



Eagle Express

Phone: 413-423-3326

<http://www.erving.com>

SCHOOL WEEKLY NEWSLETTER

WINTER BREAK & VALENTINE EDITION

ERVING, MA

FEBRUARY 16, 2024



Free Rapid Covid Test Kits Available

Do you or your child have cold symptoms and want to check to be sure it's not Covid? The elementary school was able to acquire rapid Covid test kits from the federal government. These kits are for use by the students, staff, families and community members of Erving. Test kits can be obtained, on an as needed basis, by contacting Gail Dubreuil, RN by phone at (413) 423-3326 or by email dubreuil@erving.com.

Monday, Feb 19 through

Sunday, Feb 25

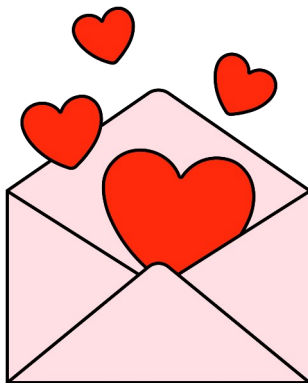
WINTER BREAK

Monday, Feb 26

Back to school

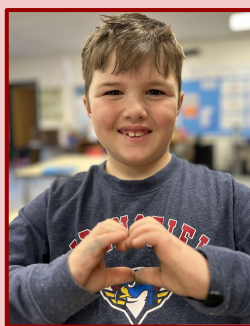
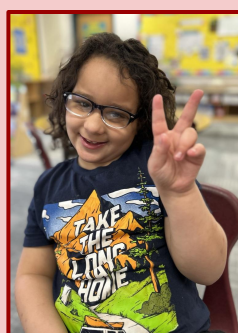
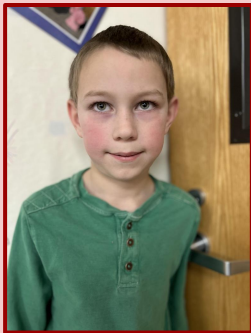
Wednesday, March 6

Savings Makes "Cents"



ALL SCHOOL SING 2-15-2024





Second grade is working hard to share their L❤️VE!
Pass it on!

CYBERBULLYING *and* CHILDREN | 2024

What is cyberbullying?

While no formalized definition exists, cyberbullying encompasses all online harassment and aggression, particularly interactions that are characterized by intention, repetition, and power imbalance and can include features particular to digital spaces, such as perpetrator anonymity and publicity.

(Barlett, 2019; Nocentini et al., 2010; Olweus, 1993)

How prevalent is it?

Conservative estimates indicate that 10-15% of youth have experienced cyberbullying.

(Alhajji et al., 2019; Levine et al., 2022; Nguyen et al., 2023; Patchin & Hinduja, 2021; Zhu et al., 2021)



Perpetrator anonymity:

when the victim does not know the identity of the bully.

Publicity:

acts where a large audience is involved (e.g. group messages, images/videos posted on social media)

(Barlett, 2019; Nocentini et al., 2010)

Cyberbullying Victimization and Perpetration RISK FACTORS AND IMPACTS

VULNERABLE POPULATIONS FOR CYBERBULLYING VICTIMIZATION

- Young Adolescents (~11-14 years old)
- Sexual minority and transgender youth
- Girls
- Heavy screen users (increased risk with each additional daily hour)

(Abreu & Kenny, 2018; Alhajji et al., 2019; Blinka et al., 2023; Kreski et al., 2022; Yan et al., 2023; Nagata et al., 2022; Patchin & Hinduja, 2021; Williams & Guerra, 2007; Wright & Wachs, 2023)

RISK FACTORS FOR MORE SEVERE MENTAL HEALTH IMPACTS

- Being targeted because of racial minority status
- Member of sexual minority
- Existing Depression
- Subject to multiple stressful/traumatic life events
- Subject to cyberbullying combined with in-person bullying

(Baiden & Tadeo, 2020; DeSmet et al., 2021; Levine et al., 2022; Meyer, 2013; Nguyen et al., 2023; Peng et al., 2019; Valentine & Shipherd, 2018)



Risk factors for being a cyberbullying perpetrator

- Being victimized by cyberbullying
- Bullying behavior offline
- Higher screen use

(Blinka et al., 2023; Nagata et al., 2022)

CYBERBULLYING VICTIM/PERPETRATOR CYCLE



CYBERBULLYING AND HEALTH

Experiencing cyberbullying has been associated with increased risk of several negative health outcomes.

