

*Foxborough Public Schools  
Foxborough, Massachusetts*



**Professional  
Development**

*Handbook*

Compiled by  
The Professional Development Team  
Updated August 2021

## **SCHOOL COMMITTEE MEMBERS**

Rob Canfield, Chair  
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## **ADMINISTRATION**

Amy A. Berdos, Ed.D.  
Superintendent of Schools

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Assistant Superintendent

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Cory Mikolazyk  
Director of Special Education

It is the policy of the Foxborough Public Schools not to discriminate on the basis of race, sex, gender identity, color, religion, national origin, age or handicap in its educational programs, services, activities, or employment practices as required by Chapter 151B of the General Laws of 1947; Chapter 662 of the Acts of 1971, Massachusetts General Laws; Title IX of the 1972 Education Amendments; and Section 504 of the Rehabilitation Act of 1973.

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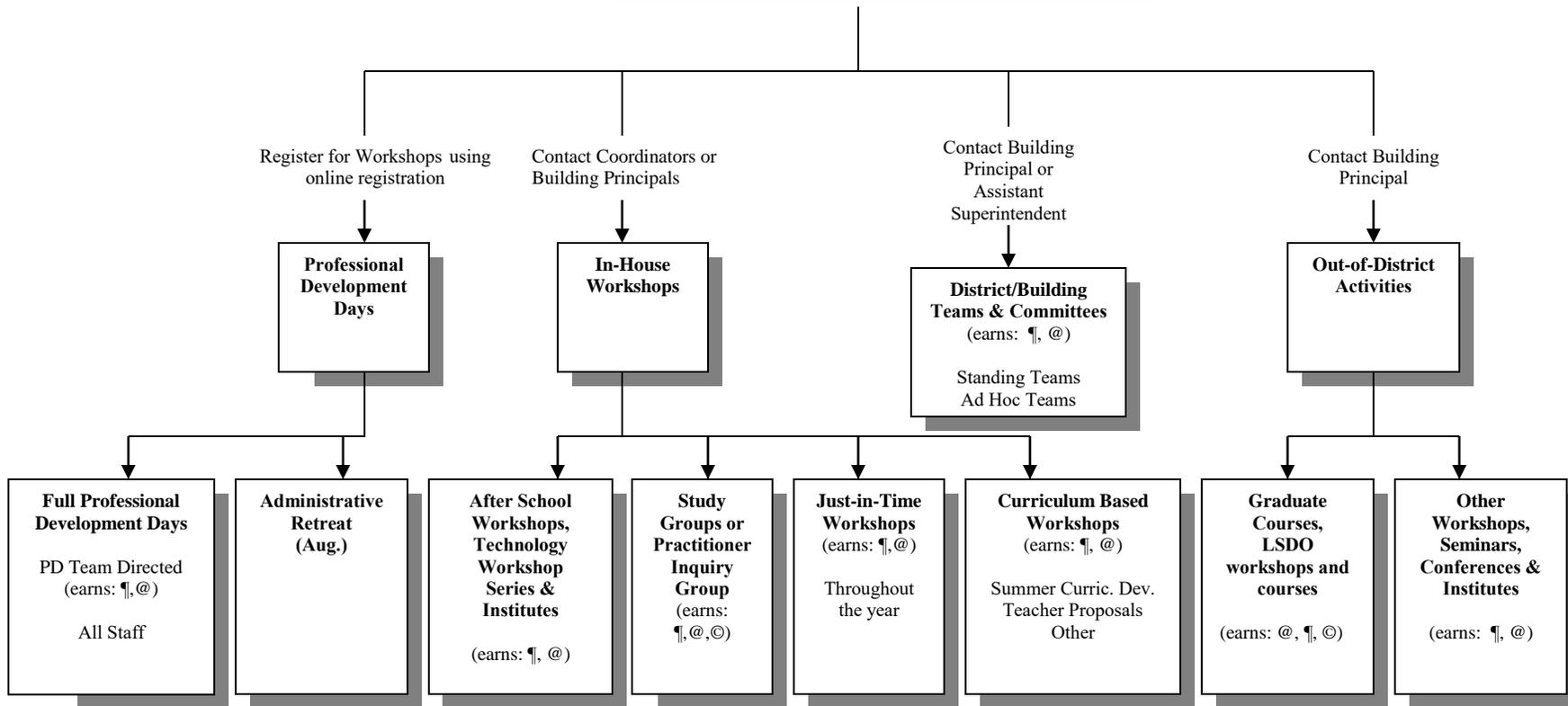
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# Foxborough Public Schools



