

**Tornado Times**  
**Monday, December 14, 2015**  
**Volume 13, Issue #16**

Go Malden!



*The Tornado Times is put out at the beginning of each school week.*

*The contents of the Tornado Times are intended to inform Malden High School students and staff as well as the greater Malden High School community. If you would like to add something please submit the contents to Principal Dana F. Brown, [dbrown@maldenps.org](mailto:dbrown@maldenps.org). Stories, pictures, reminders, club, activity, and class notes are all welcome.*

### **Malden High School Vision Statement**

*The Malden High School community believes in the potential of all students to learn, to grow, and to become active, conscientious participants in the 21st century global society. We believe that students learn most effectively in a safe, respectful environment that encourages diverse viewpoints, promotes critical thinking and perseverance, and establishes rigorous standards for all. We honor the diverse nature of our community, promote social awareness and community involvement, and strive to meet the needs of all students through innovative methods and continual professional development. We are committed to ensuring that Malden High School graduates are thoughtful, independent, purpose-driven, lifelong learners. We seek to equip all students with the skills and habits necessary to successfully navigate and contribute to our ever-changing world.*

**Good morning,**

**A little explanation on the “Special Interest” early-release time today; we know that many of you are involved in any number of initiatives and special programs within the school. Please use whatever time you have today to work individually or together, in your department or out, on the school related issue of your choice. Thanks in advance.**

We continue to collect funds in the Main Office for our Gift Card fund. Each year with the help of staff we identify students in need of some help. Last year we collected funds for approximately 80 students. The \$25 gift card to Target that we present to each student allows them to purchase various items for themselves or for family members. We are planning on distributing the cards on Friday, December 18th. If you would like to contribute please contact Judi in the Main Office. Any amount is appreciated. Thank you in advance.

Day#	Date	Rotation	Notes of interest
67	Monday, December 14, 2015	1,2,3,4,5	Early-release, Special Interest, School Committee
68	Tuesday, December 15, 2015	7,1,2,3,4,5	
69	Wednesday, December 16, 2015	6,7,1,2,3,4	Winter Choral and Band Concert, 7 pm, Jenkins Auditorium
70	Thursday, December 17, 2015	5,6,7,1,2,3	
71	Friday, December 18, 2015	4,5,6,7,1,2	
xxx	Saturday, December 19, 2015		xxxx
xxx	Sunday, December 20, 2015		xxxx
72	Monday, December 21, 2015	3,4,5,6,1	Early-release, All staff meeting
73	Tuesday, December 22, 2015	2,3,4,5,6,7	
74	Wednesday, December 23, 2015	1,2,3	11:00 Dismissal

- *The winter concert of our concert band and choral groups will be held on Wednesday, December 16th and not the 17th as previously scheduled. The concert will begin at 7 pm.*

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**For anyone who would like to walk; Grab your sneakers and get a head start on your 2016 New Year's Resolutions. Walking the Gym, Tuesdays and Wednesdays, 6:30 A.M. to 7:30 A.M.**

In the news recently; a woman has been leaving winter clothes attached to trees at Boston Common. Her accompanying note encourages anyone cold to take what they need. The good samaritan has been identified as Malden High School Class of 2010 graduate Rebekah Barrasso.



Hello all,

**Thanks to you, our first week of the ELL after-school tutoring program has been successful. This is just a reminder to all teachers that a tutoring program is now available for ELL students in the subject areas of history, computer literacy (learning how to use Chromebook, Google Drive software, etc), ELA, and biology.**

**While students are welcome to drop in without a referral, filling out the Google form at the link below is beneficial to us, helping us reach out to students in the most need.**

**<http://goo.gl/forms/UM2uJao2NI>**

**Several MHS teachers are available Tuesdays-Fridays after school (individual schedules will vary by teacher.) The tutoring sessions are immediately after school (at 2:15), and are available to any ELL student, current or former. If you have an ESL student you believe would benefit from tutoring, please fill out the form above with relevant information (you can fill this out more than one time if need be). A tutor will contact you in order to set up a schedule with your student.**

**Thank you again for helping us reach out to students!**

**-Jess Haralson**

**Chinese Cultural Connection sponsored a dumpling making workshop here Friday afternoon...Thank you!**



## **MHS Staff**

### **Annual Cookie (or dessert) Time Get Together**

**Monday, December 21, 2015**



**2:00 PM**

**Gallery**



If you don't want to bring anything in, but would like to contribute to the purchase of paper goods, decorations, and other items, you can send \$5.00 to Mar Marjoma (J278).

