

TEWKSBURY SCHOOL COMMITTEE AGENDA



TEWKSBURY PUBLIC SCHOOLS
CHRISTOPHER J. MALONE
SUPERINTENDENT OF SCHOOLS

Wednesday, January 11, 2017

Regular Meeting #10 - 6:30 PM • Executive Session #8

6:30 p.m. - Non-Public Session

7:00 p.m. - Public Session

Tewksbury Memorial High School Library (2nd Floor)
320 Pleasant Street, Tewksbury, Massachusetts

A. CALL TO ORDER

B. EXECUTIVE SESSION - Non-Public Session

Move to convene an Executive Session to continue strategy with respect to contract bargaining litigation. The School Committee will reconvene in Open Session following the Executive Session.

C. ANNOUNCEMENT

The January 11, 2017 School Committee meeting will be televised and recorded. Under the Open Meeting Law, the public is permitted to make an audio or video recording of an open session at a public meeting. At this time I would ask if anyone is recording tonight's meeting to please identify himself/herself.

D. PLEDGE OF ALLEGIANCE

E. RECOGNITION

Boston Globe All-Scholastics Fall 2016

Ryan Morris - Football

Emily Sessa - Girls' Cross-Country

F. STUDENT REPRESENTATIVE REPORT

Kelsey Dunn, Student Council Representative to the School Committee

F. PRESENTATIONS

Full-day Kindergarten Update - Principal Gerrish, Dewing Elementary School & Principal Wettstone, Heath Brook School

G. CITIZEN'S FORUM (*Citizens are asked to limit comments related to items on the agenda to five (5) minutes or ten (10) if spokesperson is representing a group concern.*)

H. APPROVAL OF MINUTES

1. December 14, 2016 Regular Meeting Minutes (File)

I. SUBMISSION AND PAYMENT OF BILL

1. Payroll Period Ending December 15, 2016 (\$1,233,194.58) (File)
2. Payroll Period Ending December 29, 2016 (\$1,246,844.99) (File)

J. SUPERINTENDENT & STAFF REPORT

K. CONSENT AGENDA (*itemized on page 3*)

L. COMMITTEE REPORTS

Elementary School Building Committee
Tewksbury Education Foundation
Wellness Advisory Committee

M. POLICY CHANGES, PROPOSALS, and ADOPTION

Policy Recommended for Revision to TPS Policy or Adopt MASC Policy - First Reading
IKF, Graduation Requirements (File)

N. OLD BUSINESS

1. MSBA Update
2. Mobile Device Initiative (MDI) Update
2. Next-Generation MCAS Update (File)
4. PSAT Summary Report (File)

O. NEW BUSINESS

None

P. SCHOOL COMMITTEE MATTERS OF INTEREST

Q. FUTURE SCHOOL COMMITTEE & FUTURE SUB-COMMITTEE MEETING DATES

January 25, 2017 (6:30 Budget Workshop/7:30 Regular Mtg); February 15, 2017 (6:30 Public Budget Hearing/7:00 Regular Mtg)

R. FUTURE AGENDA ITEMS

S. ADJOURNMENT

TEWKSBURY SCHOOL COMMITTEE CONSENT AGENDA

Superintendent of Schools
Christopher J. Malone
cmalone@tewksbury.k12.ma.us

TEWKSBURY SCHOOL COMMITTEE
Kristen M. Polimeno, Chairperson, kpolimeno@tewksbury.k12.ma.us
Dennis G. Francis, Vice-Chairman, dfrancis@tewksbury.k12.ma.us
Arthy S. Bennett, Clerk, abennett@tewksbury.k12.ma.us
James A. Cutellis, Member, jcutellis@tewksbury.k12.ma.us + Brian H. Dick, Member, bdick@tewksbury.k12.ma.us

J. CONSENT AGENDA

1. Correspondence

- a. Valley Collaborative Board of Directors - General Session Meeting Minutes: October 20, 2016; November 17, 2016 (File)
- b. Valley Collaborative Board of Directors Newsletter (File)
- c. Early College Programming (State House News Service) (File)

2. Enrollment Update

None

3. Monthly Expenditure Report

None

4. Personnel Items

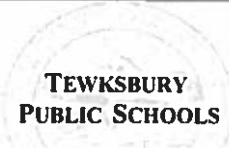
New Hires: Paul Decker (\$39,978+\$6,000 stipend, *prorated*), Groundskeeper/Maintenance, Tewksbury Public Schools district-wide, effective January 3, 2017

