaragua, visit an orphanage and a small piñata factory. Outside of Granada, visit Masaya, a thriving community of artisans and craftspeople and Coyote Hill, an infamous Somoza prison. Take a night hike around active Masaya Volcano.

RINCON DE LA VIEJA (2 nights)

Head south and cross the border into Costa Rica. Stop along the way at the Nicaraguan beach town of San Juan del Sur. The Rincon de la Vieja area (often referred to as "Costa Rica's Yellowstone Park") is one of the largest and last remaining tropical dry forests located in the northeastern part of Costa Rica. Surrounded by dense forest, and home to a plethora of wildlife and insect species, Rincon de la Vieja is a fascinating place to explore. Hike the trails in the national park, see local wildlife, and enjoy natural hot springs.

INSTITUTO ASIS (2 nights)

Head to the Asis Wildlife Rescue Center near the town of La Fortuna. Participate in the Asis Program and volunteer with rescued wild animals, from monkeys to peccarys, kinkajous, macaws and more! Stay with local families during your time here.

ARENAL VOLCANO (1 night)

Head into the town of La Fortuna at the base of the spectacular Arenal volcano. Visit a local elementary school and stay at an organic farm. Before departing, fly through the forest canopy on a zipline tour!

ATENAS & THE CENTRAL VALLEY (1 night)

Head into the central valley of Costa Rica, home to 80% of the country's population and surrounded by mountains. This area boasts fantastic vistas and a perfect climate. You will spend your final night in a comfortable country setting and have a chance to reflect on your trip and experiences. Depart from the San Jose airport the next morning.

WILMINGTON TRIP INFORMATION

The price includes:

Local bilingual guide(s)
 Private in-country transportation
 Accommodations (price is based on triple, quads, dorms)
 Costs associated with border crossing
 Meals as outlined
 Drinking water provided on bus
 Activities, Entrance fees, and related tips

The price does NOT include:

International airfare
 Expenses of a personal nature
 Laundry
 Tips for guide and driver (recommended approximately \$10/ per participant per day to divide between guides and driver)

AREA	DAY	LODGING & MEALS	MAJOR ACTIVITIES
Granada, Nicaragua	April 11	Hotel Con Corazon Meals included: snack	Arrive Nicaragua and drive to hotel in Granada
Granada	April 12	Hotel Con Corazon Meals included: BLD	City tour of Granada Boat ride through the Isletas Visit to the Pinata factory Visit to the orphanage with service activity
Granada	April 13	Hotel Con Corazon Meals included: BLD	Spend time in the "White Towns" and artisanal "factories" Walk through Coyotepe – former Samosa prison Night tour/hike at Masaya Volcano
Guanacaste, Costa Rica	April 14	Hacienda Guachipelin Meals included: BLD	Drive to Guanacaste Lunch (and a bit of beach time) in San Juan del Sur Dinner at hotel
Guanacaste	April 15	Hacienda Guachipelin Meals included: BLD	Rincon de la Vieja Nacional Park Hotsprings
Asis Wildlife Rescue Center	April 16	Asis family stays (2-4 students per house) Meals included: BLD	Drive to Javillos Introduction to center & community Evening with your families
Asis Wildlife Rescue Center	April 17	Asis family stays Meals included: BLD	Service work at the Rescue Center Evening with your families
Arenal	April 18	Don Juan's Cabins Meals included: BLD	AM Service work at the Rescue Center Drive to Arenal after lunch Visit to Juuari School Farm tour and dinner with Don Juan
Atenas	April 19	Francisco's Lodge Meals included: BLD	EcoGlide ziplines Lunch and shopping in town Drive to Atenas Trip reflections
Depart	April 20	Meals included: B	Drive to airport and fly home

EcoTeach purchases a travel protection plan from for every traveler in groups with a final group size of 10 or more total travelers. This helps provide coverage for things such as travel delay, emergency medical, emergency evacuation, delayed/damaged baggage. Cancellation and Trip Interruption coverage are NOT included but are available at an additional cost.

Paul Ruggiero
Interim Superintendent of Schools
Director of Administration & Finance

Sean Gallagher
Assistant Superintendent



Jennifer Mahon
Interim Director of Student Support
Services

Anne-Marie Fiore
Director of Technology

Ken Storlazzi
Human Resources Director

Wilmington Public Schools

161 Church Street | Wilmington, MA 01887
Tel: (978) 694-6000 Fax: (978) 694-6005

TO: Wilmington School Committee

FROM: Paul Ruggiero
Interim Superintendent of Schools

DATE: April 12, 2017

RE: First reading of School Committee Policies

The Wilmington School Committee Policy Subcommittee met on April 4, 2017 and reviewed and discussed the attached policies. At the School Committee meeting on April 12, 2017 the following policies will be presented for a first reading.

1. Policy JLCD, Administering Prescription and Non-Prescription Medication to Students - First Reading
2. New Policy: Screening, Brief Intervention and Referral to Treatment (SBIRT) - First Reading

Recommended motion:

1. Move to accept the first reading of Policy JLCD, Administering Prescription and Non-Prescription Medication to Students
2. Move to accept the first reading of New Policy: Screening, Brief Intervention and Referral to Treatment (SBIRT)

Notice of Non-Discrimination

All educational and non-academic programs, activities and employment opportunities at Wilmington Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or disability, and any other class or characteristic protected by law.

ADMINISTERING PRESCRIPTION AND NON-PRESCRIPTION MEDICATIONINES TO STUDENTS

~~Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician. When the school nurse is not present, a student who needs medication during the school day may be called to the office at the scheduled hour and reminded by the secretary to take the medicine. This provision only applies when the correct dosage of the medication has been placed in an individual container clearly marked with the student's name, the dosage to be administered, and the time and/or conditions under which the medicine is to be taken. In addition, the student must be able to recognize the medicine that he/she or she is taking. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.~~

~~The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of Epi pens. Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:~~

Wilmington nursing staff will administer all medication required during the school day (1) under specific written request of the parent/guardian and (2) under the written directive of a prescribing physician. All medication orders are renewable at the beginning of each academic year. Medication to be dispensed should be brought to the nurse's office by a parent/guardian or responsible adult, is limited to a thirty-day supply and must be in the original prescription bottle or manufacturer packaging. All medications are stored in a securely locked cabinet used exclusively for medication in the nurse's office. Children are not permitted to have medication in the classroom or on their person, unless permission has been granted for self-administration by a parent/guardian, physician and *provided the school nurse determines it is safe and appropriate.*

Per the MA Department of Public Health, self-administered of medication is limited to the following and requires a written individualized self-administration health care plan:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucoses monitoring tests and insulin delivery systems prescription insulin.
4. Students with life-threatening allergies may self-carry/self-administer prescription Epinephrine.