### **Raffle Ticket**

Please consider purchasing raffle tickets (\$1.00 each or 6 for \$5.00) for the chance to win fabulous prizes.

Prizes:

Some of the prizes are three home décor holiday items, parking spots, Dunkin Donuts Gift Cards, "Good Spirit" Basket, etc..



All the proceeds from this raffle will go to the gift card fund at MHS that is organized by Judy Sullivan in the main office. This fund supports giving needy students a gift card for the holiday season.

Tickets can be purchased from Judy Sullivan in the Main Office.

This season our Speech and Debate team is doing very well. They are a fairly small club, with nine members. Chris Benoit, Ed Murray, Ari Cohen, Efran Himmel, Brendon Ky, Felix Li and Taylor Dill are competing for the first time. Jaspas Haag and Harrison Zeiberg are back and serving as Co-Presidents. In only two competitions three of the members, Efran Himmel, Jasper Haag, and Harrison Zeiberg have gotten bids towards states in the event Group Discussion. Qualifiers need two bids to earn a spot at the state competition. The club advisor is Mr. Aufiero. The next tournament the team will be going to is the Holly Festival at Natick on December 19th. New members are always welcome. The club meets Thursdays after school in Mr. Aufiero's room and competitions are typically on Saturdays.



**Excellent presentation last week on the 1-1 initiative; Mayor Gary Christenson, Superintendent DeRuosi, and Assistant Superintendent Chase were in attendance. Councillor at Large Debbie DeMaria was also here in support.**





**Last week's Hour of Code attracted all sorts of students up to our computer programming center.**

**Two computer rooms were completely filled:**





Hi, all. Before each long vacation, I put free books outside my door for students to take home so they can keep up their literacy during the break. It's open to all, and some kids really look forward to it. This year, the free books will be available on Dec. 22 and Dec. 23. If you have any books to donate please feel free to give them to me. I can also come and get them from you. Any books the students don't take are saved for another giveaway or given to the Malden Public Library for their used book sales.

Thank you!--Abbey Dick  
Ms. Abbey Dick  
English Teacher  
Malden High School  
adick@maldenps.org  
Br 478  
EdCamp Malden: ELL Succes

## **MSSAA Board of Directors endorses statewide leadership coalition addressing student and faculty mental health**

**The MSSAA Board of Directors under the leadership of President Tara Bennett unanimously approved the endorsement of a statewide educational leadership coalition described below:**

On December 4, representatives of the MA Elementary School Principals Association (MESPA), the MA Secondary School Principals Association (MSSAA), the MA Interscholastic Athletic Association (MIAA) the MA Association of School Superintendents (MASS), and the Massachusetts Association of School Committees (MASC) met to discuss growing concerns about student and faculty mental health, including social and emotional well-being. Bill Gaine, Executive Director of MSSAA/MIAA organized and convened the meeting at which MESPA President Denise Franius, MSSAA President Tara Bennett, MASS President Andre Ravenelle, MASS Executive Director Tom Scott, and MASC Executive Director Glenn Koocher participated.

The group recognized that many factors have exacerbated the implications for mental health and emotional stress for students and faculty including societal factors, the economy, poverty, challenges to the family, and academic pressures from testing and accountability measures. It was noted that as students age, the factors grow to a greater or lesser extent, but that a general level of stress is growing at a measurable rate.

There was clear consensus the issues of mental health and social/emotional well-being of both students and faculty members need to become a major priority for public educators including principals and central office administrators and that the associations should collaborate in a strategy to make this happen. Further, there is a sense of urgency because of the growing degree to which stress and other social and emotional factors are emerging in both public and private schools.

### **The key goals of a collaborative effort would be to:**

- Educate the public at large.
- Inform public policy makers, including the legislature, Board of Elementary and Secondary Education (BESE), and local officials about these issues the implications of failing to address them.

- Develop and implement specific strategies to address the issues.

**General strategies might include:**

- Development of a coordinated master plan including a communications strategy.
- Commit resources including financial support and human capital at a level to be identified.
- Integrate organizational messaging and initiatives around the issues.
- Focus organizational events and activities around these issues in addition to other priorities
- Adopting formal organizational goals as priority objectives of the associations.
- Agree on a legislative advocacy agenda to be determined.

