

Good evening LHS family,

Thank you to all staff who assisted with MCAS re-testing last week. Due to school cancellation last Monday, the test will expand into this week. We will also be running the MCAS Tech Test for sophomores on Tuesday during an extended advisory from 9:25 - 10:05am. As a reminder, there will be Focus Group meetings for the Superintendent search 3/12-3/14 (schedule attached), for anyone who is available there are a few being held here at LHS on Tuesday.

## BRIGHTS SPOTS AND CONGRATULATIONS!

### Spotlight on Excellence



Congratulations to Emily Rios who was recognized at the School Committee during their "Spotlight on Excellence" segment. Emily received an honorable mention in the Middlesex Partnership for Youth Poster contest.

**Mentoring Program with PALS students**

Recently Project Learn and the PALS Program introduced our students to Professional Mentoring. Over 12 adult Professional mentors volunteered their time and were matched up with our students to explore, guide and support them as they contemplate careers and join the workforce. Mentors included Bankers, Politicians, Lawyers and many more. They will meet once monthly over the next few months. Some have even offered internships for the summer. Thank You to Project Learn for adding this type of mentoring to the PALS program.

**White Ribbon Day - Men against domestic violence**

We are very proud of our young men who participated in making a statement with Lowell Community members.

**How sweet - tapping the tree!**

The Lowell Parks Department granted Jeannine Ameduri permission to tap the maple tree outside the cafeteria in Lucy Larcom Park. They were able to tap it on Friday as part of their unit on Quebec, and now they'll be making their own maple syrup! What a fun learning activity in our own backyard!

## Wednesday, Early Release PD 12:15-1:00pm (more info on locations to follow)

As a district leadership team we are committed to building a more positive climate and culture in our schools. We will be studying and sharing ideas from the book, "End Peer Cruelty, Build Empathy", The Proven 6Rs of Bullying Prevention, written by Michele Borba, Ed.D. House deans and department chairs will be meeting with staff on Wednesday during early release to introduce this important work across our school. We look forward to engaging in this discussion and learning together so we can continue to build a school which is inclusive, safe and caring.

In some of my research on this topic, I found some information on "Upstander" behavior which is shared with you below and worth further discussion.

Increasing "Upstander" Behavior to Combat School Bullying Studies show that in 80 percent of bullying incidents, there are witnesses, say Juliet Hart Barnett, Natasha O'Connell, and Kimberlee Franco (Arizona State University/Tempe) and Kim Fisher (University of Illinois/ Champagne) in this article in Middle School Journal. When witnesses intervene, bullying is stopped about half of the time. This suggests that, in addition to working with educators and parents to prevent bullying, schools should also empower students with the skills and tools they need to step up when they see bullying. The authors analyze several factors that influence upstander behavior:

- Knowing what to look for – A definition of bullying is helpful: there's a power imbalance between the bully and victim (size, age, popularity); the behavior is intended to harm another person; and it happens more than once. It's also important for students to know the wide variety of bullying: physical (punching, kicking, scratching); verbal (name-calling, taunting, negative and threatening comments, phone calls, electronic messages); and relational (spreading false rumors, sharing personal information, group exclusion).
- Defining bullying as requiring urgent action – "Students are more likely to act when they feel a situation is an emergency," say Barnett, Fisher, O'Connell, and Franco. Students need to know that bullying produces psychological as well as physical consequences, including heightened anxiety, lowered self-esteem, sadness, depression, fear, school refusal, isolation, and even suicide. They also need to be aware of the way bullying undermines feelings of community and safety in a classroom.
- Taking personal responsibility to be a change agent – "If students feel it is somebody else's responsibility to intervene, they will not help the bullying victim," say the authors. "To increase personal responsibility, students must begin to see themselves as responsible citizens who are not afraid to stand out from the crowd... Teachers can emphasize that upstanders do not need anyone to ask them to intervene." Teachers can also suggest that to not intervene is to be a party to the bullying.
- Feel competent to engage – To build this level of self-assurance, teachers can discuss actual incidents students have witnessed and view educational videos or clips from popular media, identifying what upstander behavior would look like and role-playing possible interventions. The authors recommend the Facing History and Ourselves website for materials on bullying and building empathy for victims: <https://www.facinghistory.org/resource-library>.