Appendix B Coach Position: Marcus Jones (\$3,498), JV Boys Basketball Coach, Tewksbury Memorial High School, effective December 5, 2016 for the 16-17 SY season; Victoria Kendall (\$27,279 *prorated*), Athletic Trainer, Tewksbury Memorial High School, effective January 3, 2017

Retirements/Resignations/Terminations: None

- 5. **Acceptance of Donation/Gift:** Donation of an HP Pavilion Entertainment Notebook (Laptop), from Terry Gerrish to the Tewksbury Public Schools, for use by the staff at the Loella F. Dewing School; Annual contribution donation of \$50.00 from Lueders Environmental, Inc. to the Tewksbury Public Schools.
- 6. **Fundraiser/Raffle:** Wynn Middle School Student Council: Student vs Teacher Basketball Game, January 19, 2017, food and raffle fundraising event to support Lucy's Love Bus.

Executive Session

 <p>TEWKSBURY PUBLIC SCHOOLS JOHN E. O'CONNOR, Ed.D. SUPERINTENDENT OF SCHOOLS</p>	<p>TEWKSBURY SCHOOL COMMITTEE AGENDA</p> <p>Meeting Type/Time: Executive Session #8 – Non-Public Session at 6:30 p.m.</p> <p>Meeting Date: Wednesday, January 11, 2017</p> <p>Meeting Location: Tewksbury Memorial High School, Guidance Conference Room 320 Pleasant Street, Tewksbury, MA 01876</p>
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A. CALL TO ORDER

B. EXECUTIVE SESSION

1. To continue strategy with respect to collective bargaining litigation. The School Committee will reconvene in Open Session.

C. ADJOURNMENT

Recognition and/or Presentations

January 11, 2017 School Committee Meeting

RECOGNITIONS

Boston Globe All-Scholastic

Ryan Morris – Named Boston Globe All-Scholastic in Football

Emma Sessa – Named Boston Globe All-Scholastic in Girls' Cross Country

PRESENTATIONS

Full-day Kindergarten Update

Principal Terry Gerrish, Dewing Elementary School

Principal Felicia Wettstone, Heath Brook School

Minutes

Payroll

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date 12/15/2016

I move the School Department Payroll for the period ending
to be approved and certified in the amounts and categories as shown for
a total amount of **\$1,233,194.58**

GRANTS

\$23,661.75	2015-2016	Special Ed 240 Grant
	2016-2017	Collaborative Partnerships
\$11,338.03	2016-2017	Title I Grant
	2016-2017	Title II Grant
	2016-2017	Special Ed Improvement
	2016-2017	After School Out of School Time
\$496.62	2016-2017	Academic Support
	2016-2017	Literacy Partnerships
\$1,043.95	2016-2017	Early Childhood
	2016-2017	Early Childhood Improvement

REVOLVING ACCOUNTS

\$29,276.40	2016-2017	Ext Day Program
\$2,853.00	2016-2017	Adult Education Program
	2016-2017	New Start
\$22,676.31	2016-2017	Lunch Program
	2016-2017	TMHS Clubs
	2016-2017	Athletic Revolving
	2016-2017	Circuit Breaker
\$310.48	2016-2017	Hanover Funds
\$7,055.92	2016-2017	Recreation
\$363.42	2016-2017	Facilities
\$404.12	2016-2017	Parking Fees
\$3,053.69	2016-2017	Preschool
\$795.00	2016-2017	Ryan Clubs
\$3,180.00	2016-2017	Wynn Clubs
\$106,508.69		SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,126,685.89	2016-2017	School Department Account
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\$1,126,685.89 SUB TOTAL - LEA FUNDS

\$1,233,194.58 TOTAL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date 12/29/2016

I move the School Department Payroll for the period ending
to be approved and certified in the amounts and categories as shown for
a total amount of **\$1,246,844.99**

GRANTS

\$23,982.86	2016-2017	Special Ed 240 Grant
	2016-2017	Collaborative Partnerships
\$8,934.15	2015-2016	Title I Grant
\$64.08	2016-2017	Title II Grant
	2016-2017	Special Ed Improvement
	2016-2017	After School Out of School Time
\$240.30	2016-2017	Academic Support
	2016-2017	Literacy Partnerships
\$1,043.95	2016-2017	Early Childhood
	2016-2017	Early Childhood Improvement

