



Eagle Express

SCHOOL WEEKLY NEWSLETTER

Phone: 413-423-3326
<http://www.erving.com>

SPRING EDITION

ERVING, MA

MARCH 31, 2023

Monday, April 3

PIEE Virtual Meeting 7 pm

Wednesday, April 5

Savings Makes Cents
School Committee 5:30 pm

Wednesday, April 12

Parent Series Mental Health
Positive Discipline
Virtual 6:30 pm



Thursday, April 13

Erving's Got Talent
Gymnasium
1:30 pm & 6 pm

Monday, April 17 -

Friday, April 21

Spring Break
NO SCHOOL

Thursday, April 27

All School Sing
Gymnasium
2:30 pm



ELA

Monday & Thursday, April 3 & 6 - Grade 6
Tuesday & Friday, April 4 & 7 - Grades 5
Monday & Thursday, April 10 & 13 - Grade 4
Tuesday & Friday, April 11 & 14 - Grades 3
MAKEUP

Monday, April 24 - Friday, April 28

MATH

Monday & Thursday, May 1 & 4 - Grade 6
Tuesday & Friday, May 2 & 5 - Grades 5
Monday & Thursday, May 8 & 11 - Grade 4
Tuesday & Friday, May 9 & 12 - Grades 3
MAKEUP

Monday, May 15 - Friday, May 19

STE (Grade 5 only)

Monday, May 15 & Thursday, May 18
MAKEUP

Monday, May 22 - Friday, May 26



Dear Friends and Families of Erving Elementary School,

This week students in grades 3-6 will take the English Language Arts portion of MCAS (Massachusetts Comprehensive Assessment System). The staff at EES do not put any undue stress or pressure on the students during testing, but we do encourage students to work hard and try their best. Our students have the strategies and skills to feel prepared and comfortable taking this computer-based test. Students in grades 5&6 will test the week of April 3rd and student in grades 3&4 will test during the week of April 10th. The MCAS mathematics assessments will take place during the month of May.

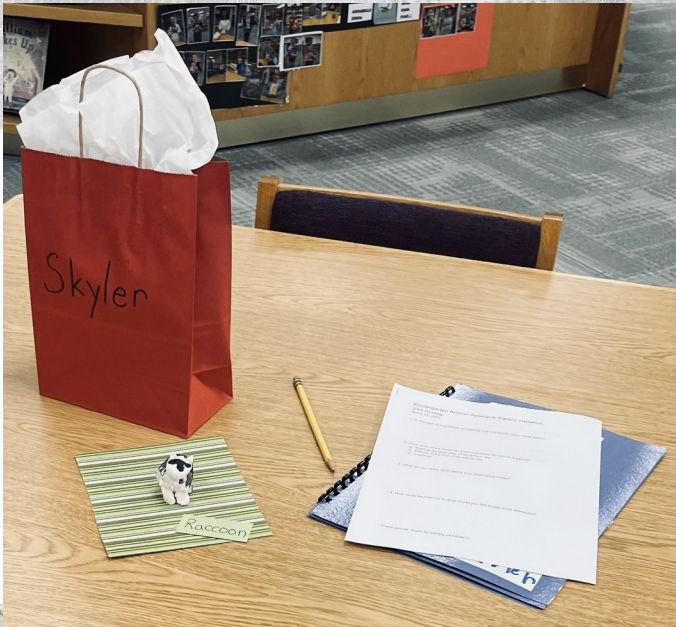
Last week our kindergarten family members visited EES for an animal project presentation. Our school librarian, Ms. Burke, shared the student created animal poems for the families as the students stood with her beaming with pride. Families also had an opportunity to listen to their kindergartener read their student created animal books and look at their animal sculptures. This was a fantastic day for Mrs. Parse's class!