**Guidelines for Certificates of Attendance & PDP's**

@ = Certificate of Attendance... given if training session is <10 hrs. A certificate of attendance will contain a designation of 1-9 hours. These certificates should be collected and organized by content, topic or strand. When 10 or more are accumulated under a particular topic, teachers may bundle them together and use them for recertification purposes.

¶ = PDPs..... given if training session is > 10 hrs,  
1 hour = 1 PDP

© = College Credit..... College Credit & PDPs determined by college or university

# Educational Philosophy

The Foxborough Public School District describes its educational philosophy through its core values, mission, and vision.

## Core Values:

- Challenging and innovative educational experiences promote academic excellence by meeting the needs of students in ways that engage them in their learning.
- A safe, supportive, and collaborative environment fosters positive attitudes among students and school staff.
- Respect for the diversity and dignity of individuals and cultures enriches learning and supports the development of responsible citizenship.
- Ensuring a quality education, cultivated by ongoing communication and shared resources among parents, teachers, town organizations, and residents, is the responsibility of the entire community.

# **Professional Development Team Vision, Mission Statement, and Priorities**

## **Professional Development Team Vision**

Empower Educators to engage in deep learning that maximizes student growth and outcomes.

## **Professional Development Team Mission Statement**

In order to maximize student growth and outcomes, the Foxborough Public Schools Professional Development Team will provide targeted opportunities for all staff members to improve professional practice; to learn through collaboration and collective inquiry; and to maintain currency with the latest research in education.

## **District Priorities for Professional Development**

Professional development programming is designed to support teachers in meeting their individual professional development goals as well as the following district-wide goals:

- Provide challenging educational experiences to meet the needs of all learners through differentiated instruction and opportunities for enrichment
- Implement Response to Intervention strategies, assessments, and monitoring processes
- Utilize data from formal and informal common assessments to support instructional improvement and monitor individual student progress
  - Informal assessments such as Developmental Reading Assessments, district benchmarks, formative assessments using Illuminate, Freckle, Lexia, writing prompts, mid-year and final exams
  - Formal assessments such as MCAS 2.0, SAT, ACT, and AP test results
- Use Professional Learning Communities and other collaborative structures and protocols to examine student work, share best practices, and increase professional knowledge and content expertise
- Incorporate technology into the curriculum to enrich students' educational experiences
- Provide students with opportunities to acquire 21<sup>st</sup> century skills: critical thinking, communication, collaboration, and creativity/problem solving
- Encourage all staff to acquire teaching and learning expertise in the areas of the “core courses”: Responsive Classroom, Differentiated Instruction and UDL (Universal Design for Learning; Technology Integration; The Impact of Trauma on Learning; and Sheltered English Immersion for limited English proficient students.

*Foxborough Public Schools*  
NORMS for Professional Development

**F**ind value

**O**pen mind

**X**tra attention to self and others

**B**e present & engaged

**O**n time

**R**etain positive intentions

**O**ptimize opportunity for collaboration

Professional Development Committee, 2014

# Overview of Professional Development Opportunities

The Foxborough Public School District offers a comprehensive program of learning opportunities designed to meet the needs of all professionals as well as support staff. These opportunities are organized by the following four categories:

## **Staff Development Days (5 total)**

- Superintendent's Day (1)
- Professional Development Team Directed Days (4)

The Superintendent plans and organizes one of the professional development days for orientation of all staff at the beginning of the school year. The remaining four staff development days are coordinated by the Professional Development Team, which organizes workshops aligned with the district's goals and objectives. Workshops are presented by outside consultants and district staff. Participants evaluate each workshop; and results are analyzed by the team and shared with the staff.

