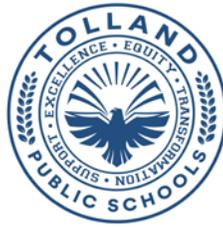


TPS SUPERINTENDENT BULLETIN



Where Excellence Is Achieved Through Each Individual's Success



*Equity
over
Equality*



*Stimulate and Support
over
Rank and Sort*



*Transformative Practice
over
Tradition*

Here for you 860-335-2455



UPDATE FOR August 27, 2018

JUMP TO SCHOOL UPDATES:

Please CLICK BELOW to get the **DIGITAL BACKPACK** information for the listed school:

[BG](#)
[TIS](#)
[TMS](#)
[THS](#)



This week looks like we're having some pretty warm days (in the low 90's). As a result, the schools will be taking reasonable pre-cautions and using the cooling resources and systems. If you have any questions, please don't hesitate to give me a call.

Table of Contents

Feature Link (click a link to jump to a section)	Description
<u>Superintendent's Weekly Message/Feature</u>	This is the weekly message from the Superintendent. It is usually around some topic related to education and/or the school system.
<u>TPSTV! Tolland Public Schools TV!</u>	This section has videos about the great things happening in the Tolland Public Schools!
<u>Breakfast with the Superintendent Dates/Times/Information</u>	This section provides information about the upcoming Superintendent's Breakfast. These are open meetings with no agenda in which the public is invited to come ask questions, and engage in conversation, about educationally relevant topics.
<u>Budget Blurb & Budget Information</u>	This section provides links and information with regard to the budget of the Tolland Public Schools.
<u>Community Learning Workshops</u>	This section provides information about upcoming workshops for the community.
<u>How to Contact the Superintendent</u>	This section provides information on the ways to communicate with the Superintendent based on urgency/level of importance.
<u>Job Postings</u>	This is a listing of jobs available at this time for the district.
<u>Links</u>	These are links provided from community members as well as links that may provide meaningful information.
<u>Mastery Learning</u>	This section has a brief synopsis of the Mastery Learning philosophy and plan for the district.
<u>Power School and Unified Classroom</u>	This section provides information to guardians and parents about how to access important resources for reviewing their child's grading, scheduling, attendance, and other information.
<u>Social Media Connections and Links</u>	This section provides information on the district social media sites.
<u>Volunteering Information</u>	This section provides information on how to Volunteer in the Tolland Public Schools.
<u>Other Information</u>	Other information submitted by school or community members.

Superintendent Weekly Message

It is exciting and invigorating to start another year of service in the community of Tolland. It is my hope that families were able to spend summer in a way that was personally meaningful to each person. Summers are not necessarily down times with summer jobs, camps, trips, lawns, home projects, etc. but they can be times of reflection, growth, and change. I hope somewhere within the gravitational pull of all the obligations you were able to get free for a little personal time.

My summer included its typical ups and downs, but it also afforded me a special opportunity to attend a meaningful conference. The conference had many useful sessions that I think will help enhance what we offer in the community both to the students and guardians/parents alike. It also helped remind me about why I chose education as a career. Anyone who has interviewed with me knows that one of the questions I ask is why the choice was made to become an educator – what called them to the profession. In my estimation, public education work is a calling. People are drawn to this work, and service, for various reasons. It isn't often prestige, and while teachers do earn a fair wage, it is never going to be to get rich. And if any were called to the profession because they thought they'd have summers off and not much work to do in-between, well that individual would not last long in this profession.

Teaching is a calling because it is a service profession that helps people transcend the boundaries of socio-economic status, personal situations, physical and mental challenges, and culture. The work can be exhausting, but it is rewarding in ways that are unparalleled in other professions. In order to do this work, however, my feeling is that those doing it at one point or another in their lives faced a situation that broke them. A situation from which they had to rise. Each educator's path has either brought them in close proximity to adversity or suffering or directly exposed them to it. Something that was seen or experienced that led them to devote their life in service to making other people's lives better, and to the greatest extent possible, more meaningful. The privilege to help a child, the family, and the community, is the return the soul receives for this work.