For short-term prescription medications, i.e., those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order. The written request of a parent/guardian is required.

Investigational new drugs may be administered in the school with (1) a written order by a licensed prescriber, (2) written consent of the parent or guardian, and (3) a pharmacy-labeled container for dispensing or manufacturer packaging. If there is a question, the school nurse may seek consultation and/or approval from the school physician to administer the medication in a school setting.

In accordance with standard nursing practice, the school nurse may refuse to administer or allow to be administered any prescription medication which, based on her/his individual assessment and professional judgment, has the potential to be harmful, dangerous or inappropriate. In these cases, the parent/guardian and licensed prescriber shall be notified immediately by the school nurse.

Parents or guardians may retrieve prescription and non-prescription medications from the school at any time. Where possible, all unused, discontinued or outdated prescription medications shall be returned to the parent or guardian and the return appropriately documented. In extenuating circumstances, with parental consent when possible, such prescription medications may be destroyed by the school nurse in accordance with any applicable policies of the Massachusetts Department of Public Health, Division of Food and Drugs.

The school district shall, through the district Director of Nursing Services, register for medication delegation with the MA Dept. of Public Health and train school personnel in the use of Epinephrine and medication administration on field trips. In-school medication delegation by unlicensed school personnel is not permitted.

LEGAL REF.: M.G.L. 71:54B

Dept. of Public Health Regulations: 105 CMR 210.00

ADMINISTERING PRESCRIPTION AND NON-PRESCRIPTION MEDICATION TO STUDENTS

Wilmington nursing staff will administer all medication required during the school day (1) under specific written request of the parent/guardian and (2) under the written directive of a prescribing physician. All medication orders are renewable at the beginning of each academic year. Medication to be dispensed should be brought to the nurse's office by a parent/guardian or responsible adult, is limited to a thirty-day supply and must be in the original prescription bottle or manufacturer packaging. All medications are stored in a securely locked cabinet used exclusively for medication in the nurse's office. Children are not permitted to have medication in the classroom or on their person, unless permission has been granted for self-administration by a parent/guardian, physician and *provided the school nurse determines it is safe and appropriate.*

Per the MA Department of Public Health, self-administered of medication is limited to the following and requires a written individualized self-administration health care plan:

1. Students with asthma or other respiratory conditions may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and prescription insulin.
4. Students with life-threatening allergies may self-carry/self-administer prescription Epinephrine.

For short-term prescription medications, i.e., those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order. The written request of a parent/guardian is required.

Investigational new drugs may be administered in the school with (1) a written order by a licensed prescriber, (2) written consent of the parent or guardian, and (3) a pharmacy-labeled container for dispensing or manufacturer packaging. If there is a question, the school nurse may seek consultation and/or approval from the school physician to administer the medication in a school setting.

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LEGAL REF.: M.G.L. 71:54B

Dept. of Public Health Regulations: 105 CMR 210.00

Screening, Brief Intervention and Referral to Treatment (SBIRT)

Definition: SBIRT stands for Screening, Brief Intervention, and Referral to Treatment. An evidence-based screening tool is utilized for the Screening; the Brief Intervention is provided through motivational interviewing and the Referral to Treatment is dependent on resources available in the school and community.

Background: Substance use during adolescence is associated with various negative outcomes including problems in school, injuries, emergency room visits, arrests, violence, and other risky behaviors, such as unprotected sex. The younger a person is when he/she first uses alcohol or drugs, the greater the likelihood that he/she will become dependent and/or addicted as an adult. Additionally, heavy alcohol and marijuana use in adolescence may result in long-lasting functional and structural changes in the brain affecting memory and learning functions, decreasing motivation, and increasing the risk of serious mental illness. In response to the Opioid Crisis, an Opioid Bill was signed by Governor Baker on March 14, 2016, mandating a verbal screening for substance use (also known as Screening, Brief Intervention, Referral to Treatment – SBIRT).

Purpose: The purpose of SBIRT is to promote prevention and identify early risk for substance use in our adolescents and to take appropriate actions as soon as possible if a problem is identified. Neuroscience tells us that the developing adolescent brain is at particular risk for addiction, so intervening early, before a substance use disorder develops, is key to the life-long health of our students. The SBIRT screening process reinforces healthy choices being made by students, identifies those who need intervention and education before they get into trouble, and provides for referral for those who need additional support or treatment. SBIRT screenings are performed like other health screenings in schools setting (i.e., vision, hearing, BMI) with respect to identifying a health condition as soon as possible so as to enable all children to obtain the fullest benefit of their educational opportunities.

Universal Screening: The SBIRT protocol developed by the MA Department of Public Health (DPH) for use by school health personnel is a structured, evidence-based conversation that promotes prevention and identifies early risk for substance use among adolescents. It is a **UNIVERSAL** screening of **ALL** students in a selected grade levels. It is not a targeted screen for selected students, nor is it intended to get anyone “in trouble”. It is neither “drug testing” nor is it a treatment program for students who may be addicted to substances.

SBIRT Team: An SBIRT team will be comprised of school health personnel, such as school counselors, adjustment counselors, social workers, psychological staff, and health educators. Members of the SBIRT team will implement the screening, provide education to the students and/or provide follow-up as necessary to the initial screen.

Grades to be screened: Per the Department of Elementary and Secondary Education and in consultation with the MA Department of Public Health, one middle school grade and one high school grade will be screened

Consent: Parents/Guardians will be notified of SBIRT screenings in advance and given the opportunity to opt their child out of the screening through passive consent. Students are allowed to self-opt out at any time before or during the screening.

Screening, Brief Intervention and Referral to Treatment (SBIRT)

Confidentiality: Any statement, response or disclosure made by a pupil during a verbal substance use disorder screening shall be considered confidential information and shall not be disclosed by a person receiving the statement, response or disclosure to any other person without the prior written consent of the pupil, except in cases of immediate medical emergency or a disclosure is otherwise required by state law. Such consent shall be documented on a form approved by the department of public health and shall not be subject to discovery or subpoena in any civil, criminal, legislative or administrative proceeding. No record of any statement, response or disclosure shall be made in any form, written, electronic or otherwise, that includes information identifying the pupil.