## **In-House Workshops/Courses/Activities**

- Content specific college courses (LSDO, and on-site courses) for PDPs and/or graduate credit
- Technology Workshops
- Just-in-Time Workshops (workshops offered throughout the year)
- Study Groups
- Curriculum Review
- Curriculum Development
- Mentoring

A large variety of workshops are offered within the district, after school, and during the summer. The topics are aligned with goals of the district, requirements of the administration, and requests submitted by staff.

## **District-Based Teams and Committees**

- Professional Development Team
- District Innovation Team
- District-wide Crisis Team
- Curriculum Review Teams
- Curriculum Steering Committees (ELA, math, science, social studies)
- The Mentoring Program
- Strategic Planning Work Group

### **Building-Based Teams/Committees**

- School Council
- DCAP Teacher Assisted Team
- Building-Based Support Team
- Elementary School Parent Teacher Organizations
- Ahern Middle School Parent Advisory Council
- Special Education Parent Advisory Committee (SEPAC)

### **Out of District Activities**

- Graduate courses – LSDO/colleges/universities
- Seminars
- Workshops
- Conferences

Tuition reimbursement is available to all staff through the teachers' contract. Workshops, off-site conferences, and courses through Local Staff Development Opportunities (LSDO) are available to all staff members based on need and available funds. Teachers may take up to three classes per year for reimbursement. These may be one each semester and one in the summer or up to three in the summer. Educational Assistants may take up to two classes per year for reimbursement.

Semesters are based on the Foxborough Public School calendar and not by the individual college calendar. The current rate of reimbursement per course approved, determined by the contract is up to \$350.00 for teachers and \$1500.00 for educational assistants per course. **Prior approval from the Principal and Superintendent is needed for both credit and reimbursement.**

**Note:** Foxborough Public Schools is a registered provider of Professional Development Points (PDPs). District sponsored professional development activities of less than ten hours' duration earn staff *Certificates of Attendance*. These *Certificates of Attendance* may be linked by the individual teacher into PDP blocks of ten hours or more. PDP values for various activities can be found in the Recertification Guidelines for Massachusetts Educators. The guidelines can be downloaded from the Department of Education website <http://www.doe.mass.edu/recert/qa.html>.

## Professional Development Information

Each year there are five Professional Development Days, four of which are team directed and one which the superintendent will plan. These days will consist of a variety of workshop choices that include content and pedagogy.

The days will usually follow our standard timeframe of 8:00 a.m. - 2:30 p.m.

- 8:00 a.m. – 8:30 a.m. Coffee and sign-in
- 8:30 a.m. - 11:00 a.m. Morning workshops
- 11:00 a.m. - 12:00 p.m. Lunch
- 12:00 p.m. - 2:30 p.m. Afternoon workshops

Staff attendance is **required** for the full professional development day, 8:30 a.m. - 2:30 p.m. *In the event of a personal emergency or illness, you should notify your building principal and also use ReadySub to officially report your absence, as is the usual policy.*

Registration for specific workshops is done on-line and the instructions for that process will be sent through e-mail. Registration may be required prior to the PD day if there are choice sessions. Specific locations will be available on-line at the time of registration. At the completion of each workshop you will receive be required to document your attendance by submitting an evaluation in exchange for a *Certificate of Attendance*. As you know, PDPs cannot be given for participation in a workshop less than ten (10) hours in duration. Therefore, we distribute *Certificates of Attendance* documenting the number of hours spent in the workshop. If the workshop consists of ten hours or more (i.e. during two-day modules), then official PDPs will be issued.

Independent proposals are also considered as an alternative to the workshop offerings in the professional development booklet. If you choose to request an independent proposal, please note that you must obtain approval from your principal and complete an Independent Proposal Form. Please be sure to complete and submit your form to your principal for approval at least one week prior to the Professional Development day. Since there is no formal presenter for these independent sessions, you must submit a completed independent proposal follow-up form to your principal for approval leading to PDPs.