Our all-school talent show is scheduled for April 13th. There will be a daytime performance at 1:30pm and an evening performance where the doors will open at 5:45pm. The students have been practicing in school and out of school to make this show special for the entire school community. We are still collecting packaged chips, pretzels, granola bars, goldfish, small bottles of water, or juice pouches for our concession stand at the evening performance. Any size donation is greatly appreciated now through April 11th and can be dropped off at the main office or brought to school with your child. P.I.E.E. will be raffling off themed gift baskets at the evening performance. Take a chance at winning a Kids Fun basket, Coffee/Tea/Chocolate basket and a Night at Home basket. I look forward to seeing community members on the 13th!

Best,
Lisa



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As the weather grows warmer, the second graders are also doing their fair share of growing too! We've been really inspired in our work lately, it has been amazing to see as their teacher. Here are some of the class highlights as of late:

For Women's History Month, we read SO many books about amazing women in history from the past and present. Some favorites were Jane Goodall, Amelia Earhart, Harriet Tubman, and Katherine Switzer (the first woman to run the Boston Marathon). About half of the students in class were SO inspired by Katherine Switzer that they've been training for marathon running at every movement break since reading it. We ended this unit by watching a short National Geographic documentary called "Women of Impact: Changing the World". This focused on current day scientists who are changing the world with their innovation and creativity.

In math class, students have been working through problems about stickers! I find it no coincidence that during this unit, a few students decided to open up a sticker business and create their own stickers for the class. We might see problems like: "Franco bought 1 strip of ten sun stickers and 5 single stickers. He also bought 2 strips of ten moon stickers and 1 single moon sticker. How many stickers did Franco buy?" These are multi-step problems which require a LOT of processing skills. Students have to first read through the problem, convert 1 strip into 10 stickers, create an equation, and then solve. Whew!

For reading groups, we've been having fun with reading comprehension short stories. I try to find stories that the students relate to, so we can connect it to real life events. "You just went to Disney World, so we're going to read a fiction story about a long car ride to Disney!" "I know this student LOVES bugs, so we're going to read a non-fiction excerpt about tarantulas!" Students are looking forward to these stories, and are getting the hang of going back into the writing to find answers that they might have forgotten or missed during the reading. Some groups are even working with Venn-Diagrams and graphic organizers to answer questions.

I can't wait to see what April brings for us!

Physical Education and Health

With Ms. Galvin

Hello Erving families! In PE over the last few weeks, I've incorporated a "game" called Heads or Tails for all students really, but the biggest change with this is for our youngest learners, Prek through 2nd grade. In grades three through six, we begin every class with a HIIT workout to work various muscle groups in our body and create stronger bodies. In Prek through two, we have not done HIIT workouts, but plyos instead. Over the last two weeks, all students have done Heads or Tails. I have borrowed a giant coin from Mr. Burnett to use for flipping. I create index cards w/ various exercises and we have a good time calling it, exercising, and making our bodies stronger. So far, the students seem to enjoy this. It's a quick and easy way to move them into trying harder things and giving them confidence when they see they can exercise even at three and four years old. I've used it with the older students as well as a change from what we typically do.



In Health classes, we have moved into our SEL (Social Emotional Learning) unit. We have been discussing compassion, empathy, and bullying. We are doing a read aloud in grades 3-6 Health class at the beginning of each class for about 10 minutes or so. The book is called, The Survival Guide to Bullying. This book was written by a teen who was bullied for years. She gives kids her personal insight as to why it happens, what you can do if you are feeling alone, and how to accept and love yourself no matter what. I think we all know the impact bullying can have on children. This book has sparked some really good conversations about how we can help others if we think they are being bullied, how we can advocate for ourselves if we are feeling bullied, and how to recognize the difference between bullying and other behaviors. Our SEL unit will reach further into social skills, peer pressure, resistance strategies, and relationships (with family, friends, teachers, etc.). Students have been very engaged and sharing personal experiences of showing compassion, empathy, and connecting with some topics in the book. I hope they are sharing some of what they are learning with you at home!

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PIEE will be hosting a concession stand for our evening performance of Erving's Got Talent on April 13th!