The Director of Nursing Services will be designated as the SBIRT Coordinator for the district.

REF: Bill H.4056 An Act Relative to Substance Use, Treatment, Education and Prevention

<http://www.masbirt.org/>

Paul Ruggiero
Interim Superintendent of Schools
Director of Administration & Finance

Sean Gallagher
Assistant Superintendent



Jennifer Mahon
Interim Director of Student Support
Services

Anne-Marie Fiore
Director of Technology

Ken Storlazzi
Human Resources Director

Wilmington Public Schools

161 Church Street | Wilmington, MA 01887
Tel: (978) 694-6000 Fax: (978) 694-6005

TO: Wilmington School Committee

FROM: Paul Ruggiero
Interim Superintendent of Schools

DATE: April 12, 2017

RE: Wilmington Public School – District Program Updates

Attached, please find the following District Program updates from Assistant Superintendent, Sean Gallagher:

- Grade 2: Math Curriculum Map
- Readers' Workshop Learning Walk Rubric
- Massachusetts Aggression Reduction Center (MARC) High School CyberSkills Curriculum
- Coordinated Program Review Procedures

Notice of Non-Discrimination

All educational and non-academic programs, activities and employment opportunities at Wilmington Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or disability, and any other class or characteristic protected by law.

Grade 2: Math Curriculum Map – Wilmington Public Schools



Name of Unit: Topic 13: More Addition, Subtraction and Length

Pacing: 8 days (Pre/Post/Review Day)	
ESTABLISHED GOALS (MA. Curriculum Frameworks Standards)	Transfer
	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in repeated reasoning.</p>
	Meaning
	<p>UNDERSTANDINGS: Some attributes of objects are measurable and can be quantified using unit amounts, such as, the perimeter of a book.</p>
	ESSENTIAL QUESTIONS
	<p>Topic 13: How can you add and subtract lengths?</p> <p>Lesson 13.1 I can solve problems by adding or subtracting length measurements.</p> <p>Lesson 13.2 I can add or subtract to solve problems about measurements.</p> <p>Lesson 13.3 I can add and subtract to solve measurement problems by using drawings and equations.</p> <p>Lesson 13.4 I can add and subtract on a number line.</p> <p>Lesson 13.5 I can choose the best tool to use to solve problems.</p>
	Acquisition
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Recognize addition and subtraction situations involving totals and comparisons of lengths. • Whole numbers can be represented as lengths on a number line. <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Using number lines to add or subtract measurements. • Using addition and subtraction to solve measurement word problems involving lengths given in the same unit.



Grade 2: Math Curriculum Map - Wilmington Public Schools

STAGE 2

Performance Assessment	Assessment Evidence	Pre-Requisite Standards:	Misconceptions:	Lesson Plans:
	Pretest – Topic 1 Questions Post Test - Topic 1 Questions Anecdotal Records Formative Assessments:			

Readers' Workshop Learning Walk Indicators (Years 1-2)

School: _____

Grade: _____

1. Evidence of structure and community

Qualifiers:

- Readers' Workshop takes place daily and has a predictable, consistent structure that includes a focus lesson, independent reading, and a group share.
- Conferring or small-group instruction takes place during independent reading.
- Most students are engaged in reading "just right books."
- The unit of study or focus lesson strategy is evident on anchor charts or other visual displays in the room.

Evidence:

2. Evidence of explicit teaching of comprehension strategies through focus lessons (via Shared Reading or Interactive Read Aloud)

Qualifiers:

- Focus lesson has an understandable teaching point.
- Strategy-based language is used.
- Focus lesson structure is used: Modeling → Guided Practice → Independent Work → Share
- Focus lesson is brief (no more than 20 minutes).
- Independent reading follows the focus lesson.
- The text used is well-matched to the strategy being taught in the focus lesson.

Evidence:

3. Evidence of 1:1 reading conferences with students

Qualifiers:

- Daily conferring includes a management system for getting to students as well as a note-keeping system.
- Teacher refers to previous conference notes before reconnecting with the student.
- Conferences last less than ten minutes.
- Conferences use Research → Decide → Teach format.

Evidence:

4. Evidence of organization of classroom libraries

Qualifiers:

- Books are accessible to students at all times.
- Books are categorized by genre, author, topic, student interest, etc.
- Procedures exist by which students may choose and switch books.
- Students independently choose and can explain why a book is "just right" for them.

Evidence:

Massachusetts Aggression Reduction Center

at Bridgewater State University

MARC High School CyberSkills Curriculum



The goal of this research-based curriculum is to increase the knowledge and awareness of children in grades 9-12 about cyber-skills (the curriculum is currently being tested in several Middle Schools for effectiveness in that population).

Examples of topics covered in the curriculum are:

- knowledge of how digital communications are used,
- The emotional impact of different digital communications,
- laws and regulations concerning electronic messages, images, and video,
- factual concepts such as understanding the utilization of computer "cookies" or Internet Protocol addresses.

Because digital abuse can result from lack of basic knowledge about digital communications, it is anticipated that increased cyber-skills may reduce digital abuse and cyberbullying. The ways in which electronic communications can impact daily living and relationships is also covered. Because this curriculum is intended for use in Massachusetts, references to laws are, at times, specific to that state.

Challenges this Curriculum Addresses

In research conducted on more than 300 college freshman at the Massachusetts Aggression Reduction Center at Bridgewater State University during the 2010-2011 academic year, students scored, on average, in the 60th and 70th percentiles on questions testing their knowledge of basic electronic communications. For example, students were asked if it is possible to copy the screen from someone's social networking profile, even if that person's profile is set to "private." Other questions asked about privacy online, the impact of using digital communications on tone and understanding, etc.

The Curriculum contains the following:

Ten lessons for Grade 9, in the form of Writing Prompts;
 Ten lessons for Grade 10, in the form of Writing Prompts;
 Five lessons for Grade 11, in the form of educational reading, surveys of opinions & thoughts, and class discussion; and
 Five lessons for Grade 12, in the form of educational reading, surveys of opinions & thoughts, and class discussion

Methodology and Approaches Utilized in this Curriculum

We have released our High School Cyberskills Curriculum Version 3 (2016).