Any staff member wishing to conduct a workshop is cordially invited to do so; please contact your building Professional Development Team member who will make the necessary arrangements.

## **Instructions for On-line Registration**

The Foxborough staff's registration for workshops for Professional Development Days is done online through the district's *Sched.com* account. The online registration process is as follows:

- The entire staff is notified, via email, of the upcoming registration period. This email includes a direct link to the *Sched.com* website.
- Staff will complete an online registration form and select their workshops.
- After registration closes to staff, individual building secretaries and principals will check to see that everyone has completed the registration within their buildings.
- At the end of the registration period, workshop participant lists are compiled at the central office, and attendance lists are created.
- The workshop attendance lists are distributed to the buildings for use on the day of the workshop.

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**Descriptions  
of  
Professional  
Development  
Opportunities**

## **Local Staff Development Opportunities (LSDO)**

The LSDO Professional Development Collaborative Program - The educational leaders of the developed by the public school districts of: Bellingham, Blackstone-Millville, Foxborough, Franklin, Mansfield, Mendon-Upton, Milford, Millis, Norfolk, Norton, North Attleboro, Plainville, Uxbridge, and Wrentham public school districts have jointly create a professional development collaborative called Local Staff Development Opportunities (LSDO). LSDO is an ongoing effort by these school districts to offer high quality, content-related professional development programs to their respective faculties. These programs allow "no cost" alternatives for obtaining the PDPs required by the Massachusetts Department of Education for re-certification. Participants may elect to pay an additional fee to receive college credits for the courses offered.

Any faculty member from a participating town is eligible to participate. A specific number of registrations are reserved for faculty members from each of the participating towns. Advertising for the LSDO courses is done by the distribution of flyers via e-mail to faculty. Registration instructions are included in the flyers.

### **Core Courses**

**Core courses** are foundation courses that are encouraged by the district in order to develop a professional teaching community built on common language and pedagogy of effective teaching.

Foxborough's Core Courses are:

- The Impact of Trauma on Learning (Lesley University)
- Differentiated Instruction (Teachers<sup>21</sup>)
- Responsive Classroom Core Course
- Technology Integration
- Sheltered English Immersion courses to improve classroom instruction for limited English proficient students

### **Just-In-Time Workshops**

The Just-In-Time Workshops are "one time" training sessions. These workshops can occur before, during or after school, depending on the preference of the teacher(s) involved. These training sessions are traditionally designed for the staff of a particular building, and are initiated by requests from the teachers and/or administration. There is no specific timetable for these workshops as they are based on staff needs.

### **Regional Offerings**

Occasionally, professional development opportunities may be planned for particular faculty groups through regional professional affiliations. Examples of this are shared south shore workshops offered on election day in November which are jointly planned by the south shore Lighthouse Assistant Superintendent's group or LSDO.

# **Other Professional Development Opportunities**

## **Curriculum Development**

Curriculum development involves the review, revision, and rewriting of district-wide curriculum and units of instruction. Proposals for district-wide curriculum revision are generated by curriculum directors, department heads, and the assistant superintendent. Proposals may also be developed by classroom teachers and submitted to the building principals. Preference will be given to curriculum areas undergoing extensive review or revision through the Massachusetts Curriculum Frameworks, or to areas identified as having district-wide priority.

While most curriculum development work occurs during the summer months, some curriculum revision may also occur as needed throughout the school year.

## **Curriculum Review Teams**

The Foxborough Public Schools supports K-12 curriculum teams whose charge is to analyze the district's curricula (English Language Arts, Mathematics, Science, Social Studies, Technology, World Languages, Health/Wellness, Fine Arts, Business/Technical Education). These teams are responsible for comparing the current K-12 curricula under review with the corresponding Massachusetts Curriculum Frameworks learning standards. The teams collect and analyze data specific to instructional and assessment practices, content coverage, materials and resource needs, and professional development needs. A summary report, including K-12 recommendations, is required of each team. The assistant superintendent will initiate the need for a curriculum review based on the district's cycle approved by the School Committee.