One of our greatest challenges as human beings is figuring out how to manage our perspective. Humans are not natural systems thinkers, we are more prone to visceral thinking and the immediate association of ideas within the realm of our own experience. In order to overcome this, we as individuals, and as a group, must put effort into overcoming that propensity to judge from only what we know. In a large sense the Scientific Method was born of such an effort. Educators must always be mindful about the limits of our individual perspectives, so that we can better understand the needs of the children and families we serve.

On our worst days, guardians/parents and educators are still some of the childrens' best hope for a good outcome. Teachers in this district agreed unanimously to the statement that a student should never be left in a situation in which they had no reasonable hope of recovery. And this would be in all domains, academically, socially, and emotionally. Bryan Stevenson, a lawyer, author of *Just Mercy*, and founder of the Equal Justice Initiative shared that "we need to change the narratives that sustain unjust practices and policies." To do that, we have to be in a constant state of evaluating ourselves. Do our policies and practices help students transcend disadvantage, or exacerbate it? Are we inspiring hope in the children we serve? On good days I believe we are, but even on our worst days, what can never be sacrificed is their hope.

In our convocation I asked teachers to Google "one teacher can make a difference in the life of a child." It is clear that the role of an educator is a crucial one. I know that the TPS staff you entrust with the care and education of your children each day understand this important role. Though things may not always proceed at a lightning pace in any public agency, the arc of change in Tolland bends toward the best practices that serve children and this community best. Thank you for trusting us with your precious children, thank you for being partners in the process of making the schools the best they can be, and thank you for ensuring Tolland is a great place to raise a child.

Note from the First Student Bus Company

Phone Hours

Monday- Friday

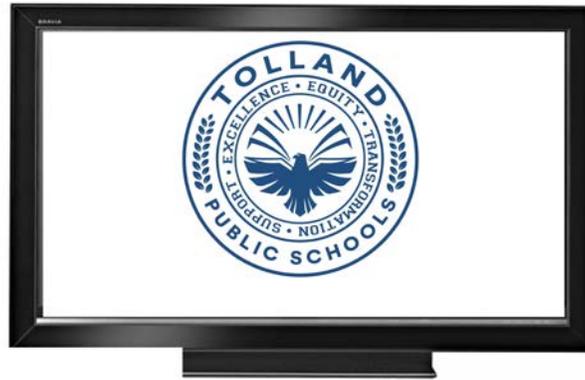
5:30am- 5:30pm

Homeowners PLEASE make sure the
House number is clearly marked and visible on the roadside.

Thank you!

[Back to Top](#)

Tolland Public Schools TV!



<http://www.tolland.k12.ct.us/cms/One.aspx?portalId=891651&pageId=42643379>

[Back to Top](#)

BREAKFAST WITH THE SUPERINTENDENT



2018- 2019
Tolland Board of Education
51 Tolland Green
10:00 AM

October 1, 2018
November 5, 2018
December 3, 2018
January 7, 2019
February 4, 2019
March 4, 2019
April 1, 2019
May 6, 2019
June 3, 2019

[Back to Top](#)

BUDGET BLURB

BUDGET INFO ON THE WEB:



http://www.tolland.k12.ct.us/board_of_education/budget

Back

HOW TO CONTACT THE SUPERINTENDENT:



Please take a look at the link below for some of the best ways to get an answer, meeting, or something else:

http://www.tolland.k12.ct.us/DistrictOffices/superintendent_s_corner/superintendent_wille_tts_page/c_o_n_t_a_c_t_m_e/

[Back to Top](#)

Job Postings

Athletic Openings



We are seeking JV and Freshman Boys Basketball Coaches for the Tolland Public Schools Athletic Program

**The position requires Connecticut State Coaching Certification
Current CPR and First Aid Courses**

**For more information and to apply visit our website at
www.tolland.k12.ct.us**

[Back to Top](#)

Links

[Asbestos Abatement Notification](#)