[Click here to view the Research Report for the High School Cyberskills Curriculum](#)

[Teacher's Practice Page, for the Online Interactive Lessons](#)

** The Online Interactive Lessons can be accessed by using the Instructions in the Curriculum **

MARC HS Cyberskills Curriculum Videos

Video 1: [Cookies \(7 minutes\)](#)

Video 2: [Behavioral Tracking \(1 minute\)](#)

Video 3: [Facebook Fever \(4 minutes\)](#)

Video 4: [Shooting video & Legal issues \(1 minute\)](#)

- *Discussion and Opinions.* In every lesson, the Curriculum utilizes the lesson as a springboard for discussion in class.

Online Interactive Elements. The 9th and 10th grade Curriculum utilizes paper primarily, with a few online videos. Students read or watch videos, write their Prompt, and utilize their Prompts to begin a class discussion. The 11th and 12th grade curriculum can be accomplished via paper, but we strongly encourage teachers and schools to utilize a very simple online system which permits students to read or watch a short educational video, express their opinions via a few survey questions, and then instantly see digital feedback about the aggregated opinion of all of their grade-level peers. Seeing how the group thinks and feels about cyber issues is the springboard for the Class Discussion in these grades.

**** The Online Interactive Lessons can be accessed by using the Instructions in the Curriculum ****

Technology Requirements:

Minimal: Internet access to the MARC website, and the ability to project or show videos to students.

Ideal: Internet access for each student, in computer labs or laptop carts for Grades 11 & 12.

Curriculum objectives broken down by year:

9th grade

- Privacy and Anonymity Online
- Using different sources of information
- Internet Protocol Addresses
- Sexting & Social Pressure*
- Consequences of posting and tagging photos of other people
- Handling digital communications when you're angry
- Understanding cyberbullying versus cyber conflict
- Terms of Service Agreements
- Methods for reporting digital abuse, harassment, or threats

10th grade

- Nature of friendship and online "friends"
- Cyberbullying versus free speech
- Passwords
- Online pictures and images*
- Why do you need digital privacy?
- Criminalization of online behaviors
- Cell phone applications and privacy
- Fighting online
- Digital copyrights
- Phishing

11th Grade

- What's a cookie?
- Shooting video – Is that illegal?
- Being Smart on Facebook
- Computer Crime rising in the U.S.
- Does a ban on cyberbullying do any good?

12th Grade

- What's behavioral tracking online?
- Do adults view cyberbullying accurately?
- Advising about cyberbullying: How should people react?
- Is your smartphone a target?
- Phishing and Online Scams

Helping your child cope

- Support your child by telling him or her that this is not his fault, and that he or she did nothing wrong.
- Gently emphasize that above all, your child should not retaliate or attempt to fight or hit the bully.
- Role-play ignoring the bully or walking away.
- With your child, make a list of the adults in school that he or she can go to for help, such as counselors or administrators.
- Give your child some relief. Arrange for him or her to see friends on the weekends, and plan fun activities with the family.

Maxwell Library, Room 201

Bridgewater State College
Bridgewater, MA 02325

Phone: 508.531.1784

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E-mail: marc@bridgew.edu

Web site: www.MARCcenter.org

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Suggested Web sites
www.MARCcenter.org
www.safeyouth.org
www.kidsthought.org
www.stopbullynow.hrsa.gov
www.familyinternet.about.com
www.pacerkidsagainstbullying.org

**Supported by a
North Central Massachusetts
Foundation Grant**



Mike George, Sun Chronicle

When your child is being bullied

A guide for parents



Practical strategies

Helping your child cope

**Working effectively with
your child's school**

Practical strategies: GET THE FACTS.

In a gentle manner, ask your child for details. Ask when the bullying happened, where it happened, if he or she remembers exactly what was said and done, and in exactly what order, and if anyone else (adult or child) was present.

It's important not to interrogate your child as if you don't believe him/her; rather, ask your child gently for these details. If your child wants to know why you are asking ("Don't you believe me?"), explain that you can help him or her best by knowing exactly what happened.

*Where did this happen?
Has it happened before?
Is it always the same?
When did this happen?
What happened first, then next, then after that?
Was anyone else there?
Did any kids or adults see this?
How did they react?*

Take the specific data you get to your child's teacher and the assistant principal or principal of your school. It's very important that you have, and give, specific details. The more specific you can be about exactly what happened, where, when, any witnesses, any previous occurrences, the better the school will be able to keep the incident from recurring.

NOT

"Josh is being bullied, and why aren't you appropriately supervising those children?"

BUT

"There's a problem with Josh being bullied that you may not be aware of. Let me tell you the details, and let's see if we can come up with a plan to address this."

Although you can't insist on knowing a bully's punishment, you can insist that your child's school offers your child comfort measures – no matter what the status of the incident. Schools can comfort children by offering them the support of administration or counselors, and letting the child know that they are there to talk or support them anytime they need help or assurance.

Ask for a timeline ("When will a decision be made?"), and ask what will be done immediately ("What can you do to make sure Ashley isn't threatened at her locker again tomorrow morning?").

Finally, ask to be kept informed ("I realize you need to discuss this situation with other personnel, but please let me know what the outcome is so I can reassure Billy that something is being done.").

Important note: Administrators cannot, by federal law, tell you about disciplinary actions taken against another child – even when your child is a victim. So don't expect to know what disciplinary actions a bully is subject to. Instead, focus on what adults will do to keep your child reassured and safe.

Ask the school to reassure your child that he or she will be protected. ("Please call Sarah out of class today, and let her know that you're aware of the situation and that you won't let it occur again.")

Consider carefully before demanding that the offending child apologize to your child. Most targets of bullying do not want an adult-enforced apology from the bully, since it underlines the fact that they have now told on him or her. Such an apology can be frightening for a victim.

Keep in mind that your primary goal should be to get the school's cooperation to get the bullying to stop. Knowing your own child is being victimized can evoke strong feelings, but you'll get much more cooperation from school personnel if you can stick to the facts without becoming overly emotional. While you may want assurance that everyone involved is punished severely, try to focus on putting an end to the bullying!

COORDINATED PROGRAM REVIEW PROCEDURES

Collaborative
Information Package
2016-2017

Appendix II

*Tables of
Special Education,
Civil Rights
and
Other General Education
Documentation Requirements*

Table of Special Education and Civil Rights and Other General Education Required Documentation

Special Education Documentation
--

The onsite team relies on the collaborative's documentation regarding special education programs and services. Local Program Review Coordinators are encouraged to notify the Onsite Chairperson in cases where the collaborative is providing documentation to the onsite team other than that described below.