It was agreed that partner organizations might include MASS Inc. and the Rennie Center, among others to be determined.

**Strategic tactics might include such steps as:**

- Identifying the staffing patterns necessary at the school and district level to address the issues including rethinking traditional roles and descriptions of some positions.
  - Sending letters to the community from educational leaders as a "call to action."
  - Developing a consensus advocacy and financial master plan.
  - Make Student and Faculty Well-Being and Mental Health a theme for organizational programming including state conventions, regional meetings, and legislative advocacy.
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# The Massachusetts FOCUS Academy (MFA) is offering nine (9) graduate level online or hybrid courses

Spring Semester 2016

Courses begin the week of February 29<sup>th</sup> and end the week of June 13<sup>th</sup>

*Assessment of Students with Disabilities who are English Language Learners Collaborative Co-teaching: Meeting the Needs of All Students Creating and Sustaining Positive School-Wide Learning Environments Differentiated Instruction Partnering with Families of Middle and High School Students with Disabilities Partnering with Families of Preschool and Elementary School Students with Disabilities Universal Design for Learning: Addressing Learner Variability Universal Design for Learning: Addressing Learner Variability in Mathematics Instruction Universal Design for Learning: Student Affect and Engagement*

Courses will be taught using the BlackBoard online learning platform. The courses are asynchronous, and content is delivered through assignments, weekly readings and an online discussion board.

Participants are expected to regularly attend class by logging into BlackBoard and interacting with the course instructor and their peers (posting questions, sharing reflections, discussing assignments, etc.). Some courses require face-to-face sessions.

Educators have the option to purchase three (3) graduate credits at a discounted rate or choose to earn 67.5 PDPs. Information regarding costs for graduate credits is located within the course description.

## ELIGIBILITY

Teams of at least **two** but no more than **six** educators who are currently working in a prioritized Massachusetts Public School District or school are eligible to apply.

## TEAMS FROM THE FOLLOWING DISTRICTS AND SCHOOLS ARE ELIGIBLE TO APPLY:

Abington, Adams-Cheshire, Athol-Royalston, Attleboro, Bellingham, Billerica, Boston, Brockton, Cambridge, Chelsea, Chicopee, Dennis-Yarmouth, Dracut, Easthampton, Everett, Fall River, Fitchburg, Framingham, Gardner, Gateway, Gill-Montague, Gloucester, Haverhill, Hawlemont, Holyoke, Hudson, Lawrence, Leicester, Leominster, Lowell, Ludlow, Lynn, Malden, Marlborough, Mashpee, Melrose, Methuen, Middleborough, Monson, Nantucket, Narragansett, New Bedford, North Adams, Northampton, Northbridge, Orange, Oxford, Palmer, Pathfinder Regional Vocational Technical, Peabody, Pittsfield, Quincy, Randolph, Reading, Revere, Rockland, Salem, Saugus, Somerville, Southbridge, Spencer-E Brookfield, Springfield, Taunton, Waltham, Ware, Wareham, Webster, West Springfield, Westfield, Weymouth, Winchendon, Worcester, Morgan Full Service Community School, Dever Elementary School, John Avery Parker Elementary School, UP Academy Holland

### ***Priority will be given to teams using the following criteria:***

Participation in the federal OSEP grant, The Partnership Project - Attleboro, Chelsea, Methuen, Pittsfield, West Springfield, Winchendon Identification by the Special Education Planning and Policy Development Office as a result of special education indicator data Participation in the MTSS: UDL Academy, MTSS: Tiered Academic Instruction-Literacy Academy or MTSS: PBIS Academy in 2014-2015 Level 5 districts - Holyoke and Lawrence, and Level 5 schools – (Dever Elementary School and UP Academy Holland Elementary School in Boston; Morgan Full Service Community School in Holyoke; and the John Avery Parker Elementary School in New Bedford). Commissioner's Districts – Boston, Brockton, Fall River, Lowell, Lynn, New Bedford, Springfield, Worcester Level 3 and 4 districts not identified above