## **Mentoring Program**

The Foxborough School System supports the continued improvement of teachers new to the district through its Mentoring Program. The purpose of the Mentoring Program is to link the novice with the veteran teacher upon whom he/she can rely on for assistance and guidance. During this mentoring period, ongoing collaboration will facilitate the growth of the novice toward the highest levels of professional and personal growth during his/her first two years of teaching in Foxborough.

Mentoring programs have been shown to help solve or reduce problems faced by new teachers. In addition, mentoring programs help retain promising teachers. According to TEACHERS <sup>21</sup>, a mentoring program should focus on the following:

- Curriculum
- Teaching effectiveness
- Classroom climate
- Identification of school problems
- Student behavior and discipline
- Meeting the needs of all students
- Parent/teacher relationships
- Emotional and personal support

## Study Groups

The goal of professional development is to improve teaching and learning, and to encourage professional growth in teachers. Study groups recognize that real growth occurs over time. Self-directed professional study, teacher inquiry, and collaborative learning are wonderful ways to facilitate the sharing of ideas, professional dialogue, and reflection.

The following guidelines will help teachers form and plan study groups:

1. Duration: year-long
2. Contact hours: at least sixteen (two hours per month for at least eight months)
3. Number of participants: six - fifteen
4. Model: selected from the following options:
  - **Discussion Group** (using sources as catalysts for discussion around a selected topic)
  - **Curriculum Experimentation** (select topic or unit of study; implement new design, unit, instructional model or methodology; collect data regarding its effectiveness; write summary report and recommendations)
  - **Lesson Study** (following the EDC guidelines, teachers create lessons, observe students, and discussion alternatives. These sessions should be facilitated by a trained facilitator)
  - **Looking at Student Work** (examining and discussing student work as a method of improving instruction, using the Annenberg *Critical Friends* model or other formal protocol; guidelines will be provided by the Professional Development Team)
  - **Case Studies** (an inquiry that studies an individual student or small group of students over time.)
  - **Practitioner Inquiry** (investigating research and best practice based on a specific topic or question)
5. Roles: study group roles, including facilitator, will be shared and rotated among group members
6. Outcomes: will vary depending on the model and topic selected
7. Documentation: Each teacher study group will submit:
  - an initial proposal detailing the topic, model, and tentative calendar
  - a list of participants and attendance records
  - agendas
  - minutes of meetings
  - individual assignments (logs or reflective journals)
  - group work product (summary report, recommendations, or other final product appropriate to the topic)

Teachers will form their own groups depending on topic of interest and mutual benefit.

Study group proposals should be submitted for approval to the building principal and then to Alison Mello, Assistant Superintendent, by the end of September. Please use the **Study Group Proposal Form** included in this packet. The Professional Development Team will then disseminate to all staff a summary of the approved study groups for that school year, so that teachers have the opportunity to join a study group of interest. PDPs will be awarded for participation.

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# **Professional Development Forms**

**FOXBOROUGH PUBLIC SCHOOLS**  
**Professional Development**  
**Independent Proposal**

**Session Title:** \_\_\_\_\_

**Session Time:**

**Strand:** Check below

AM (8:30-11:00)

A: Assessment

CI: Curriculum & Instruction

PM (12:00-2:30)

L: Legal Issues/Regulations

SA: Issues that Impact Student Achievement

All Day (8:30-2:30)

SE: Special Education

T: Technology

**Session Location:** \_\_\_\_\_

**Participants:**

_____	_____
_____	_____
_____	_____
_____	_____

**Session Description (include discipline, strand, and learning standards):**

Describe what you intend to accomplish in this workshop session. Specify the discipline, strand, and learning standard or standard(s) that your work supports, if applicable. Each participant, either individually or in collaboration with team members, must submit a completed follow-up form to his/her building principal who will be responsible for crediting PDPs.

If this proposal may be of interest to colleagues in other buildings, please make every effort to notify them of your plans and invite them to participate.