Documentation for all of the SE criteria is listed in the table below. The purpose of this table is to assist the collaborative with the preparation of documentation for the program review.

For additional guidance on policies and procedures required under state and federal law, refer to the numerous Special Education Administrative Advisories issued by the Department on many of the topics covered by the special education compliance criteria. The Department's Special Education Administrative Advisories are available at <http://www.doe.mass.edu/sped/advisories/default.html> - archive and additional technical assistance is available at <http://www.doe.mass.edu/sped/> and <http://www.doe.mass.edu/pqa/>.

**TABLE OF DOCUMENTATION REQUIREMENTS
FOR SPECIAL EDUCATION**

Special Education Criterion Number	Document Description
SE 29 Communications in English and primary language of home	Collaborative procedures for translation and interpretation.
SE 35 Assistive Technology	A current list of specialized materials and equipment available in the collaborative.
SE 40 Instructional grouping requirements for students aged five and older	Using the PSM Instructional Grouping/Age Span Template, provide schedules of all instructional groups (by period) that includes the name(s) of teachers and dates of birth for oldest/youngest students and the number of paraprofessionals for all pull-out, substantially separate and collaborative day programs.
SE 41 Age span requirements	Using the PSM Instructional Grouping/Age Span Template, provide schedules of all instructional groups (by period) that includes the name(s) of teachers and dates of birth for oldest/youngest students and the number of paraprofessionals for all pull-out, substantially separate and collaborative day programs.

Special Education Criterion Number	Document Description
SE 42 Programs for young children three and four years of age	Schedule of all special education instructional groups (by period) for three and four year old, including names of students (including disability status), teacher(s), and paraprofessionals assigned and dates of birth for each student.
SE 46 Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the collaborative	Description of collaborative procedures for the discipline of students with disabilities. Description of the continuum of IAES options used by the collaborative providing access to the IEP services and the general curriculum.
SE 51 Appropriate special education teacher licensure	Upload the special education teaching staff roster of locally hired and contracted staff including the role of each person. Please include as appropriate, either the teacher's licensure number, waiver and if applicable, the appropriate DOE and/or Board licensure number.
SE 52 <u>Appropriate certifications/licenses or other credentials -- related service providers</u>	Upload the related service staff roster of locally hired and contracted staff including the role of each person. Please include as appropriate, either the teacher's licensure number, waiver and if applicable, the appropriate DOE and/or Board licensure number.
SE 52A Registration of educational interpreters	Copy of the interpreter's registration with the Massachusetts Commission for the Deaf and Hard of Hearing.
SE 54 Professional development	List of all professional development activities, and the dates held, in the last two years for Collaborative staff.

Civil Rights/General Education Documentation

In monitoring the implementation of civil rights and other general education requirements, the onsite team relies heavily on documentation. The documentation that the collaborative must submit for this portion of the Coordinated Program Review is listed in the table below according to criterion number. For criteria not listed in this table (where no specific document is required), the collaborative is encouraged to submit information that it believes provides evidence that the criterion is being implemented. Local Program Review coordinators are encouraged to notify the onsite chairperson in cases where the collaborative is providing documentation to the Onsite Team other than that described below.

All documents will be submitted using WBMS.

**TABLE OF DOCUMENTATION REQUIREMENTS
FOR CIVIL RIGHTS/GENERAL EDUCATION**

Criterion Number	Required Documentation
CR 7 Information to be translated into languages other than English	Collaborative procedures for translation and interpretation. List of important information and documents that have been translated and indicate which language(s) for each item.
CR 7A School year schedules	School Learning Time Worksheet Compilation. (See Document Library)
CR 7B Structured learning time	Collaborative's Policies and Procedures for Ensuring Structured Learning Time.
CR 8 Accessibility of extracurricular activities	Description of the collaborative program's practices to ensure that extracurricular activities are accessible to all students. (If applicable)
CR 9 Hiring and employment practices of prospective employers of students	Sample of signed Statement of Assurance from prospective employers of students. (If applicable)

Criterion Number	Required Documentation
CR 10A Student handbooks and codes of conduct	Student Discipline Section of the High School Handbook.
CR 10B Bully intervention and prevention	<p>A description of the process the collaborative followed to amend and update its student handbooks, Bullying Prevention and Intervention plan, anti-bullying policies and policies pertaining to the conduct of students and teachers to be consistent with the Massachusetts anti-bullying law, which became effective July 2013.</p> <p>A description of how the Bullying Prevention and Intervention Plan information was distributed to parents, students and school staff.</p> <p>A description of any ongoing professional development offered by the collaborative for all school staff since the 2014-2015 school year and evidence of its implementation, to include dates, format(s) used and agenda(s) if appropriate.</p> <p>A copy of the collaborative's procedures for in-house suspension under M.G.L.c. 71, Section 37H 3/4.</p>
CR 10C Student Discipline	<p>A copy of the collaborative's School Wide Education Service Plan</p> <p>A copy of the collaborative's Notice of Suspension and Hearing under MGL c. 71, section 37H 3/4</p> <p>A copy of the collaborative's procedures for the Principal Hearing for short term suspensions under MGL c.71, section 37H 3/4</p> <p>A copy of the collaborative's procedures for the Principal Hearing for long-term suspensions under MGL c.71, section 37H 3/4</p> <p>A copy of the collaborative's procedures for Executive Director's Hearing under MGL c. 71, section 37H 3/4</p> <p>A copy of the collaborative's procedures for Emergency Removal under MGL c. 71, section 37H 3/4</p> <p>A copy of the collaborative's procedures for in-house suspension under M.G.L.c. 71, Section 37H 3/4.</p> <p>A description of the system for collection and the procedures followed by principals to periodically review discipline data by selected populations.</p>

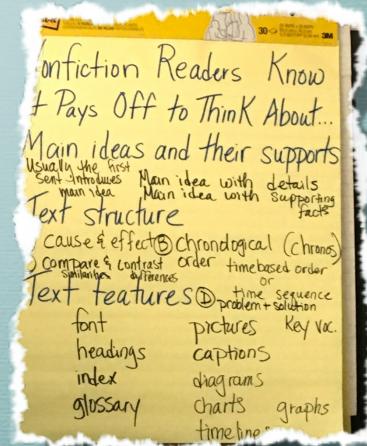
Criterion Number	Required Documentation
CR 11A Designation of coordinator(s) grievance procedures	Grievance Procedure sections from collaborative publications as required under Title IX, Section 504 and Title II for students and staff.
CR 12A Annual and continuous notification concerning nondiscrimination coordinators	A sample notice and a list of materials and publications that contain the notice.
CR 13 Availability of information and academic counseling on general curricular and occupational/vocational opportunities	Description of the procedures for ensuring academic counseling on general curricular and occupational/vocational opportunities.
CR 14 Counseling and counseling materials free from bias and stereotypes	Description of procedures to ensure counseling and counseling materials are free from bias and stereotyping on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, and homelessness.
CR 15 Non-discriminatory administration of scholarships, prizes and awards	Description of how the collaborative manages the administration of scholarships, prizes and awards.