[2018-2019 Sharing Information with other Programs \(Free and Reduced Meals\)](#)

[Free and reduced meal letter](#)

[Free and Reduced Meals Application](#)

[Information on the supplemental nutrition assistance program](#)

[Access Health-Does Your Child have Health Insurance?](#)

[Tolland TOPS Soccer invites you to join!](#)

[Eagle Scramble](#)

[Student Insurance-Bollinger](#)

[Student Insurance Bollinger-Letter](#)

[Treatment for Depression](#)

[TOPS-Volunteer Coaching](#)

[Project Graduation-Bottle Drive](#)

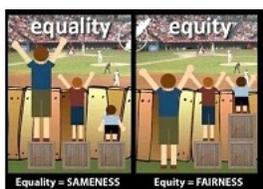
[TOPS Buddy Program](#)

[Back to Top](#)

Mastery Learning Information

The districts core values of providing individualized attention to a student's needs, supporting a student and their family, and providing a transformational experience leading to continual growth are all crucial aspects of 21st century education in the literature, and espoused by the State of Connecticut (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2767&q=336508>).

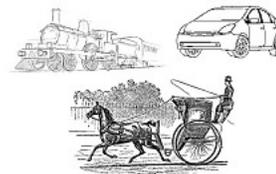
As Tolland competes with magnets and charters, and seeks to draw more students to its own programs and pathways of study, Mastery Learning practices will support those endeavors as it is grounded in contemporary philosophy and research. For an overview of 21st century educational philosophy, research, and practice please see the information below:



Equity
over
Equality



Stimulate and Support
over
Rank and Sort



Transformative Practice
over
Tradition

Equity over Equality

Educational professionals that practice mastery learning recognize that different students have different needs. This necessitates providing each learner with what is uniquely required for that person's success. While equality implies *sameness*, equity implies *fairness*. Equity is about making sure people get access to the same *opportunity*. Advantage, opportunity, and privilege associated with socioeconomic, racial, cultural, or historical factors can impact learning. It is the mission of all educators to do our best to provide each learner with opportunities to succeed that transcend disadvantage.

Stimulate and Support over Rank and Sort

Educational professionals that practice mastery learning recognize that students do not come to school having experienced the same level of preparation and opportunity. As a result institutional **ranking and sorting** can inadvertently stigmatize, de-motivate, and perpetuate the trajectory the initial limitations on opportunity created. Educators try to help students overcome this, and institutions have to be structured so student success is less reliant on the individual heroics of some educators, and more on *systematic* and consistent *processes and practices* of the institution that provide the greatest opportunities for restorative justice, productive habits, and academic success.

Standardized assessments beyond those used as universal screens (assessments given to all learners for the purpose of providing specialized assistance), or those that can be used to impact instruction (progress monitoring), should be carefully evaluated for their usefulness in the process of educating children. The objective should always be to benefit the child, and to do no harm. For instance, if poverty correlates significantly with lower state standardized test performance, how many times is it necessary to report to a

disadvantaged child and family that they are performing poorly before institutional processes are put in place to address the challenge? In other words, some standardized tests tell us what we already know – and in the process jeopardizes the confidence and self-concept of the learner. Instead, assessment focused on *progress monitoring* over one-shot standardized assessments, provide the most useful and actionable information for improving the performance of all students.

Transformative Practice over Tradition

Educational professionals that practice mastery learning question current assessment traditions, and seek to transform teaching and assessment with a focus on practices that have the greatest chance of increasing student agency, ownership, reflection, and motivation of students towards their own learning and development. Mastery learning is recognized as a crucial aspect of SRBI (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322020>) supports, and as such practitioners take into consideration developmental level and cognitive considerations of students when delivering instruction, remediation, and methods of encouraging habit change. It is the process of doing things because they work for students, not simply continuing “traditional” practices because it is what has always been done.

