

TPS SUPERINTENDENT BULLETIN



Where Excellence Is Achieved Through Each Individual's Success



*Equity
over
Equality*

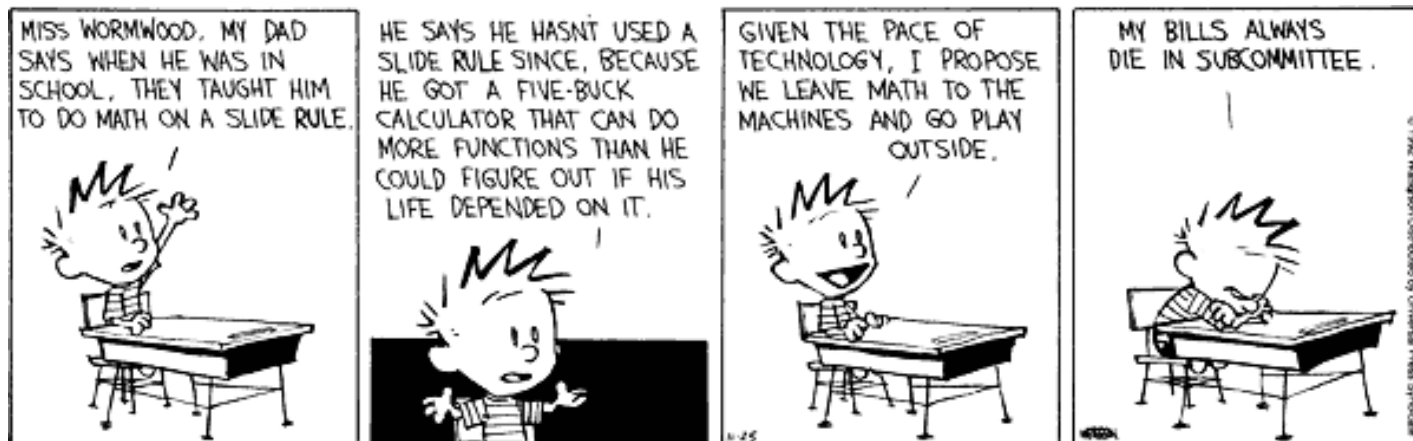


*Stimulate and Support
over
Rank and Sort*



*Transformative Practice
over
Tradition*

Here for you 860-335-2455



UPDATE FOR March 26, 2018

JUMP TO SCHOOL UPDATES:

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

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

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 second 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

2018-2019 Budget Information

From the Town Council Minutes of 3/22/2018:

<https://ecode360.com/documents/TO1208/public/429032433.pdf>

Town Government: 1.14% increase

Board of Education: .78% increase (which was the request of the BOE)

Total Town Revenues: .81% increase

Mill Rate: 2.49% increase

BOE Budget Page for next year's budget:

<http://www.tolland.k12.ct.us/cms/One.aspx?portalId=891651&pageId=38382179>

Board of Education Adopted Budget:

https://drive.google.com/file/d/1nEdt_6IU9IVrGC33sSOuNcj4ujFU90cF/view

Note on the BOE Budget

The BOE Adopted budget for FY19 has a modest increase of 0.78%. The BOE Adopted budget helps provide crucial positions necessary for supporting the science curriculum, student intervention, and overall district competitiveness with magnets and charters. Grants and local budgets have been greatly impacted over the past decade and over fifty positions have been reduced. In that time enrollment has dropped more than six hundred students as well, with a ratio of about 1 educator reduced for every 12 students lost. While staff reductions and enrollment reductions have been significant over the years, the state and federal requirements of local school systems and boards of education have increased, with over three hundred and eighty unfunded mandates required of the schools.

Relevant budget information

- 90% of the increase in the budget over the last 10 years is attributable to special education, transportation, utilities, and benefits and not in an expansion of overall educational services. There are fewer staff and services today than 10 years ago.
- Average Class sizes under the BOE Adopted budget are K-2 (22), 3-5 (21), 6-8 (21), 9-12 (24)

Studies on Class Size:

Tennessee demonstration project:

The study found that students in grades K–3 did significantly better on achievement tests when they were in classrooms with 13 to 17 students per teacher versus when they were in standard-size classes (22 to 25 students) or in standard classes with a teacher and an aide. Children from the smaller classes continued to perform better than children from the larger classes, even in subsequent years when all children were in standard-size classes.