CR 17A Use of physical restraint on any student enrolled in a publicly-funded education program	<p>The collaborative's written policy and procedures on the use of physical restraints and administering physical restraints in accordance with the requirements of 603 CMR 46.00 (as updated in January of 2016) that is contained in program's policy and procedures manual.</p> <p>Dates of staff training for all existing and newly hired staff</p> <p>A list of names of staff in each school building identified as the school-wide resource and the dates of each person's in-depth training.</p>
CR 18 A Collaborative employment practices	<p>A description of employee recruitment practices including a sample of recent employee recruitment advertisements and vacancy announcements.</p>
CR 20 Staff training on confidentiality of student records	<p>The agenda and documentation of training on confidentiality of student records for school personnel.</p>
CR 21 Staff training regarding civil rights responsibilities	<p>The agenda and documentation of training on civil rights responsibilities for school personnel.</p>
CR 24 Curriculum review	<p>Description of local practices to review curriculum for bias and stereotyping.</p>
CR 26A Student records confidentiality	<p>A description of the collaborative's policies and procedures to ensure confidentiality of student records.</p>



WPS - INITIATIVE & CURRICULUM UPDATE

PRESENTED BY: MR. SEAN GALLAGHER, ASSISTANT SUPERINTENDENT OF CURRICULUM & INSTRUCTION



CURRICULUM WORK

Teacher Evaluation

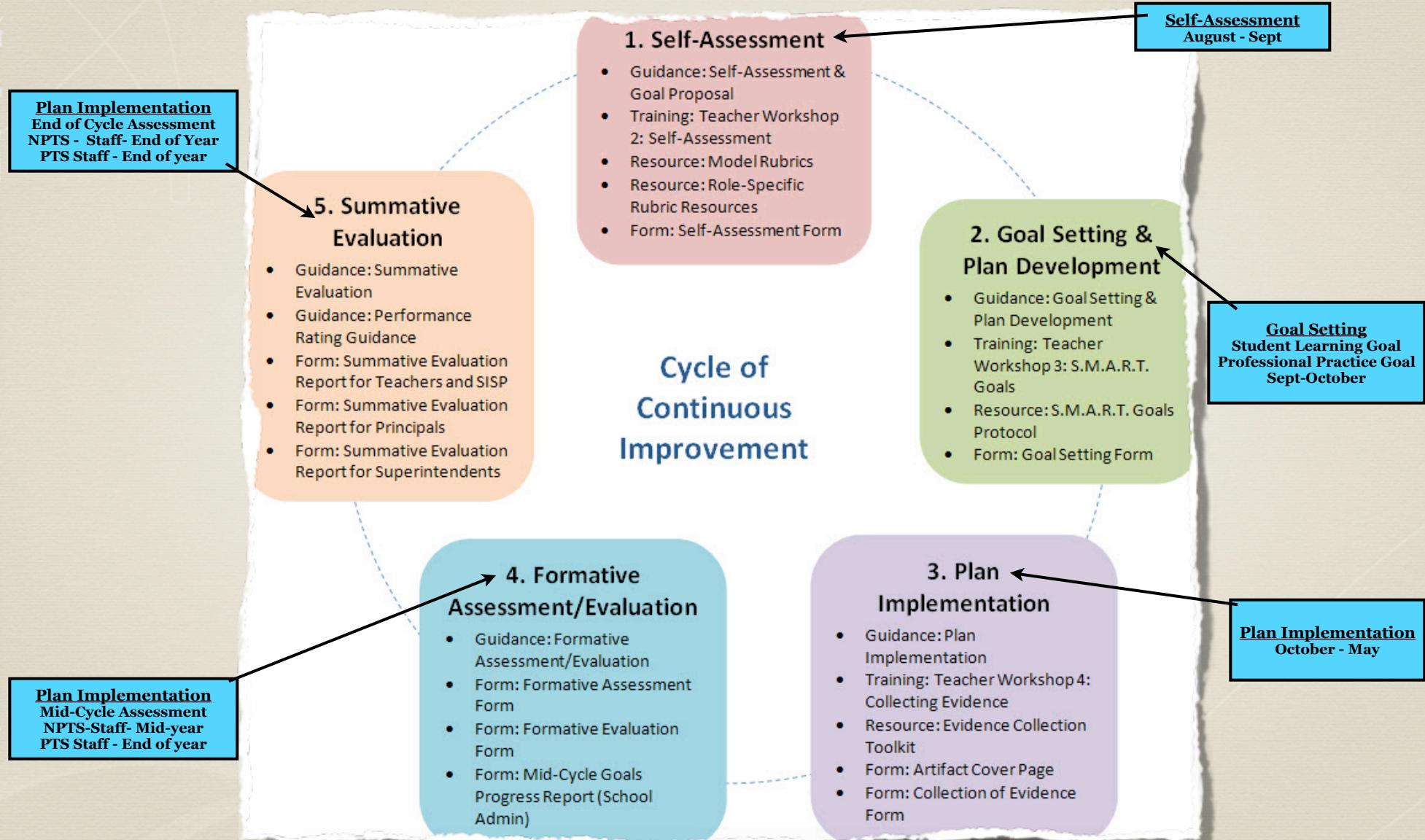
Curriculum Overview

District Curriculum
Progress

1:1 Technology



DESE: TEACHER EVALUATION CYCLE



CURRICULUM MAPPING – STANDARD UNITS ESSENTIAL QUESTIONS (STAFF MEMBERS)

- What do students **really** need to learn, know or be able to do?
Power Standards / Essential Questions
21st Century Skills/Learning Strategies
- How will we know they **really** learned it (Evidence)?
High Level and Authentic Assessment
Performance Level Descriptors
- How can we generate **data** to analyze learning?
Common Assessments / Rubrics
Diagnostic and Formative Assessments
Identify specific supports and extensions
- How do we respond when some students **don't learn**?
- How will we respond to those who have **already learned**?