- Suicide ideation
- Suicide attempts
- Depression
- Self-harm
- Substance use (including prescription stimulants, prescription painkillers, cigarettes, and alcohol)
- Stress
- Sleep problems
- Eating disorders

(John et al., 2018; Kerr & Kingsbury, 2023; Levine et al., 2022; Morin et al., 2018; ttPeng et al., 2019; Yoon et al., 2019)



Motivations behind youth cyberbullying perpetration

- Revenge
- Anonymity
- Convenience
- Dislike
- Jealousy

(Wright, 2023)

Prevention and Coping With Cyberbullying



PARENTAL STRATEGIES

- Having open, ongoing communication with children and teens may reduce the chances of cybervictimization, and reduce the mental health impacts.
- Supporting young people's autonomy can help decrease the risk of cyberbullying victimization, and mitigate the harmful mental health effects.

(DeSmet et al., 2021; Eroglu et al., 2022; Lee & Hancock, 2023; Wu et al., 2022)



DEVELOPING RESILIENCE

- Youth who develop effective coping strategies aren't as susceptible to the harmful mental health effects of cyberbullying.
- Seeking and receiving help from peers, teachers and caregivers lessens impacts of cyberbullying to adolescents.
- Programs to help build "digital resilience" may help young people deal with cyberbullying.

(Chen et al., 2023; DeSmet et al., 2021; Wright & Wachs, 2018; Wu et al., 2022)



INTERVENTIONS

- Bystander interventions are increasingly popular, with strategies that combine all the below interventions, and incorporate teachers and caregivers, showing the most promise for efficacy.
- Universal interventions—focus on reducing risk/skill promotion for entire school community
- Selective—focus on individuals likely to be involved in bullying
- Indicated—focus on individuals who have been exposed to bullying and/or who may continue to participate in bullying

(Bezerra et al., 2023)

“It's a really good idea to emphasize healthy use of screens and strong social skills because these are the kinds of things that we know help avoid cyberbullying... having conversations about screen safety and your kids' relationships with their friends are really really really important.”

Elizabeth Englander, PhD

*Executive Director and Founder, Massachusetts Aggression Reduction Center,
Professor of Psychology, Bridgewater State University*

Scan for
research citations
and learn more
about our work



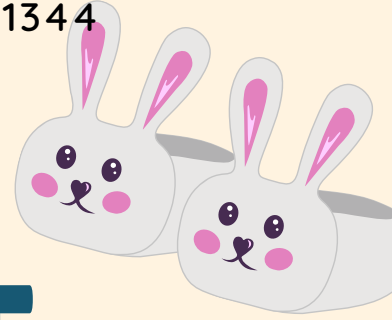
KEY TAKEAWAYS

- Cyberbullying is associated with a higher risk of serious, negative mental and physical health consequences.
- When children experience offline bullying and cyberbullying together, the impacts are much more severe.
- Additional hours of screen time increase the risk of being a victim and a perpetrator of cyberbullying.
- Cyberbullying victimization and perpetration increases significantly after the age of 9 and peaks around age 14. Cyberbullying decreases in later adolescence and early adulthood.

- Sexual minority, transgender, and cisgender girl youth experience higher rates of cybervictimization, but not perpetration.
- Interventions that incorporate teachers and caregivers, and that utilize multiples types of bystander interventions, are the most effective at lessening (or mitigating) impacts from cyberbullying.
- Social support from friends, caregivers, and educators lessens harmful impacts from cyberbullying.

(Abreu & Kenny, 2018; Kreski et al., 2022; Nagata et al., 2022; Patchin & Hinduja, 2021; Williams & Guerra, 2007; Wright & Wachs, 2023)

ERVING PUBLIC LIBRARY
2 CARE DRIVE, OFF ROUTE 63, ERVING, MA 01344



PJ STORYTIME

WITH U28 COMMUNITY NETWORK FOR CHILDREN

2nd Thursdays
6-6:45 pm

Our last remaining storytimes:

February 8: Let It Snow

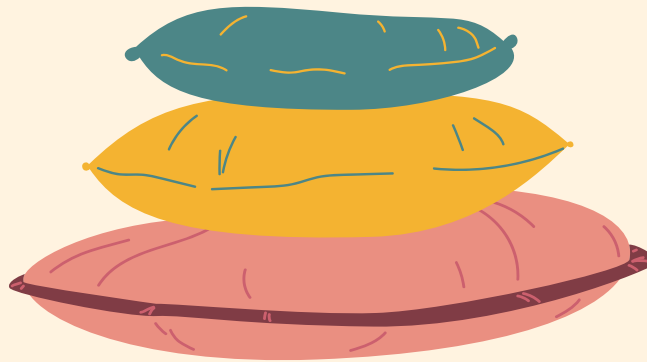
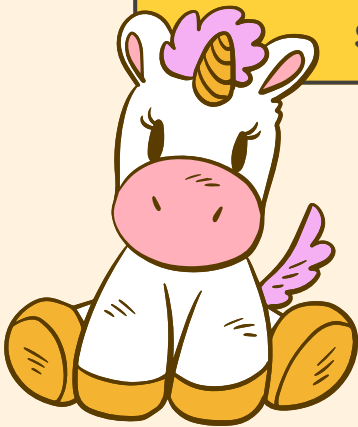
March 14: Teddy Bear Picnic

Registration
requested for
planning
purposes



Come join us in your favorite pajamas for an evening storytime! Young children and their families are welcome! Story themed-activities sponsored by CNC.