American Psychological Association:

Class size: In the class-size analysis neither 1, 2, nor 3 years in a small class was significantly different from full-size classes. However, 4 years in a small class was associated with a significantly higher graduation rate than attending full-size classes. Three or 4 years of small classes are needed to affect

graduation rates, and 3 or 4 years have been found necessary to sustain long-term achievement gains (Finn et al., 2001)

Teacher Compensation Information

- In the Demographic Reference Group (DRG) (30 districts) the Tolland Public Schools compensates teachers in the bottom half in 6 out of 6 indicators.
- In Tolland County (15 districts) the Tolland Public Schools compensates teachers in the bottom half in 4 out of 6 indicators.
- Teacher Health care and benefits are comparable to DRG and County district benefits.

Tolland Per Pupil Expenditure Ranking

- 133 of 169 (Tolland is in the bottom Quarter)

Staff Considerations in the .78% Budget:

Position	Description
Special Educator	The Special Education teacher is responsible for student instruction, management of caseloads, and IEP requirements. This educator would be working in a self-contained environment with students with exceptional behavioral needs. The position will allow the district in grades six through eight to provide an alternative to outplacements for certain behavioral and academic needs. This position may be located at TIS.
Math Interventionist	Math Intervention positions work with students in the general education population as part of the state's compulsory SRBI/RtI (Scientifically Researched Based Interventions / Response to Intervention) services. These interventionists teach "Tier I, II, and III" students who are experiencing issues in Mathematics. For more information on SRBI/RtI in the State of Connecticut please see: http://www.sde.ct.gov/sde/lib/sde/pdf/cali/srbi_executive_summary.pdf
Science Teacher	The Science teacher is needed to fulfill curriculum requirements and prepare students for NGSS (Next Generation Science Standards) assessments and requirements. The district will need to modify the class requirements and offerings in freshman science and in biology. This will include new sections of a "second" integrated science class, and changes in biology and chemistry. Course changes will require two semesters of integrated science for every student as well as chemistry for all juniors necessitating additional staff.
Business Teacher	The Business Teacher would allow program offerings in Tolland that will help begin the three to five year process of the creation of the <i>Tolland Business Academy</i> . In cooperation with local businesses and potentially an area RESC (Regional Educational Service Center) coursework, job-shadowing, internships, and work-study program elements will be possible with this position. In addition, coursework that includes Information Technology, Marketing/Stock Market, additional Accounting, Management, Operations Management,

	Hospitality, International Business, Human Resources, and career facilitation would be further developed.
Curriculum Supervisor of Science (See job description on the following pages)	The Science Curriculum Supervisor will coordinate the writing and development of curriculum, as well as oversight of the implementation of science curriculum in the district. The individual hired for this position would also pursue state grants for STEM (Science Technology Engineering and Math) along with the other Curriculum Supervisors. As a supervisor, the individual can do staff evaluations, as well as general supervision and classroom informal and formal observations and “drop ins.” The NGSS standards, state standardized testing, and independent organizational evaluations of the district have highlighted the need for more curriculum development, oversight, and review. This position would provide the district the missing piece for curriculum needs for the “core” areas of Math, Science, Language Arts and Social Studies.

TITLE: Curriculum Supervisor of Science

QUALIFICATIONS:

1. 6th Year or higher with major in education or Science
2. State certification in Science or equivalent
3. At least five (5) years of successful teaching experience
4. Ability to communicate effectively with teachers, administrators, and the public
5. Demonstrated teaching effectiveness and curriculum knowledge
6. Knowledge of tests and measurements and the analysis/interpretation of data
7. Ability to write and evaluate curriculum
8. Demonstrated knowledge of current standards and research
9. Knowledge of current technology and computer resources
10. 092 certification

REPORTS TO:

Superintendent of Schools

EVALUATED BY:

Superintendent of Schools or designee

I. PERFORMANCE RESPONSIBILITIES:

1. Supervision

The Science Supervisor will work with all Science staff members to organize and direct a challenging Science program. The Supervisor:

- 1.1 Works directly with teachers and administrators to develop, implement, and coordinate the total Science program.
- 1.2 Meets with teachers on a regular basis, scheduled and informally.
- 1.3 Improves the quality of Science instruction through observation, visitation, demonstration, organization of resources, and evaluation of staff.
- 1.4 Supervises the articulation/alignment of the K-12 Science Curriculum
- 1.5 Directs unit development in the Science program.

2. Evaluation

The Science Supervisor evaluates the Science program. The Supervisor:

- 2.1 Develops and adapts evaluation procedures to determine the effectiveness of the program and makes recommendations to the curriculum committee.
- 2.2 Implements a system for the use of student data in providing for student learning.