Submit this proposal to your building principal for approval at least one week before the scheduled Professional Development Day.

\_\_\_\_\_  
Principal's signature

\_\_\_\_\_  
Date

.....  
Are any of the above participants required to attend a mandatory workshop on the date in question?      Yes       No

**FOXBOROUGH PUBLIC SCHOOLS**  
**Professional Development**  
**Independent Proposal Follow-up Form**

**Professional Development Day:** \_\_\_\_\_  
Date

**Session Title:** \_\_\_\_\_

**Session Time:** \_\_\_\_\_ **PDPs requested:** \_\_\_\_\_

AM (8:30-11:00)

PM (12:00-2:30)

All Day (8:30-2:30)

**Session Location:** \_\_\_\_\_

**Participants:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please describe what you accomplished:**

Please submit your work product and this form to your building principal within one week after the date requested.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**FOXBOROUGH PUBLIC SCHOOLS**  
**Professional Development – Date: \_\_\_\_\_**  
**Workshop Evaluation**

Please fill out this form and return it to the facilitator. Once it has been completed, the facilitator will present you with your certificate of attendance.

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
*(Optional)*

Workshop Title: \_\_\_\_\_ Session: AM or PM *(please circle)*

**Please circle the response that most closely represents your assessment of today’s session.**

	Poor	Below Average	Average	Above Average	Outstanding
The presenter was clear, organized and effectively addressed the topic.	1	2	3	4	5
The content of this session was useful to me in terms of my teaching and curriculum development.	1	2	3	4	5
This session provided new information relevant to my position.	1	2	3	4	5
Overall rating of this session	1	2	3	4	5

The amount of time allotted today for this professional development topic was:

\_\_\_\_\_ appropriate                      \_\_\_\_\_ too short                      \_\_\_\_\_ too long

Please state your reason(s) for any comments of a score of 1 or 2:

Comments/suggestions for the presenter:

**Please return this form to collect your Certificate of Attendance for PDPs**

**FOXBOROUGH PUBLIC SCHOOLS**  
**Professional Development ~ Study Group Proposal Form**

Topic of Study Group: \_\_\_\_\_

What do you hope to accomplish?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Model selected (check one):

_____	Discussion Group	_____	Lesson Study
_____	Curriculum Experimentation	_____	Case Studies
_____	Looking at Student Work	_____	Practitioner Inquiry

Participants: (list by name or describe intended audience)

\_\_\_\_\_  
\_\_\_\_\_

Proposed meeting schedule (dates, times, location):

\_\_\_\_\_  
\_\_\_\_\_

Proposed final group product: \_\_\_\_\_

Please submit this proposal to your building principal for approval. Be sure to keep a copy for your records. All proposals will be reviewed for final approval by the Assistant Superintendent. A list of all proposals will be distributed to the staff shortly thereafter. *Thank You.*

\_\_\_\_\_  
Principal / Directors' Signature

\_\_\_\_\_  
Date

Approved for : \_\_\_\_\_

\_\_\_\_\_  
Assistant Superintendent's Signature

\_\_\_\_\_  
Date

COURSE APPROVAL AND REIMBURSEMENT REQUEST

Name \_\_\_\_\_ School \_\_\_\_\_

Home Address \_\_\_\_\_ Position \_\_\_\_\_

Title of Course \_\_\_\_\_

(Attach course description)

Degree Program \_\_\_\_\_ Type of course (Face-to-face/online/hybrid): \_\_\_\_\_

Accredited Institution \_\_\_\_\_ Beginning/End Dates of Course \_\_\_\_\_

Relationship to System/Individual Professional Objectives \_\_\_\_\_

# College Credit Hours \_\_\_\_\_ # Inservice Credit Hours \_\_\_\_\_
Current # of College Credit Hours \_\_\_\_\_ Current # of Inservice Credit Hours \_\_\_\_\_

Current Position on Salary Schedule \_\_\_\_\_

What step in the salary column will you advance to upon completion of this course (if applicable)? \_\_\_\_\_

Request Reimbursement \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Estimated Cost of Course \_\_\_\_\_