CURRICULUM MAPS + INSTRUCTIONAL PRACTICE

“BOTH GO HAND AND HAND”

Understanding by Design Stage 1
Big Ideas, Essential Questions, Standards

Understanding by Design Stage 2
Evaluation Stages, Summative & Formative Assessments

Understanding by Design Stage 3
Lesson Plans & Resources

Understanding by Design promotes...
KUD - What students Know, Understand & Do

COMMON CORE / 21ST CENTURY SKILLS

Critical Thinking and Problem Solving	Rethink or think anew. It's not incremental improvement
Collaboration and Leadership	Ability to influence others
Agility and Adaptability	Think, be flexible, change and use a variety of tools
Initiative and Entrepreneurialism	Take a chance and be a risk taker
Effective Oral and Written Communication	Clear, concise, focused, energetic and passionate around points to make
Assessing and Analyzing Information	Accessing and analyzing large quantities of information
Curiosity and Imagination	Ask great questions and be inquisitive in order to solve problems that impact innovation

CURRICULUM MAPPING (PROGRESS)

Elementary Math	Status: Stages 1, 2 and 3 Maps on target to be completed June 2017
Elementary ELA	Status: Stage 1 Mapping on target June 2017
Elementary Science	Status: Stages 1, 2 and 3 Maps on target to be completed June 2017. CDSM-Collaboration (1 Wilmington Unit Complete)
Middle School Math	Status: Stage 1 Maps being develop as faculty pilots Envision Math Program. (Summer Work)
Middle School ELA	Status: Stage 1 Mapping on target June 2017
Middle School Science	Status: Stage 1 Mapping on target to be completed June 2017. CDSM-Collaboration
Middle School Social Studies	Status: Stage 1 Mapping on target June 2017
Middle Word Language	Status: Stage 1 Mapping on target June 2017

CURRICULUM MAPPING PROGRESS

High School Math Department	Status: Stages 1, 2 Maps on target to be completed June 2017 (Some Subjects)
High School English Department	Status: Stage 1 Mapping on target June 2017
High School Science Department	Status: Stage 1 Maps on target to be completed June 2017. CDSM-Collaboration
High School Social Studies Department	Status: Stage 1 Maps are on target to be completed - June 2017 (Global Studies)
High School World Language Department	Status: Stages 1, 2 Maps on target to be completed June 2017 (Some Subjects)
High School Business Department	Status: Ongoing Development of Stages 1,2 Mapping under review June 2017 (Some Subjects)
District Visual Art Departments	Status: Ongoing Development of Stages 1,2 Mapping under review June 2017 (Some Subjects)
District Music Departments	Status: Ongoing Development of Stages 1,2 Mapping under review June 2017 (Some Subjects)
District Physical Education Departments	Status: Ongoing Development of Stages 1,2 Mapping under review June 2017 (Some Subjects)

1:1 TECHNOLOGY UPDATES

- Second half of the year - Revised one of the CIT days, provided 8th grade team with technology training
- High School Team - visited Beverly for the day observing 21st Learning classroom skills and 1:1 technology program in action
- Process of developing relationships with content area faculty members for additional summer training moving into next year
- Working with Professional Development Committee focusing on technology Professional Development for the upper grades (Next School Year)

- Some technology & 21st century focus areas ...
- EverFi Online Program during W2 block – Digital Citizenship and Math & Coding. Math and Special Education Protocols (DCAP), Math and Science Technology Integration with Mimio and Google, Flexible Grouping etc.

CURRICULUM WORK

Readers Workshop
Elementary STEM
Envisions Math
1:1 Technology



READERS WORKSHOP LESSON SUMMARY

- Mini-Lesson by the teacher
- Anchor Charts - review display of reading strategies
- Independent Reading Choose Just Right Books
- Teacher conferring with individual student or small group
- Share session at end / 1 to 2 students share reading strategies
- Reading Accuracy, Comprehension, Fluency
- This is a summary of the reading portion of the literacy block / writing and word study continues as an aspect of the block

FUNDATIONS FOCUS

GRADES (K-3)

- All classrooms teaching literacy, same curriculum
- Written composition (spelling, handwriting)
- Phonological & phonemic awareness
- Phonics, word study, advanced word study
- Comprehension strategies
- Vocabulary
- Fluency
- Letter formation



READERS WORKSHOP PROGRAMMING / INITIATIVES

2016-2017

- Grades 1, 3, 4 & 5 Teachers continue Training / Implementation
- Teachers Implementing Reader's Workshop Strategies
- Mid-Year Staff Survey for Input
- More Coaching Support / Conferring / Note Taking
- Restructured TLA / Reading Supports second half of year

2017-2018

- Possible Pilot of Writers Workshop Labs for next year
- Grades K, 2 will be implementing readers workshop
- Grades 1, 3, 4 &5 continue to refine skills and strategies
- Possible Writing Labs to develop a “train the trainer” model

ELEMENTARY STEM

- STEM Curriculum Team develop DESE Curriculum Unit Design for grade K-5 MA Science standards
- Implement 1 unit next year at each grade level. Use materials from around the district.
- Worked with individual Teachers / Librarians and principals to support STEM education in all elementary buildings
- Maker-space
- STEM Fair



MATH / SCIENCE UPDATES

Middle School Math / Science

- Implementation of Math pilot
- Implementation of revised Science series
- Worked with individual teachers and principals to support student growth
- Technology education lesson, STEM lesson planning

Elementary Math Program

- Year 2 implementation of EnVisions Math – focus on differentiated instruction and problem solving
- Supported principals with student data to create intervention and enhanced learning groups
- Math Vertical Team worked to complete all stages of UBD curriculum maps

SOCIAL EMOTIONAL LEARNING

Massachusetts Aggression
Reduction Center (MARC)

Middle School Programming

District Family
Outreach & Support

Positive Behavior
Intervention Support



MASSACHUSETTS AGGRESSION REDUCTION CENTER (MARC)