- 2.3 Assists administrators with placement, changes, and/or modifications in Science staffing. Recommends for dismissal, tenure and job assignments K-12.
- 2.4 Develops and annually updates, in a report, the status of the Science program, specifying areas in need of development.
- 2.5 Evaluates Science specialists K-12, Science consultants, interventionists, and other staff as directed by the Superintendent and/or her or his designee.
- 2.6 Observe Science teachers in grades K-12 and provide constructive feedback on the improvement of student achievement and on the effective implementation of the Science curriculum.
3. In-service
The Science Supervisor contributes to staff development.
 - 3.1 Provides leadership in identifying appropriate in-service programs. Plan and conduct staff development for Science teachers in grades K-12.
 - 3.2 Provides on-going support, including workshops, to increase teacher competency in the teaching of Science.
4. Materials
The Science Supervisor provides support for materials acquisition and use. The Supervisor:
 - 4.1 Keeps up-to-date on materials and techniques in the area of Science.
 - 4.2 Advises teachers and school administrators in the selection of references, materials, technology, and programs.
5. Instruction
The Science Supervisor provides instructional support. The Supervisor:
 - 5.1 Conducts demonstrations and supports the use of methods and materials appropriate for Science instruction.
 - 5.2 Serves as a resource to the Science Curriculum Committee and works with committees in the development, planning, revision, and evaluation of Science curriculum.
 - 5.3 Works directly with teachers to develop and implement techniques that will improve Science instruction.
 - 5.4 Coordinates school activities in Science.
 - 5.5 Fosters the integration of Science skills into other subject areas.
 - 5.6 Collaborates with other STEM/STEAM leaders to coordinate programs.
6. Budget
The Science Supervisor provides budget support. The Supervisor:
 - 6.1 Coordinates the development of the Science budget with administrators, teachers, and teacher leaders.
 - 6.2 Provides or assures appropriate purchase order information.
 - 6.3 Liaisons with other buildings in providing for the best use of funds.
 - 6.4 Assures that materials are properly distributed and ready for use.
7. Communication
The Science Supervisor communicates. The Supervisor:
 - 7.1 Participates in and provides input into special services programs, when appropriate.
 - 7.2 Communicates with parents and the community through formal presentations (e.g., conferences, workshops, and PTO presentations), electronic documents, and/or written messages.
 - 7.3 Serves as a resource to parents and the community.
 - 7.4 Regularly meets with K-12 Science Specialists/Staff and the Superintendent of Schools or designee to articulate program and services.
 - 7.5 Forms and maintains liaisons with team leaders, grade level leaders, and department chairs.
 - 7.6 Serves as a resource person on various district-wide committees.

8. Student Assessment

- 8.1 Coordinates student assessments as needed.
- 8.2 Develops or supports development of curriculum based benchmark assessments.
- 8.3 Analyzes student assessments for instructional planning.
- 8.4 Facilitates use of student benchmark data in providing for student learning, informing professional development, and informing program.

9. Other Duties

- 9.1 Any other duties as deemed necessary by the Superintendent

II. **PROFESSIONAL RESPONSIBILITIES:**

- 1. Reflection and Continuous Learning
 - Re-evaluates periodically their own methods of presentation.
 - Continually engages in self-evaluation of the effects of their choices and actions on students and the school community.
 - Demonstrates responsibility for self-growth, professional improvements, and ongoing self-evaluation.
- 2. Professional and Ethical Practice
 - Conducts herself/himself as a professional in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Connecticut Certification Regulations).
 - Follows district policies and procedures.
 - Keeps in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
 - Demonstrates ethical behavior toward fellow teachers and co-workers.

For more information on the BOE Adopted Budget see:

https://drive.google.com/file/d/1nEdt_6IU9IVrGC33sSOuNcj4ujFU90cF/view

CHECK OUT our Read Across American Program!

https://youtu.be/A2mvaaZJYh8	Read Across America at Birch Grove
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2018-2019 Incoming Kindergarten

You can register children for school, complete forms, and review acceptable forms of residency by going to www.tolland.k12.ct.us under the "DISTRICT" drop down menu, and selecting "Register Student." You can also access the page by entering: [http://www.tolland.k12.ct.us/DistrictOffices/register student/](http://www.tolland.k12.ct.us/DistrictOffices/register%20student/) into your browser. This page will have forms that you can download, fill out, and upload to the Registration site as part of the registration process. Thank you for in advance for completing this necessary process before students can begin schooling in Tolland. We look forward to working with you and your student!