Areas of *emphasis* for Tolland

1. All forms of assessment are standards-based and criterion-referenced, and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.
2. Formative assessments measure learning progress during the instructional process, and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.
3. Summative assessments evaluate learning achievement, and summative assessments results record a student’s level of mastery at a specific point in time.
4. Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.
5. Academic grades communicate learning progress and achievement to students and families, and grades are used to facilitate and improve the learning process.
6. Students are given multiple opportunities to improve their work when they fail to meet expected standards.

Resources

- District Mastery Learning Plan

POWERSCHOOL UNIFIED CLASSROOM
Expanding information opportunities for parents and students!



Dear Parents and Students,

On February 9th, we upgraded the parent and student portal access to the new Unified Classroom. If you access your student's information with the mobile app, there are NO changes. If you use a desktop/laptop, then you will need to create your new Unified Classroom account. (If you have never created an account, please contact us, and we will be happy to help you. (860-870-6818 x10804)

Parents

If you already have an account follow the steps below.

<https://tollandschools.powerschool.com/public/home.html>

1. Click on Parent Sign In
2. Create PowerSchool ID
3. Enter your current login information
4. Next
5. Continue
6. Enter your email (which will now be your username)
7. Create a password
8. Click create

Below is a quick video that demonstrates how to set up your account/move to the new Unified Classroom dashboard. Watch Part 2 of the video if you already have a PowerSchool account.

<https://vimeo.com/227826452/6c02bab055>

Students

<https://tollandschools.powerschool.com/public/home.html>

1. Click student sign in
2. Click 'Forgot password' option, enter in your school email (ex. JohnDoe54321@tolland.k12.ct.us) and send request. Go to your school email – there will be a link to click in the email that will send you to a reset password page.

Please feel free to contact the Educational Technology office with any log in issues or questions.
(860) 870-6818 x10804

[Back to Top](#)

Social Media Connections and Links

CHECK US OUT ON FACEBOOK:



www.facebook.com/tollandpublicschools

FOLLOW SUPERINTENDENT WILLETT ON TWITTER:



Search for:

[TPS Sup Willett](#)

Or

[Superint. Willett](#)

[Back to Top](#)

Volunteer Information

VOLUNTEERING



We would love to have you come and volunteer at the Tolland Public Schools!

Thank you for all you do for the Tolland Public Schools. Please contact the Central Office with any questions. For those already volunteering, and those new to the game, the BOE will now do background checks every three school years. If you will be volunteering for the first time in the upcoming school year, please complete the [online form under Quick Links](#). After you have submitted your application, please call 860-870-6850 extension 1 to provide your social security number. You can check with the school secretaries to verify your status.

[Back to Top](#)

Other Information

C.E.R.T. Training Series Planned for September

Tolland Emergency Management is planning to conduct a Community Emergency Response Team (C.E.R.T) training series beginning in early September.

Before announcing a formal schedule we are looking to gauge interest and consider attendees availability before selecting training dates. Classes will meet one weeknight per week from 6:30p.m. to 9:00p.m. Weeknights being considered are Tuesdays, Wednesdays or Thursdays.

In addition to one weeknight per week, three four-hour Saturday classes will be a part of the training schedule.

If you are interested in this exciting opportunity or have any additional questions please email keuliano@tolland.org Please provide your name, address, telephone number and weeknight preference as soon as possible, no later than noon on August 31st.

C.E.R.T. participants learn valuable skills such as: How to recognize hazards that are most likely to affect your home, workplace, and neighborhood, steps you can take to prepare for a disaster, identifying and reducing potential fire hazards in your home and what to do when disaster strikes.

C.E.R.T. participants also learn how to: Assist Emergency Management and First Responders in meeting the needs of the community during disasters and learn to be part of an important team serving the community.

We must have a minimum of 15 participants in order to conduct this beneficial series. All classes will be held at the Tolland Fire Department Training Center located at [191 Merrow Road, Tolland, Connecticut](#). Please consider joining your friends and neighbors in this unique opportunity. Residents and non-residents are welcome to participate. Seat will be reserved on a first-come, first-served basis.

[Back to Top](#)