REVOLVING ACCOUNTS

\$37,647.63	2016-2017	Ext Day Program
\$3,001.33	2016-2017	Adult Education Program
\$600.00	2016-2017	New Start
\$22,114.49	2016-2017	Lunch Program
	2016-2017	TMHS Clubs
	2016-2017	Athletic Revolving
	2016-2017	Circuit Breaker
\$124.02	2016-2017	Hanover Funds
\$3,274.49	2016-2017	Recreation
\$3,024.38	2016-2017	Facilities
\$404.12	2016-2017	Parking Fees
\$3,053.69	2016-2017	Preschool
	2016-2017	Ryan Clubs
\$160.20	2016-2017	Wynn Clubs
\$107,669.69		SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,139,175.30 2016-2017 School Department Account

\$1,139,175.30 SUB TOTAL - LEA FUNDS

\$1,246,844.99 TOTAL

Superintendent/ Staff /School Committee Reports

Consent Agenda

**Valley Collaborative Board of Directors
General Session Meeting Minutes
October 20, 2016
8:46 a.m. – 9:56 a.m.
40 Linnell Circle, Billerica, MA**

Board Members Present: Mr. Timothy Piwowar, Dr. Kristan Rodriguez, Mr. Christopher Malone, Mr. Everett Olsen, Ms. Joan Landers, Dr. Jay Lang, Ms. Denise Pigeon, Mr. Michael Flanagan, Mr. Steven Stone, (arrived 9:14 a.m.)

Board Members Absent: None

Collaborative Representatives Present: Dr. Chris Scott, Executive Director; Ms. Joia Mercurio, Assistant Executive Director; Mr. Sean Glavin, Director of Facilities and Operations; Members of the Collaborative Senior Leadership Team

Also Present: Mr. Thomas Lent, Marathas Barrow Weatherhead Lent LLP

Call to Order: Mr. Timothy Piwowar, Chairman, convened the Collaborative Board Meeting at 8:46 a.m.

Mr. Timothy Piwowar and Dr. Chris A. Scott welcomed the Board Members, Collaborative personnel and guests in attendance.

The Board welcomed Michael Flanagan as a new Board Member representing the Tyngsborough Public Schools.

Mr. Timothy Piwowar and Dr. Chris A. Scott requested that the Board consider its agenda items, and its review of the materials within the Board Binders, out of sequence as a courtesy to individuals in attendance. The Board agreed.

Approval of Minutes

Mr. Timothy Piwowar asked for a motion relating to the September 15, 2016 meeting minutes.

On a motion made by Mr. Everett Olsen and seconded by Dr. Kristan Rodriguez, a quorum of voters being present, it was voted:

**VOTED: To approve the General Session Meeting Minutes for the Board of
Directors meeting dated September 15, 2016**

The vote was 4-0-4. Mr. Timothy Piwowar, Dr. Kristan Rodriguez, Mr. Everett Olsen and Mr. Christopher Malone voted yes. Ms. Joan Landers, Ms. Denise Pigeon, Mr. Michael Flanagan and Dr. Jay Lang abstained.

On a motion made by Mr. Everett Olsen and seconded by Dr. Kristan Rodriguez, a quorum of voters being present, it was voted:

VOTED: To approve the contents of the Executive Session Meeting Minutes for the Board of Directors meeting dated September 15, 2016, but not yet approve for release.

The vote was 4-0-4. Mr. Timothy Piwowar, Dr. Kristan Rodriguez, Mr. Everett Olsen and Mr. Christopher Malone voted yes. Ms. Joan Landers, Ms. Denise Pigeon, Mr. Michael Flanagan and Dr. Jay Lang abstained.

Students, Adult and Staff of the Month

Dr. Chris Scott and Members of the Collaborative Senior Leadership Team separately introduced the Students, Adult and Staff of the Month. The Board recognized these individuals.