THIS IS A DATE CHANGE

****If you find that you need assistance or have questions with the on line process, we will be available at the Board of Education Office, located at 51 Tolland Green, between the hours of 10:00 am -7:00 pm **Wednesday March 28, 2018.**

SBAC (Smarter Balanced Assessment Consortium) Testing

Dear Parents/Guardians,

Tolland, and other school systems across the state are soon to start the SBAC (Smarter Balanced Assessment Consortium) testing, in other words the State's standardized test. If you have any questions about the State standardized test, please do not hesitate to reach out to me. Please also see the available parent resources (links) below made available by the State of Connecticut.

Parent guides:

<http://portal.ct.gov/SDE/Student-Assessment/Smarter-Balanced/Smarter-Balanced-Parent-Guides>

Common Core Standards:

- CTCoreStandards.org
- <http://www.corestandards.org/>

National Assessment of Educational Progress (Federal Random Sample Test – NOT SBAC) included for informational Purposes:

- <http://nces.ed.gov/nationsreportcard/about/>
- <http://nces.ed.gov/nationsreportcard/about/international.aspx>

Smarter Balanced Assessment Consortium

- <http://www.smarterbalanced.org/smarter-balanced-assessments/>

Contrary Opinions

- <http://dianeravitch.net/>

[Back to Top](#)

Tolland Public Schools TV!

Video link	Description
https://youtu.be/eOVWkBqtQao	March 14 th Assembly – In Memory
https://youtu.be/R0EGNXynb0c	March 14 th Assembly – Student Voices – A Commitment to Change
https://youtu.be/UxbJOpMEzOo	March 14 th Assembly – Anatomy of a student rally
https://youtu.be/l1U9ZLDRwQA	TIS Door Decorating for Safety
https://youtu.be/A2mvaaZJYh8	Read Across America at Birch Grove
https://youtu.be/z0or0x4kxoU https://youtu.be/tRHtaS-Mgr0	Students testing their “Space Landers”

[Back to Top](#)

BREAKFAST WITH THE SUPERINTENDENT

10:00 AM AT THE TOLLAND BOARD OF EDUCATION

51 Tolland Green, Tolland, CT



April 2, 2018

May 7, 2018

June 4, 2018

[Back to Top](#)

BUDGET BLURB

BUDGET INFO ON THE WEB:



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

INFORMATION:

The Town Council recently supported the Board of Education Adopted Budget of 2/14/2018.

The Town Council will finalize the budget on 3/27/2018:

Council Discussion - Budget Finalized

Event Date:

Tuesday, March 27, 2018 - 6:30pm

This Budget Discussion will be held in the Hicks Memorial Municipal Center, 6th Floor Council Chambers, 21 Tolland Green.

[Back to Top](#)

Community Learning Workshops

Community Workshops	Information
<p>April 23 and April 24 6:00 pm</p> <p>Tolland Board of Education, 51 Tolland Green.</p>	<div data-bbox="802 344 1162 554"> <p>Mastery Learning Model</p> <pre> graph LR Instruction[Instruction] --> Quiz[Quiz] Quiz --> Mastery[Mastery Demonstrated Enrichment Activities] Quiz --> NonMastery[Non-Mastery Reteaching & Correctives] NonMastery --> Retest[Retest] Retest --> Mastery </pre> </div> <p>Mastery Learning at the HIGH SCHOOL level Come find out what it is about, and how ML is being planned for Tolland HIGH SCHOOL.</p> <p><i>Please rsvp to Jen Palumbo at jpalumbo@tolland.k12.ct.us if you are planning on attending.</i></p>
<p>May 2, 2018 7:30 PM Tolland Public Library</p>	<div data-bbox="802 810 1162 1020"> <p>Mastery Learning Model</p> <pre> graph LR Instruction[Instruction] --> Quiz[Quiz] Quiz --> Mastery[Mastery Demonstrated Enrichment Activities] Quiz --> NonMastery[Non-Mastery Reteaching & Correctives] NonMastery --> Retest[Retest] Retest --> Mastery </pre> </div> <p>Mastery Learning in the DISTRICT Workshop Come find out what it is about, and how ML is being planned for Tolland.</p>

[Back to Top](#)

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
tt_s_page/c_o_n_t_a_c_t_m_e/](http://www.tolland.k12.ct.us/DistrictOffices/superintendent_s_corner/superintendent_wille_tt_s_page/c_o_n_t_a_c_t_m_e/)

[Back to Top](#)

Job Postings

- None

[Back to Top](#)