- ✓ Research Based - Bullying and Cyberbullying curriculum through Bridgewater State College.
- ✓ This is an evidenced-based bullying, cyberbullying, and cyber-behaviors curriculum, designed for use by grades 6 through 12.
- ✓ The curriculum is divided into lesson plans designed to be conducted in 20-minute segments. The intention is to enable schools to use the MARC Curriculum (which are often about 20 minutes long) during regular class periods / Advisories

WILMINGTON MIDDLE SCHOOL STUDENT CULTURE PRESENTATIONS

- ✓ December 2016 - Guest Speaker Ed Gerity spoke at assemblies with each grade level for 50 minutes. In addition, he worked with 80 student leaders regarding school culture. Topics included: but was not limited to...
 - The power of respect and responsibility
 - The impact and consequences of our choices and decisions
 - The issues of bullying, peer pressure, drugs, alcohol and tobacco
 - Appreciation for our abilities and the people in our life
 - The courage to believe in oneself
 - The power we have to reach out and make a difference
- ✓ The student leader group lead the school wide dream board project, and Kindness Post-Its project
- ✓ A Kindness Club has been developed: This is co-led by students, administration, and a parent volunteer
- ✓ Additional Student Suggested Presentations for grades 7 & 8 on Cybersafety and Cyberbullying. Middlesex Partnerships for Youth Presented “Navigating the Digital World” for our students.

DISTRICT WIDE FAMILY OUTREACH & SUPPORT

- Fall and Winter Mental Health First Aid Courses offered for staff and parents/guardians
- Fall Anxiety Workshop for Parents organized by SEPAC -Alice Brown-LeGrand presenter.
- January, 2017 Middlesex Partnerships for Youth presented for all Parents and Students on Cybersafety/Sexting and Navigating the Digital World.
- March, 2017-Behavioral Health Fair “Finding Balance for our Kids”—Consisted of a keynote speaker on “Executive Functioning” from Beyond Booksmart, Jennifer Flewelling.
- This event also had 10 breakout sessions on topics related to Anxiety Reduction, Gender Nonconformity, and Stress Management and how to access services for parents. The Wilmington Police Department also included their "In Plain Sight" setup and the Wilmington Substance Abuse Coalition was also represented.

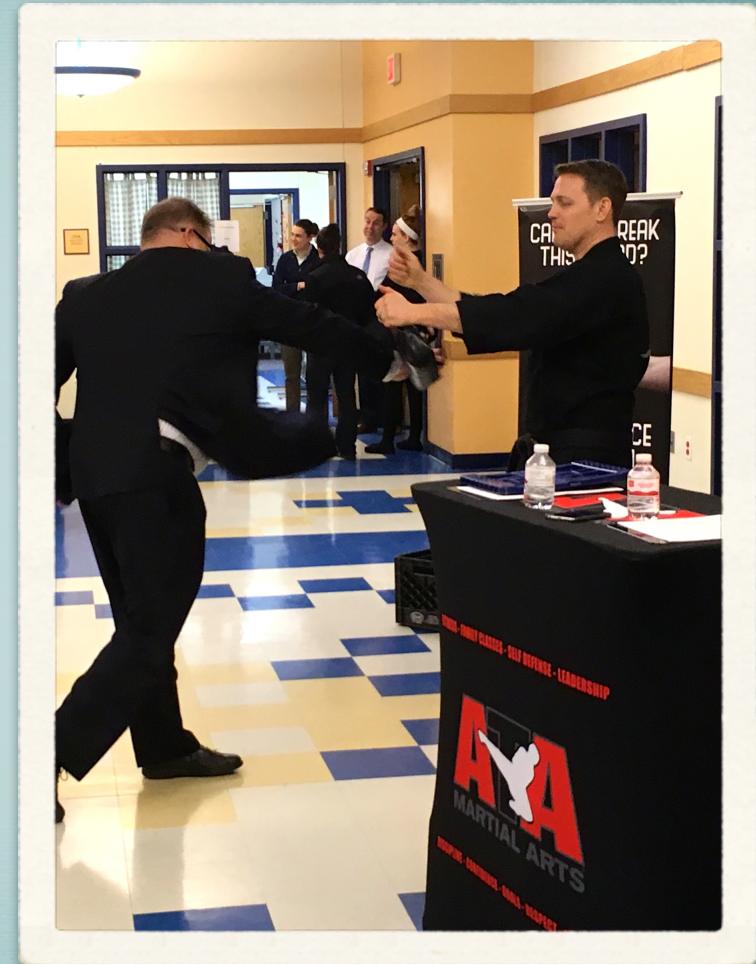
POSITIVE BEHAVIOR INTERVENTION SUPPORT

- ✓ Is a school wide program that aims to educate students in a positive safe learning environment while developing emotionally and socially well rounded students. This is a school wide program with focuses on Respect, Responsibility, Reliability, Safety and Tolerance.
- ✓ Through a collaborative approach with Administration, Staff, Parents / Guardians, and Students we create a positive school culture that is socially predictable, consistent and safe, allowing for all students to reach their social and academic potential.
- ✓ PBIS Implementation- Shawsheen, Boutwell, Middle School, and Woburn Street. PBIS teams will have developed Core Values, Behavioral Matrix and Systems.
- ✓ Initial PBIS teams have also been formed at Wildwood, North, and West and have begun planning process.

SPECIAL EDUCATION & CIVIL RIGHT AUDIT PROCESS

Coordinated Program
Review System

Scope of Coordinated
Program Reviews



COORDINATED PROGRAM REVIEW SYSTEM

Scope of Coordinated Program Reviews

- As one part of its accountability system, the Department of Elementary and Secondary Education oversees local compliance with education requirements through the Coordinated Program Review (CPR). All reviews cover selected requirements in the following areas:

Special Education (SE)

- selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Elementary and Secondary Education's Special Education regulations (603 CMR 28.00), as amended effective March 1, 2007.

Civil Rights and Other General Education Requirements (CR)

- selected federal civil rights requirements, including requirements under Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, together with selected state requirements under M.G.L. c. 76, Section 5 and M.G.L. c. 269 §§ 17 through 19.
- selected requirements from the Massachusetts Board of Elementary and Secondary Education's Physical Restraint regulations (603 CMR 46.00).
- selected requirements from the Massachusetts Board of Elementary and Secondary Education's Student Learning Time regulations (603 CMR 27.00). various requirements under other federal and state laws.