## **MFA SPRING 2016**

**Assessment of Students with Disabilities who are English Language Learners** This course will provide educators the knowledge of linguistic and cultural factors and their impact on educational assessments for students with disabilities who are English language learners. Participants will learn strategies for addressing the over identification and disproportionality of students who are ELL in special education. This course is taught by experts in the field from Lesley University. This course requires three face-to-face sessions: Section A – 2/28/16, 4/3/16 & 5/29/16, Section B - 2/27/16, 4/2/16, and 6/5/16, Section C -TBD **Cost for 3 graduate credits: \$490**

**Collaborative Co-teaching: Meeting the Needs of All Students** This course will provide educators with competencies that enable them to work effectively to design and implement collaborative, co-teaching approaches, and to facilitate the delivery of research-based instruction to all students in the inclusive classroom. Participants will review appropriate assessments for both instructional and non-academic needs of students. The course is taught by experts in the field from The Collaborative for Educational Services. **Cost for 3 graduate credits: \$335**

**Creating and Sustaining Positive School-Wide Learning Environments** This course is designed to provide educators with the skills and knowledge to design and sustain positive, school-wide learning environments within a tiered system of supports. Participants will review the research regarding the interaction between behavior and learning, and learn successful models of primary, secondary and tertiary supports and interventions. This course is taught by experts in the field from Fitchburg State University. This course has one required face-to-face session: Section A – Saturday 3/19/16, Section B & C – Saturday 4/2/16. **Cost for 3 graduate credits: \$285**

**Differentiated Instruction** This course is designed to provide educators the skills to design learning environments that meet the needs of diverse learners including those with disabilities and those who are English language learners within a tiered system of support. Participants will review theories of learning and instruction and the learning characteristics of students with high-incidence disabilities. The course is taught by experts in the field from Ribas Associates. **Cost for 3 graduate credits: \$285**

**Partnering with Families of Middle and High School Students with Disabilities** This course will provide educators with the knowledge and skills required to develop and strengthen collaborative partnerships with families of middle and high school students with disabilities, in order to assist students to successfully transition to adulthood. Participants will learn conceptual frameworks for family engagement; how to build optimal conditions of communication and trust; requirements of the law; asset mapping; and strategies specific to adolescence, family systems, and cultural competence. The course is taught by experts from the field from the Federation for Children with Special Needs. **Cost for graduate credits: \$285**

**Partnering with Families of Preschool and Elementary School Students with Disabilities** This course is designed to provide the knowledge and skills required to develop and strengthen collaborative partnerships with families of children with disabilities in preschool and elementary school. Participants will learn models of partnership, the requirements of federal and state laws, research findings, effective communication, family systems, and community resources for students with disabilities and their families. The course is taught by experts from the field from the Federation for Children with Special Needs. **Cost for 3 graduate credits: \$285**

**Universal Design for Learning: Addressing Learner Variability** This course reviews the principles, applications, and research background of UDL including the convergence of assistive technologies and UDL. Participants will learn how to design and implement lessons that address the variability of all learners in inclusive classrooms within a tiered system of support. The course is taught by experts from the Center for Applied Special Technology (CAST). **Cost for 3 graduate credits: \$285**

**Universal Design for Learning: Addressing Learner Variability in Mathematics Instruction** This course reviews the principles, applications, and research background of UDL including the convergence of assistive technologies and UDL as they apply to teaching and learning mathematics. Participants will learn how to design and implement math lessons that address the variability of all learners in inclusive classrooms within a tiered system of support. The course is taught by experts from the Center for Applied Special Technology (CAST). **Cost for 3 graduate credits: \$285**

**Universal Design for Learning: Student Affect and Engagement** This course examines how motivation and emotions interact with learning. Predicated on the principles of UDL, participants will learn how to design and implement lesson plans that ensure the engagement and participation of all learners in inclusive classrooms within a tiered system of support. The course is taught by experts from the Center for Applied Special Technology (CAST). **Cost for 3 graduate credits: \$285**

*The ESE requires each educator to provide a letter of support from their supervisor/principal declaring that the course is aligned with the educator's and school's professional development plan. This letter of support should be sent to [mtss@doe.mass.edu](mailto:mtss@doe.mass.edu) upon application submission.*

[Click here to apply: Applications will be accepted until 5:00 pm on Thursday, January 7<sup>th</sup>](#)

Questions? Please email: [mtss@doe.mass.edu](mailto:mtss@doe.mass.edu)