Financial Update

Fiscal Year 2017 Quarterly Report

Dr. Chris Scott provided the Board with an update regarding the financial trending data for Fiscal Year 2017. Dr. Scott characterized the Collaborative's financial position as very strong with the revenues increased as compared to last year, and expenses weighted since the beginning of the School Year. She also stated that she does not anticipate an increase in either tuitions or fees for the Fiscal Year 2018 given the current financial position of the Collaborative. She directed the Board to the financial information contained within the Board Binders. There was no further discussion.

Communications

Dr. Scott directed the Board to the communications within the Board Binder. She and the Board reviewed. There was no further discussion.

[Mr. Steven Stone arrived at 9:14 a.m.]

Executive Session: To discuss the purchase and value of real property

Mr. Timothy Piwowar requested a motion to enter into executive session to discuss the purchase and value of property. Mr. Piwowar stated for the record that having the discussion in an open session may be detrimental to the Collaborative's negotiating position. Mr. Piwowar also stated that the Board would reconvene in open session at the end of this executive session only to adjourn. He asked for a motion and a roll call vote of the Board to enter into executive session.

On a motion duly made by Dr. Jay Lang and seconded by Mr. Steven Stone, a quorum of voters being present, it was voted by roll call vote:

VOTED: That the Board enter into executive session to discuss the purchase and value of real property.

The Roll Call Vote was 9-0. Mr. Timothy Piwovar, Dr. Kristan Rodriguez, Mr. Christopher Malone, Mr. Everett Olsen, Ms. Joan Landers, Dr. Jay Lang, Ms. Denise Pigeon, Mr. Michael Flanagan, and Mr. Steven Stone voted yes.

The Board entered Executive Session at 9:20 a.m.

The Board returned to General Session at 9:56 a.m.

On a motion made by Mr. Steven Stone and seconded by Ms. Joan Landers, a quorum of voters being present, it was voted:

VOTED: To adjourn the Board meeting.

The Vote was 8-0. Mr. Timothy Piwovar, Dr. Kristan Rodriguez, Mr. Christopher Malone, Ms. Joan Landers, Dr. Jay Lang, Ms. Denise Pigeon, Mr. Michael Flanagan, and Mr. Steven Stone voted yes. Mr. Everett Olsen left the meeting during executive session.

Mr. Timothy Piwovar adjourned the Collaborative Board Meeting at 9:56 a.m.

LIST OF DOCUMENTS USED, DISTRIBUTED AND REVIEWED AT THIS MEETING:

- School Year 2016-2017 Board Binder for October 20, 2016 Meeting

Respectfully Submitted,

Mr. Timothy Piwovar, Chairman

Dated: _____

**Valley Collaborative Board of Directors
General Session Meeting Minutes
November 17, 2016
8:20 a.m. – 9:32 a.m.
40 Linnell Circle, Billerica, MA**

Board Members Present: Mr. Timothy Piwowar, Dr. Kristan Rodriguez, Mr. Christopher Malone, Mr. Everett Olsen, Mr. Michael Flanagan, Dr. Jay Lang (remotely), Ms. Joan Landers (arrived 8:36 a.m.)

Board Members Absent: Mr. Steven Stone, Ms. Denise Pigeon

Collaborative Representatives Present: Dr. Chris Scott, Executive Director; Ms. Joia Mercurio, Assistant Executive Director; Mr. Sean Glavin, Director of Facilities and Operations; Ms. Heidi Kriger, Treasurer; Members of the Collaborative Senior Leadership Team

Also Present: Mr. Thomas Lent, Marathas Barrow Weatherhead Lent LLP, Stephen DeGuglielmo and Daniel Schaffner, Fritz & DeGuglielmo, LLC

Call to Order: Mr. Timothy Piwowar, Chairman, convened the Collaborative Board Meeting at 8:20 a.m.

Mr. Timothy Piwowar and Dr. Chris A. Scott welcomed the Board Members, Collaborative personnel and guests in attendance.

Mr. Piwowar recognized Dr. Jay Lang as being present at the Board meeting. Mr. Piwowar announced for the record that Dr. Lang would be participating remotely because his geographic location made his physical presence at the meeting impossible. Mr. Piwowar requested that the meeting minutes reflect this information.

Approval of Minutes

Mr. Timothy Piwowar asked for a motion relating to the October 20, 2016 meeting minutes.