Use QR Code to Register or
[https://form.jotform.com/
231995324350154](https://form.jotform.com/231995324350154)



Contact the Erving Public Library or
CNC at budine@erving.com with any questions



THE UNION #28 COMMUNITY NETWORK FOR CHILDREN PROGRAM IS FUNDED BY THE COORDINATED FAMILY AND COMMUNITY ENGAGEMENT (CFCE) GRANT AWARDED TO THE UNION #28 SCHOOLS BY THE MASSACHUSETTS DEPARTMENT OF EARLY EDUCATION AND CARE, AND DONATIONS FROM THE COMMUNITY.



Erving Elementary School
Preschool and Kindergarten
Registration

Erving Elementary School is beginning to register preschool and kindergarten aged students for the 2024-2025 school year.

Preschool: If you have a child who will be 3 or 4 years old by September 1, 2024 and you live in the town of Erving, they are eligible to attend preschool at Erving Elementary School.

Erving Elementary offers a full day preschool program - Monday, Tuesday, Thursday, Friday 8:50-3:00 and Wednesday 8:50-1:00. *First Year (3-yr old program) students do NOT attend preschool on Wednesday. Preschool is a tuition-based program per the Erving School Committee. We charge \$20 per day for preschool tuition.

Kindergarten: If you have a child who will be 5 years old by September 1, 2024, and you live in the town of Erving, he/she is eligible to attend kindergarten at Erving Elementary School.

****Students currently attending Erving Elementary School are automatically enrolled for their next school year.**

All registration packets are due by March 11, 2024

Please contact the school at 413 423-3326 with any questions and to obtain a registration packet.

ERVING SCHOOL UNION #28

ERVING, LEVERETT, NEW SALEM, WENDELL, SHUTESBURY

www.union28.org

PO BOX 7

ERVING, MA 01344

JENNIFER J CULKEEN SUPERINTENDENT OF SCHOOLS c/o Swift River School 201 Wendell Road New Salem, MA 01355 413 423-3337	CORRINA WCISLO DIRECTOR OF STUDENT SUPPORT SERVICES c/o Shutesbury Elementary School 23 West Pelham Road Shutesbury, MA 01072 413 259-1212 ext. 148	CAITLIN SHERIDAN DIRECTOR OF FINANCE AND OPERATIONS c/o Erving Elementary School 28 Northfield Road Erving, MA 01344 413 423-3326 ext. 234	LINDSAY RODRIGUEZ DIRECTOR OF CURRICULUM AND INSTRUCTION c/o Leverett Elementary School 85 Montague Road Leverett, MA 01054 978 910-1547
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February 15, 2024

Dear Families:

Every year, each public school and school district in Massachusetts receives a report card. Just as your child's report card shows how they are doing in different subjects, the school's report card is designed to show families how our school is doing in different areas. A link to our school's report card is available at:

- Erving Elementary School: <https://reportcards.doe.mass.edu/2023/00910030>
- Leverett Elementary School: <https://reportcards.doe.mass.edu/2023/01540005>
- Shutesbury Elementary School: <https://reportcards.doe.mass.edu/2023/02720005>
- Swift River School: <https://reportcards.doe.mass.edu/2023/07280015>

The report card includes multiple measures of a school's performance – more than just MCAS scores. It represents a new way of looking at school performance, by providing information on student achievement, teacher qualifications, student learning opportunities, and more.

Report cards are designed to be useful tools for everyone connected to our school. Families can use the information to have meaningful conversations with us about what the school is doing well and where there is room for improvement. Community and education leaders can use the information to better understand how to support students and our school.

You will notice on our report card that we are proud of our accomplishments in each school:

- At Erving, our MCAS ELA scores have a higher growth percentage than that of the state.
- At Leverett, we have made 76% progress toward our improvement targets which is considered meeting or exceeding the goal.
- At Shutesbury, our school scored in the 80th percentile on MCAS scores, which means they scored higher than 79% of middle and elementary schools that took the MCAS.
- At Swift River, our MCAS Math and ELA scores have a higher growth percentage than that of the state.