We are asking our families to help by donating items such as:

*granola bars

*juice pouches

*bags of chips

*small bottles of water

*bags of pretzels

*cash

*bags of popcorn

Please help PIEE to make this a successful fundraiser to help raise funds for our students!



Union #28 Updates from the Superintendent

Union #28 Mission Statement:

Union #28 strives to ensure equitable access to deep and meaningful educational experiences for every student.

How has this year flown by so quickly? It is hard to believe it is almost April!

Our schools are busy this time of year with MCAS, the Massachusetts Comprehensive Assessment System. Statewide assessments help parents, students, educators, and policymakers determine where districts, schools, and students are meeting expectations and where they need additional support. To increase our understanding of school performance, Student Assessment Services develops and administers the MCAS and, for students with significant learning challenges, the MCAS Alternate Assessment. Student Assessment Services also administers ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners).

Before education reform and statewide testing in the 1990s, Massachusetts students too often graduated from high school without the basic reading and math skills needed to succeed in life.

Today, Massachusetts students are #1 in the country in reading and math. So how did this happen? In the early '90s, the state passed a law that included high learning standards, consistent funding, more choices for families, and accountability for how well students are being served. Part of that act included statewide assessments to make sure schools are reaching all students.

When scores show students are not meeting basic learning standards, schools and districts can adjust instruction to address those areas. In addition, parents and the public can ask questions and ensure educators are taking action.

Statewide testing helps parents check their child's and school's progress and lets taxpayers know if they are getting a good return on the tax money they invest in schools.

Statewide assessments also help the state know where to focus its efforts, whether that be on individual struggling schools or wide subject areas, like early reading or middle school math. Without testing, those needs would remain hidden.

State test scores are just one piece of a student's academic picture, but they are important information.

Students educated with Massachusetts public funds are required by federal laws and the 1993 Massachusetts Education Reform Law to participate in statewide testing.

Additionally, each one of our Union #28 schools use a variety of school-based assessments in literacy and math to gather information and data to give a more precise picture of each child's growth.

The Student Opportunity Act (Chapter 132 of the Acts of 2019) ushered in a new phase in the Commonwealth's commitment to ensuring that every student in the state experiences high-quality learning opportunities that lead to success in school and in postsecondary success.

Overall, Massachusetts leads the nation on many measures of student learning experiences, student achievement, and postsecondary success for its students. However, a closer look reveals inequitable gaps in experiences and outcomes across racial and ethnic groups, in economically disadvantaged communities compared to higher income communities, for students with disabilities relative to their non-disabled peers, and for English learners compared to students whose first language is English.

The Leadership Team and I are working to complete our Student Opportunity Act (SOA) Progress Reports as required by DESE. We submitted the original plan in 2020. The plan contains four commitments:

Commitment 1: Focusing on Student Subgroups: As evidenced in our District and School Improvement Plans, our Union #28 schools have been placing a strong focus on increasing accessibility to strong Tier I instruction for all students through the use of Universal Design for Learning principles. We have been providing our educators with specific professional development in Universal Design, and we have been focusing our educator goals (administrator and teacher) on these efforts.

Through these efforts to build capacity for fully inclusive first instruction, it has become apparent that it is time for us to concentrate more of our efforts at ensuring intentionality, continuity, and collective efforts in Tier II and Tier III instruction for students who require additional skill building and practice and who may qualify for Individualized Education Programs.

Commitment 2: Using Evidence-Based Programs to Close Gaps: In order to build a community of accessibility, Union #28 will continue our professional work towards deepening capacity for all teachers in using the workshop model to provide opportunities for students to engage with their own specific educational needs in the same space. Through continued professional development in Universal Design for Learning principles, teachers will learn to maximize first level instructional time, as well as build a community where students can access content at their level in the same environment as their peers. We plan to strengthen collaboration among student support personnel and adopt targeted programs for reading instruction at second and third instruction. We intend to develop stronger collaboration models for Student Support Educators, Interventionists and Special Educators, to facilitate the sharing of expertise and best practices for students who need additional support. In these collaborative meetings, we intend to build capacity for utilizing specific programs for literacy instruction.