On a motion made by Mr. Everett Olsen and seconded by Mr. Michael Flanagan, a quorum of voters being present, it was voted by roll call vote:

VOTED: To approve the General Session Meeting Minutes for the Board of Directors meeting dated October 20, 2016

The roll call vote was 5-0-1. Mr. Timothy Piwowar, Dr. Kristan Rodriguez, Mr. Everett Olsen, Mr. Christopher Malone and Mr. Michael Flanagan voted yes. Dr. Jay Lang abstained.

On a motion made by Mr. Everett Olsen and seconded by Dr. Kristan Rodriguez, a quorum of voters being present, it was voted by roll vote:

VOTED: To approve the contents of the Executive Session Meeting Minutes for the Board of Directors meeting dated October 20, 2016, but not yet approve for release.

The roll call vote was 5-0-1. Mr. Timothy Piwowar, Dr. Kristan Rodriguez, Mr. Everett Olsen, Mr. Christopher Malone and Mr. Michael Flanagan voted yes. Dr. Jay Lang abstained

Fiscal Year 2016 Audit

Dr. Scott introduced Stephen DeGuglielmo and Daniel Schaffner from Fritz & DeGuglielmo, LLC, the Collaborative's independent certified auditors. Mr. Schaffner summarized and provided a general presentation of the audited financial statements of the Collaborative for the year ended June 30, 2016. Mr. DeGuglielmo indicated that the audit went very well noting no findings of weakness or noncompliance. He stated that he continues to be impressed with the tremendous progress made by the Collaborative.

[Ms. Joan Landers arrived at 8:36 a.m.]

Mr. Schaffner reviewed the financial statements with the Board, including the status of prior year recommendations, the management letter, trend analysis, changes in revenues and expenses, and the notes to the financial statements. He indicated that the Collaborative was within guidelines set forth by Chapter 40, Section 4E and its regulations, as well as compliance with regulations promulgated by the Massachusetts Operational Services Division that relate to the MRC and DDS programs at the Collaborative.

Mr. DeGuglielmo and Mr. Schaffner reviewed with the Board the Uniform Financial Statement, which would be filed with the Massachusetts Operational Services Division. Mr. DeGuglielmo indicated that the Collaborative offers programs which are subject to OSD review, noting that the applicable programs showed acceptable financial ranges for fiscal year ending June 30, 2016. Mr. Schaffner and Mr. DeGuglielmo reviewed the requirements of the new regulations promulgated relating to the OSD reporting requirements as well as the related regulations applicable to DESE reporting requirements.

Mr. Schaffner reviewed with the Board the Collaborative's surplus net position, and reviewed the calculations for the Collaborative's audited expenses. He noted that as of June 30, 2016, the Collaborative's cumulative surplus was \$4,270,524, which did not exceed the amount permitted by collaborative regulations or the Article of Agreement.

Dr. Scott wished to recognize publicly the efforts made by Collaborative staff and finance team. Mr. Piwowar and the Board thanked Messrs. DeGuglielmo and Schaffner, Dr. Scott and the others involved for their significant efforts. The Board in general echoed its appreciation for all the efforts to continue to demonstrate fiscal responsibility and the progress made over the last few years. There was no further discussion.

On a motion made by Mr. Everett Olsen and seconded by Mr. Michael Flanagan, a quorum of voters being present, it was voted by roll call vote:

VOTED: That the Board of Directors approves and accepts the Uniform Financial Statements and Independent Auditor's Report for Fiscal Year 2016 and the Financial Statements for Fiscal Year ending 2016 as presented, including the representations of management and the expression of opinions made by Fritz DeGuglielmo within the Financial Statements, Schedules and Independent Auditor's Report.

The roll call vote was 6-0-1. Yes: Timothy Piwowar, Ms. Joan Landers, Mr. Everett Olsen, Mr. Michael Flanagan, Mr. Christopher Malone, Dr. Kristan Rodriguez. Dr. Jay Lang abstained.

On a motion made by Mr. Joan Landers and seconded by Mr. Everett Olsen, a quorum of voters being present, it was voted by roll call vote:

VOTED: That the Board of Directors authorizes Timothy Piwowar, Chairman, and Dr. Chris Scott, Executive Director, to execute necessary signatures and file the UFR and related documentation with the Massachusetts Operational Services Division and to take any other necessary action with respect to the UFR and related documentation on behalf of the Collaborative.