To improve student performance in our school, we are implementing new Reading and Phonics curriculums across Union 28 that are based in the Science of Reading. We encourage you to become involved in helping us improve our school. We see parents as critical partners in the success of our students and school, and we are grateful for your continued support.

Finally, if your child attends a school that receives federal Title I funds, you also have the right to request the following information about the qualifications of your child's classroom teachers:

- Whether your child's teacher is licensed in the grade levels and subject areas they teach,
- Whether your child's teacher is teaching under an emergency license or waiver,
- The college degree and major of your child's teacher, and
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

If you have questions about our school's report card, would like to become involved in school improvement activities, or would like to request information about the qualifications of your child's classroom teacher, please contact Lindsay Rodriguez at rodriguez@erving.com. To see our district's report card or to search for other schools' report cards, visit reportcards.doe.mass.edu.

Sincerely,

Lindsay Rodriguez

Director of Curriculum and Instruction

JENNIFER J CULKEEN
SUPERINTENDENT OF
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c/o Swift River School
201 Wendell Road
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413 423-3337

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LINDSAY RODRIGUEZ
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Re: Office of Language Acquisition (OLA) Tiered Focused Monitoring (TFM) Review

During the week of March 25, 2024 the Department of Elementary and Secondary Education's (DESE's) Office of Language Acquisition (OLA) will conduct a Tiered Focused Monitoring Review of (insert district/charter school). The Office of Language Acquisition reviews each district's and charter school's ELE program every six years to monitor compliance with federal and state English learner education laws and regulations. Areas of review will include English learners' student assessments, identification of English learners; what programs English learners are placed in, parent and community involvement, curriculum and instruction, student support services, licensure requirements for faculty, staff and administration, program plans, and evaluation and recordkeeping.

In addition to the onsite visit, parent outreach is an important part of the review process. The district will send a survey to the parents of students whose records the review team examines with. The survey focuses on key areas of their child's English learner education program. Survey results will be reviewed by OLA and they will contribute to the monitoring report. Parents and other individuals may call David Parker, Office of Language Acquisition Review Chairperson, at (781) 338-3466 to request a telephone interview. If an individual requires an accommodation, such as translation, to participate in an interview, DESE will make the necessary arrangements.

Within approximately 60 business days of the onsite visit, the review chairperson will provide the (district or charter school) with a report with information about areas in which the (district or charter school) meets or exceeds regulatory requirements and areas in which the (district or charter school) requires assistance to correct or improve practices. The report will be available to the public at <https://www.doe.mass.edu/ele/cpr/>.

Sincerely,

Corrina Wcislo

Corrina Wcislo
Director of Student Support Services

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978 910-1547

Re: Public School Monitoring (PSM) Tiered Focused Monitoring (TFM) Review

During the week of March 25, 2024 the Department of Elementary and Secondary Education's Office of Public School Monitoring (PSM) will conduct a Tiered Focused Monitoring Review of Erving Union #28. The Office of Public School Monitoring visits each district and charter school every three years to monitor compliance with federal and state special education and civil rights regulations. Areas of review related to special education include student assessments, determination of eligibility, the Individualized Education Program (IEP) Team process, and IEP development and implementation. Areas of review related to civil rights include bullying, student discipline, physical restraint, and equal access to school programs for all students.

In addition to the onsite visit, parent outreach is an important part of the review process. The review chairperson from the Office of Public School Monitoring will send all parents of students with disabilities an online survey that focuses on key areas of their child's special education program. Survey results will contribute to the development of a report. During the onsite review, the Office of Public School Monitoring will interview the chairperson(s) of the district's Special Education Parent Advisory Council (SEPAC). Other onsite activities may include interviews of district staff and administrators, reviews of student records, and onsite observations.

Parents and other individuals may call Corrina Wcislo, Director of Student Support Services for Erving Union #28 at #978-910-1478 or the Department of Elementary and Secondary Education Public School Monitoring Chairperson, Sandra Hanig, by email at sandra.hanig@mass.gov or by phone at (413) 314-6707 to request a telephone interview. If an individual requires an accommodation, such as translation, to participate in an interview, the Department will make the necessary arrangements.

Within approximately 60 business days after the onsite visit, the review chairperson will provide the Erving Union #28 with a report with information about areas in which Erving Union #28 meets or exceeds regulatory requirements and areas in which Erving Union #28 requires assistance to correct or improve practices. The public will be able to access the report at <http://www.doe.mass.edu/psm/tfm/reports/>.

Sincerely,

Corrina Wcislo

Corrina Wcislo
Director of Student Support Services