Links

[5K Spirit of spring 5K Event Date- Lions Club](#)

[Fall TOPS Soccer](#)

[Channel 3 Kids Camp](#)

[Why the logo change?](#)

[Town of Tolland-Camp Director Position](#)

[**Town of Tolland-Asst. Camp Director Position**](#)

[Memorial Day Essay Contest](#)

[**Permission to Walk Out: They Didn't Ask, I Didn't Give It**](#)

[Hartford Yard Goats-Tolland High School Night at Dunkin Donuts Park](#)

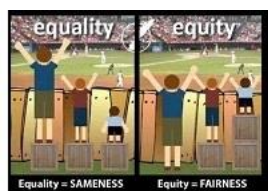
[2018 Cider Mill Road Race T-Shirts](#)

[**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>).

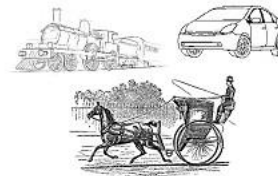
As Tolland competes with magnets and charters, and seeks to draw more students to its own programs and pathways of study, Mastery Learning practices will support those endeavors as it is grounded in contemporary philosophy and research. For an overview of 21st century educational philosophy, research, 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](#)

Some Readings

- Guskey, Thomas: *On Your Mark - Challenging the Conventions of Grading and Reporting*
- Dueck, Myron: *Grading Smarter, Not Harder - Assessment Strategies that Motivate Kids and Help Them Learn*
- Wormelli, Richard: *Fair Isn't Always Equal - Assessing and Grading in the Differentiated Classroom*

Links

- [Center for Collaborative Education](#)
- [The Great Schools Partnership](#)
- [State of Connecticut Resources - Mastery Learning](#)
- [League of Innovative Schools](#)

K-5 assessment standards

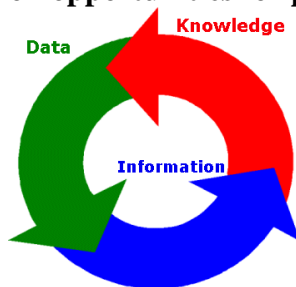


For parents and community members interested in the Tolland Public School
K-5 assessment standards, please see the:
[Standards-Based Assessment Information Guide](#)

[Back to Top](#)

Power School and Unified Classroom Resources

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

Upcoming Meeting

Public Meeting - Old Cathole Road Reconstruction - April 3

[Click Here for More Information](#)

Thank you to the THS Lacrosse Team

On Sunday March 18th, the Tolland High School girls' lacrosse teams and their coaches Kate Tellers and Gail Otis volunteered their time at the Miracle League of CT Lacrosse Clinic in Bristol CT. The Miracle League of CT is a not for profit organization that is dedicated to providing recreational and sporting opportunities for children with physical and or cognitive challenges at accessible facilities. Tolland student/athletes supported the Miracle league staff by helping run clinics to familiarize the children with the game of lacrosse. They went through skill drills and learned the basics of this exciting sport.







Tolland's Seventh Annual Teen Poetry Slam - April 5

Teen poets will compete in Tolland's Seventh Annual Teen Poetry Slam April 5

Teenaged writers will perform original poems and compete for prizes on Thursday, April 5 when the Tolland Public Library Foundation holds its seventh annual poetry slam.

In partnership with Tolland High School and Tolland Middle School, the Foundation and the Tolland Public Library are sponsoring the slam for middle and high school students ages 12 to 18 from 6:30 p.m. to 8:30 p.m. at the library at [21 Tolland Green](#).

Preference will be given to Tolland residents, but students from other towns can participate if space permits.

Poetry slams were born in Chicago in 1986 to encourage and celebrate the art of performance poetry.

Students will be performing two three-minute poems, which will be judged by a panel that will include THS Assistant Principal Margot Martello; a THS student, Ginny Brousseau, the Tolland Public Library's young adult/children's librarian; Foundation Board Vice President Dani Titterton and Foundation Board Member Mike Byam. A top prize of a \$50 Barnes & Noble gift card and other prizes will be awarded.

Poets must be prepared to perform a third poem in case of a tie-breaker.

The slam will be hosted by Tolland High English teacher James MacArthur.

Entry forms are available at the public library, the high school library, from any THS English teacher or at TollandPublicLibraryFoundation.org. Students must return the forms to one of the same places and email three original poems to katefarrish@gmail.com by Monday, April 2.

The slam is free and open to the public, but audience members are asked to register for the event by calling the library at 860-871-3620 or visiting www.tolland.org/library.

[Back to Top](#)