The roll call vote was 7-0. Yes: Timothy Piwowar, Ms. Joan Landers, Mr. Everett Olsen, Mr. Michael Flanagan, Mr. Christopher Malone, Dr. Kristan Rodriguez, Dr. Jay Lang.

On a motion made by Mr. Everett Olsen and seconded by Mr. Michael Flanagan, a quorum of voters being present, it was voted by roll call vote:

VOTED: That the Board of Directors, having reviewed the Financial Statements and Independent Auditor's Report for Fiscal Year 2016, agrees that the dollar amount of cumulative surplus funds totals \$4,270,524.

The roll call vote was 6-0-1. Yes: Timothy Piwowar, Ms. Joan Landers, Mr. Everett Olsen, Mr. Michael Flanagan, Mr. Christopher Malone, Dr. Kristan Rodriguez. Dr. Jay Lang abstained.

[Jay Lang left the meeting at 8:56 a.m.]

Treasurer's Report

Ms. Heidi Kriger, the Collaborative Treasurer, provided the Board with her report. Ms. Kriger provided a verbal summary of her report, including available balances, transfers, withdrawals, interest income and ending balances. She also provided a verbal summary of her report relating to the OPEB Trust. She indicated that she planned to revise the format by which

she would provide her written summaries moving forward based on the presentation made by the auditors, noting that she appreciated the manner in which the OPEB Trust was isolated in the report. Written summary reports were contained within the Board Binders. There was no further discussion.

Proposed Budget and Tuition Rates for Fiscal Year 2018

Dr. Scott directed the Board to the proposed budget summary sheets and proposed tuition rate materials for fiscal year 2018. Dr. Scott summarized the Fiscal Year 2018 budget drivers and the basis for the projections for Fiscal Year 2018. Dr. Scott explained that the Fiscal Year 2018 Budget proposed to the Board is based on conservative revenue and expense figures, while providing comparative figures from recent years. Dr. Scott and the Board reviewed the Budget materials contained within the Board Binders.

Dr. Scott summarized the methodology used to propose the tuition rates for member and non-member districts for fiscal year 2017 (included within the proposed budget materials). She also reviewed the enrollment projections. Dr. Scott indicated based on the current forecasts she again was not recommending an increase in tuition rates. Dr. Scott and the Board also reviewed the requested COLA for staff and employees, and agreed to review additional materials for the meeting dated December 15, 2016.

Mr. Timothy Piwowar requested the Board members to review in further detail the proposed budget so that it could take steps to finalize the budget at the next scheduled Board meeting on December 15, 2016.

Massachusetts DESE Finance Audit Review

Dr. Scott informed the Board that the Collaborative was notified that the DESE had scheduled to complete its internal financial review of the Collaborative during the week of December 12, 2016. She believes that the Collaborative is the last collaborative to have such a review completed by DESE. In connection with that review, Dr. Scott provided the Board with the updated Finance Policies and Procedure Manual for its review and approval. She expressed her appreciation for the hard work of Sean Glavin relating to the preparation and completion of the manual. There was no further discussion.

On a motion made by Mr. Everett Olsen and seconded by Mr. Michael Flanagan, a quorum of voters being present, it was voted:

VOTED: That the Board of Directors approves the Finance Policies and Procedure Manual as presented.

The roll call vote was 6-0. Yes: Timothy Piwowar, Ms. Joan Landers, Mr. Everett Olsen, Mr. Michael Flanagan, Mr. Christopher Malone, Dr. Kristan Rodriguez.

Executive Session: To discuss the purchase and value of real property

Mr. Timothy Piwowar requested a motion to enter into executive session to discuss the purchase and value of property. Mr. Piwowar stated for the record that having the discussion in an open session may be detrimental to the Collaborative's negotiating position. Mr. Piwowar also stated that the Board would reconvene in open session at the end of this executive session only to adjourn. He asked for a motion and a roll call vote of the Board to enter into executive session.

On a motion duly made by Mr. Everett Olsen and seconded by Mr. Michael Flanagan, a quorum of voters being present, it was voted by roll call vote:

VOTED: That the Board enter into executive session to discuss the purchase and value of real property.

The roll call vote was 6-0. Yes: Mr. Timothy Piwowar, Dr. Kristan Rodriguez, Mr. Christopher Malone, Mr. Everett Olsen, Ms. Joan Landers, Mr. Michael Flanagan.