Commitment 3: Monitoring Success with Outcome Metrics and Targets: We will use DESE outcome metrics to include ELA mean SGP (MCAS); Custom district metrics; ELA progress monitoring benchmarks; school-based benchmark and progress monitoring assessments to assess our progress towards closing gaps in the high-needs and students with disabilities groups.

Commitment 4: Engaging All Families: The Union #28 District recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to continuously engage our families, especially families of students of color, students from low-income backgrounds, EL students and students with disabilities.

We recognize that existing family engagement opportunities at our schools may not be effective in reaching all families. Therefore, in addition to our ongoing family potluck dinners and quarterly PTO meetings, we are also committing to build a membership of our Erving Union #28 Special Education Advisory Council (SEPAC).

We also completed an amendment to the SOA Plans to include: Our data analysis revealed that High Needs students, such as students with disabilities, low income or economically disadvantaged were achieving at consistently lower levels than students who do not fall into this category. As evidenced in our District Improvement Plans, Union #28 schools have been placing a strong focus on increasing accessibility to the Tier I instruction for all students through the use of Universal Design for Learning principles as well as Tier II and Tier III supports in the area of reading, writing and mathematics. We welcome any feedback you may have and look forward to sharing more as this process and reporting continues.

Union #28 schools continue our work with our professional development partners, The Hill for Literacy and the Collaborative for Educational Services to provide staff with training in the science of reading and equity. Earlier in the year, the Director of Curriculum and Instruction and I sent out a survey to all staff members regarding our professional development. We are planning to send out another survey this spring to gather more feedback. We will use this feedback to inform our work moving forward.

At the core of the Individuals with Disabilities Education Act, lawmakers and advocates established a team approach in which parents and educators working together review challenges, explore options, and make decisions in the best interest of each child.

The very teamwork and collaboration that are at the core of IDEA are also at the core of a best practice in special education: Local Special Education Parent Advisory Councils (SEPACs).

An effective SEPAC takes the teamwork of the IEP process one step further, putting parents in the role of advisors who use their family's experiences, unique perspectives and expertise to influence decisions and help shape programs and policies at the local level.

An effective SEPAC is more than a meeting – it is an approach and a mindset that truly values the advice of parents. When parent advisors are valued and engaged through a local SEPACs, they can work together with school district staff and community leaders to improve education, not only for those with disabilities, but for all children.

We are looking to engage parents and caregivers of our schools in creating an engaging and supportive local SEPAC for Union #28. Please reach out to our Director of Student Support Services, Corinna Weislo at wcislo@erving.com if you are interested.

Spring is truly the season of renewal. After a cold, harsh winter, nothing lifts our spirits like seeing early spring flowers popping up around us. As the weather warms and days get longer, our whole perspective shifts.