Principal's Approval/Disapproval\* \_\_\_\_\_ Date \_\_\_\_\_

Superintendent's Approval/Disapproval\* \_\_\_\_\_ Date \_\_\_\_\_

\*Remarks

INSTRUCTIONS:

Course approval and reimbursement requests must be approved PRIOR to starting a course. This signed (by principal) request must be accompanied by a course description. Please remember teachers are entitled to \$350.00 reimbursement per course or 100% of tuition and fees if the total is less than \$350.00 and instructional assistants are entitled to \$1500.00 reimbursement per course or 100% of tuition and fees if the total is less than \$1500.00 as outlined in each collective bargaining agreement. Finally, you must provide the Personnel Office with evidence of satisfactory completion of the course for final salary/credit approval, as well as proof of payment for reimbursement.

\*\*\*\*\*

Central Office Use Only

Evidence of course or degree completion submitted on \_\_\_\_\_ □

Date

Proof of payment □

WORKSHOP/CONFERENCE APPROVAL REQUEST

Name \_\_\_\_\_ School \_\_\_\_\_

Name of Conference: \_\_\_\_\_

Location: \_\_\_\_\_

Date(s) of PD: \_\_\_\_\_ Total Cost: \_\_\_\_\_

Will this request interfere with your appointed work assignment? \*Yes \_\_\_\_\_ No \_\_\_\_\_
(\*If Yes, then you must document the PD in ReadySub and indicate if you need a sub or not)

Table with 3 columns: Priority Type, Yes, No. Rows include System Priority, Building Priority, and Individual Priority.

If this request is approved what account is to be charged: Building \_\_\_\_\_ Other \_\_\_\_\_

Approved/Disapproved Building Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Approved/Disapproved Superintendent/Designee Signature \_\_\_\_\_ Date: \_\_\_\_\_

INSTRUCTIONS:

- 1. a) This signed (by principal) form must be accompanied by all information required for registering (workshop/conference details and documentation of who to pay the registration fee to). Please note your preference to self-register below and we will email you the PO to upload. If reservations have been made before filing this form, please indicate so there will be no duplications.
b) In the event that you are requesting expenses to be reimbursed (i.e., meals, hotel, if applicable) we will need a signed reimbursement form with anticipated expenses prior to the conference. No mileage will be paid.
2. If your request is approved, your registration and purchase order will be processed from the central office. \*\* If you choose to self-register then please note below and we will email you the PO to upload. You must have the PO or Req. number prior to registering to ensure the registration fee is encumbered.
3. No staff member may attend a workshop/conference without approval by the Superintendent. If you have not received registration confirmation within a week, please call Debbie Marcelonis at 508-543-1675 to check on the status of your request.

ATTACHED: Vendor information for Purchase Order [ ] Central Office will enter Requisition (# \_\_\_\_\_)
Registration form or link information [ ] OR Email me the PO to \*\*self-register [ ]
Expense Reimbursement form (if applicable) [ ]



## PROFESSIONAL DEVELOPMENT TEAM MEMBERS

Alison Mello	Assistant Superintendent/Chair
Cory Mikolazyk	Special Education
Timothy Frazier	Ahern Middle School
Kate Campbell	Igo Elementary School
Michael Stanton	Taylor Elementary School
Michele McCarthy	Burrell Elementary School
Andy Servideo	Foxborough High School
Karen MacKinnon	K-8 English Language Arts
Noelle Hendrixson	K-8 Math/Science
Dan Ambrosio	Technology Integration Specialist
Darlene Reed	Technology Integration Specialist
TBA	Technology Integration Specialist
Dianna Parr	Burrell Elementary/Preschool
Breda Annis	Ahern Middle School
Wendy Fay	Educational Assistant Representative
Pamela Anderson	Foxborough High School
Jaclyn McCann	Ahern Middle School
Dawn Sherlock	Burrell Elementary School
Caroline Theodoss	Igo Elementary School
Teresa Culverhouse	Taylor Elementary School
Alyssa Mocharnuk	Foxborough High School