- Deciding to engage – Interventions might include using humor to defuse the situation, creating a distraction, asking if the bully realizes the way the victim feels, saying bluntly that the behavior is wrong and needs to stop, helping the victim escape, and telling an adult. Students can also be encouraged to reach out to marginalized students who might be bullied. The authors recommend the AntiDefamation League’s website for ideas in this vein: <https://www.adl.org/resources/tools-and-strategies/bullying-and-cyberbullyingworkshops>. Three other resources: The Bully Project [www.thebullyproject.com](http://www.thebullyproject.com), Stop Bullying (U.S. Department of Health and Human Services) [www.stopbullying.gov](http://www.stopbullying.gov), and Bullying Prevention in Positive Behavior Support <https://www.pbis.org/resource/900> “Promoting Upstander Behavior to Address Bullying in Schools” by Juliet Hart Barnett, Kim Fisher, Natasha O’Connell, and Kimberlee Franco in Middle School Journal, January 2019 (Vol. 50, #1, p. 6-11), <https://bit.ly/2E4IAwi>; the authors can be reached at [Juliet.Hart@asu.edu](mailto:Juliet.Hart@asu.edu), [kwolow1@illinois.edu](mailto:kwolow1@illinois.edu), [Natasha.Oconnell@asu.edu](mailto:Natasha.Oconnell@asu.edu), and [krfanco@asu.edu](mailto:krfanco@asu.edu). Reprinted from Marshall

## Tech Tips from Malinda:

### Malinda’s Tech Tip

**If a student is having issues with their LPSD network login, please enter a help desk request for User Account / Student, or email [helpdesk@lowell.k12.ma.us](mailto:helpdesk@lowell.k12.ma.us). Please do not send the student to the library or their house office.** Every LPSD student has a network account for logging into LPSD computers, and for accessing Google Apps such as Drive, Classroom, and Mail. These accounts are created automatically a few days after a student is registered. If you have a new student and your lesson plan involves the students logging into the network, it is a good idea to check on new student accounts ahead of time. Do this by checking your LPSD Google Contacts for the new student’s ID. If the search result is none, then you can speed up the process by placing a help desk request to ask for a new student account to be created. Include the student’s LASID (user name) and DOB (temporary password; mmddyy). Unless we are in the middle of computer based testing, this type of ticket is resolved quickly. When the student logs in for the first time, they are prompted to change their password. If they are not prompted they should use the [password manager](#) on the district website to change it to something more secure than DOB. Students must register their account with the password manager before they can use it ([directions](#)). Note: Aspen Portal accounts are not connected to the network accounts.

At the beginning of the school year I spend lots of time in the labs with teachers who are bringing their students in for the first time. An extra pair of hands is helpful since there is generally a high number of students needing help - since they are new or forgot their passwords over the summer. Any time you would like extra help while in a computer classroom, you can request my assistance by entering a help desk request for Technology Training/ITS, or email [helpdesk@lowell.k12.ma.us](mailto:helpdesk@lowell.k12.ma.us). Note: last minute requests are tougher to accommodate.

## Important Reminders:

- **Tech Test for on-line MCAS testing was moved to 3/12**
- **The LHS Special Education Department is hosting its third annual Transitional Resources Fair on March 26<sup>th</sup> from 6:00 – 8:00 p.m. in the LHS cafeteria.** Students (and families) of all ages with disabilities are welcome to attend to meet with public agencies - not just adult agencies, services, and organizations. The fair is designed for any student and family members in the district (and neighboring towns) with disabilities. The goal is to familiarize students and families with the array of agencies, services, and organizations available to them as they transition from high school to the adult world. In addition, parents and families of elementary, middle, and junior high school students are invited to come and meet staff from our various schools to address questions and anxieties that come with transitioning to a new school. There will also be light refreshments and free raffles! Link with additional information: <https://sites.google.com/view/lhstransitionalresourcesfair/home>

## Upcoming:

<b>March</b>				
Mar. 11+	Mon.	MCAS Math Retests		
Mar. 11	Mon.	Latin Lyceum Parent Assoc. Mtg.	6:00pm – 7:00pm	L.T.
Mar. 11	Mon.	Friends of Lowell High School Mtg.	7:00pm	L.T.
Mar. 12	Tues.	Tech Test for on-line MCAS testing	Extended advisory 9:25-10:05	
Mar. 13	Wed.	Student Voice Meeting	10:07-11:45 am	
Mar. 13	Wed.	Early Release	11:45am	
Mar. 13	Wed.	Parent – Teacher Conferences	2:30pm-4:30pm	
Mar. 16 - rescheduled from March 2	Sat.	MIE study session for AP Lit. students		
Mar. 25	Mon.	School site council meeting	6:00-7:00pm	L.T.
Mar. 26	Tues.	Transitional Resources Fair	6:00-7:00pm	Main cafe
Mar. 29	Fri.	Schoolhouse Breakfast with all staff	7:15am-7:45am	TBD
Mar. 26 and 26	Tues. & Weds.	MCAS Grade 10 ELA		

Thanks for all you do each day for our students, you work matters! I hope you have a positive and productive week.

Best,

Marianne



**Marianne E. Busted**  
Head of School  
Lowell High School