"There are always flowers for those who want to see them." - Henri Matisse

Kind regards,
Jennifer J Culkeen, Superintendent of Schools

April-Lunch 2023

Alt	Monday	Tuesday	Wednesday	Thursday	Friday
Ham & cheese sandwich w/fruit & veg of day & milk	3 Seasoned chicken w/steamed brown rice, broccoli, applesauce & milk	4 Soft beef taco w/sour cream, salsa, shred lettuce, mandarin oranges & milk	5 Toasted cheese sandwich w/tomato soup, cinnamon apple slices & milk	6 Hamb/cheeseburger on a wg roll, oven fries, diced peaches & milk	7 Make your own flat bread pizza, green beans, fresh fruit & milk
Chicken salad sandwich w/fruit & veg of day & milk	10 Salisbury steak w/steamed rice, broccoli, diced pears & milk	11 Chicken fajita w/sour cream, salsa, shred lettuce, corn & black bean salad, pineapple & milk	12 Pasta w/meat sauce & parm cheese, carrots, fresh fruit & milk	13 Chicken patty on a wg roll w/oven fries, diced peaches & milk	14 Sliced cheese pizza, wax beans, applesauce & milk
	17 Spring Break	18 Spring Break	19 Spring Break	20 Spring Break	21 Spring Break
Turkey & cheese sandwich w/fruit & veg of day & milk	24 Chicken gravy over steamed brown rice, broccoli, applesauce & milk	25 Cheese quesadilla w/sour cream, salsa, three bean salad, mandarin oranges & milk	26 Hamburg gravy over pasta noodles, carrots, diced pears & milk	27 Chicken nuggets w/oven fries, fresh fruit & milk	28 Make your own flat bread pizza, green beans, peaches & milk
Toasted cheese sandwich w/cottage cheese, fruit & veg of day & milk	May 1 Marinated chicken w/steamed brown rice, broccoli, diced pears & milk	May 2 Soft been taco w/sour cream, salsa, shred lettuce, seasoned black beans, pineapple & milk	May 3 Garlic bread sticks w/marinara, cottage cheese, sliced carrots, fresh fruit & milk	May 4 Ham & cheese bagel melt w/oven fries, sliced peaches & milk	May 5 Sliced cheese pizza, wax beans, applesauce & milk

All sandwiches are made using whole grain bread. Each lunch is served with a choice of 1% white, skim, & low fat chocolate (children 5 & under can only be offered white milk skim or 1%). All meals are subject to change without notice.

All meals are served w/fruit. Breakfast requires grain, fruit & milk. Lunch is served with a grain, protein, fruit, vegetable & milk. **If your child requires milk for a home meal the charge is .50 cents.**

THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER

*WG = whole grain
*WW = whole wheat
*HM = homemade

April-Breakfast 2023

Alt	Monday	Tuesday	Wednesday	Thursday	Friday	
Assorted cereal, fruit & milk	3 Assorted cereal, fruit & milk	4 French toast stick, syrup, fruit & milk	5 Bagel w/cream cheese, fruit & milk	6 Assorted cereal, fruit & milk	7 WG muffin, yogurt, fruit & milk	
	10 Assorted cereal, fruit & milk	11 Pancakes, syrup, fruit & milk	12 Bacon, egg & cheese on a WG English muffin, fruit & milk	13 Assorted cereal, fruit & milk	14 WG muffin, yogurt, fruit & milk	
	17 Spring Break	18 Spring Break	19 Spring Break	20 Spring Break	21 Spring Break	
	24 Assorted cereal, fruit & milk	25 Waffles, syrup, fruit & milk	26 Bagel w/cream cheese, fruit & milk	27 Assorted cereal, fruit & milk	28 WG muffin, yogurt, fruit & milk	
	May 1 Assorted cereal, fruit & milk	May 2 French toast stick, syrup, fruit & milk	May 3 Bacon, egg & cheese on a WG English muffin, fruit & milk	May 4 Assorted cereal, fruit & milk	May 5 WG muffin, yogurt, fruit & milk	

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Spring Erving Apparel Store

Sponsored by P.I.E.E.



Adult and
Youth sizes



Multiple colors
available!

More styles
online



https://cart.silverscreendesign.com/erving_elementary/shop/home

Colors may vary depending on availability

PARENT SERIES

MENTAL HEALTH

Erving's School Psychologist, Jourdan Miller and School Adjustment Counselor, Jill Buck will be hosting a **virtual** three-part parent series on various relevant topics. More information will follow. We can't wait to see you there!

Date: February 15

Time: 6:30 PM - 7:00 PM

Topic: Internet Safety

POSTPONE DATE: March 22

Time: 6:30 PM - 7:00 PM

Topic: Anxiety, Anger, and Mindfulness

Date: April 12

Time: 6:30 PM - 7:00 PM

Topic: Positive Discipline