The Board entered Executive Session at 9:22 a.m.

The Board returned to General Session at 9:32 a.m.

On a motion made by Mr. Michael Flanagan and seconded by Mr. Christopher Malone, a quorum of voters being present, it was voted:

VOTED: To adjourn the Board meeting.

The vote was 6-0. Yes: Mr. Timothy Piwowar, Dr. Kristan Rodriguez, Mr. Christopher Malone, Ms. Joan Landers, Mr. Michael Flanagan, Mr. Everett Olsen.

Mr. Timothy Piwowar adjourned the Collaborative Board Meeting at 9:32 a.m.

LIST OF DOCUMENTS USED, DISTRIBUTED AND REVIEWED AT THIS MEETING:

- School Year 2016-2017 Board Binder for November 17, 2016 Meeting
- Valley Collaborative Comparative Budget Sheets for Fiscal Year 2017
- Valley Collaborative Summary of Financial Activity and Financial Statements for year ended June 30, 2016 prepared by Fritz DeGuglielmo LLC

Respectfully Submitted,

Mr. Timothy Piwowar, Chairman

Dated: _____



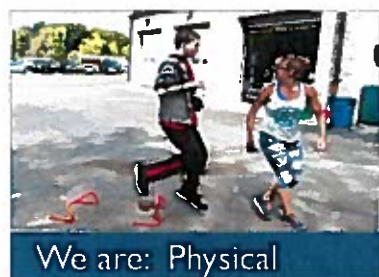
We are: Aiming High

■ Page 3: Valley Elementary School enrichments help students aim high and thrive.



We are: Growing

■ Page 4: Valley Middle School students are getting their hands dirty at Gaining Ground Farm in Concord, MA.



We are: Physical

■ Page 5: Site 3 introduces new after-school programming, including activities aimed at getting School and Life Skills Training students moving.

VALLEY COLLABORATIVE

Volume 5, Issue 1 News for the extended Valley Collaborative community Fall 2016

Celebrating Success Across the Region



FROM LEFT TO RIGHT:
KARI MORRIN, VALLEY
COLLABORATIVE DIRECTOR
OF STUDENT SERVICES; DR.
CHRIS A. SCOTT, VALLEY
COLLABORATIVE EXECUTIVE
DIRECTOR; JOIA MERCURIO,
VALLEY COLLABORATIVE
ASSISTANT EXECUTIVE
DIRECTOR; SEAN GLAVIN,
VALLEY COLLABORATIVE
DIRECTOR OF OPERATIONS
AND FACILITIES

It's hard to believe that the holidays are almost upon us. Valley has had a great start to the school year. Our educational offerings continue to be celebrated throughout the region for being of the highest quality and the most reasonably priced. Our enriched programmatic offerings include:

- Enhanced sensory regulation equipment at the elementary school
- Our new greenhouse located at the elementary school will serve as an outdoor classroom engaging our students in STEM activities with the newly developed science standards
- A robust experiential physical education program
- Community based learning opportunities
- Dual enrollment program with Middlesex Community College
- An afterschool recreational program
- State of the art technology to en-

gage students in the curriculum

- Numerous vocational partnerships with local businesses, corporations and the New England Laborers Training Academy (NELTA)

Open House at Valley's Elementary, Middle, Transitional High School, and the Adult Programs was very well attended. We thank everyone for coming and visiting our schools and getting to know our dedicated staff.

Valley was asked to participate in two workshops at the Massachusetts Association of School Superintendents (MASS)/Massachusetts Association of School Committee (MASC) Conference at the Cape. Our workshops included Planning for Success: DESE Multiyear Improvement/Annual Action Plan and the Massachusetts Organization of Educational Collaboratives (MOEC) Social/Emotional Learning: Educational Collaborative Initiatives.

»continued on next page

Celebrating Success

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This fall Valley's robust Leadership Mentorship program continues to develop leadership capacity at Valley. We have invited experienced leaders from around the state to discuss the challenges and rewards in their leadership roles. We held our first meeting on September 21st, with Ms. Christine McGrath, M.A.S.S. Director of Operations (retired Superintendent Tewksbury Public Schools), as our guest speaker. The session was very well attended with representation from over half of our member school districts. Ms. McGrath is a pioneer in the State, as she was one of the first women Superintendents who paved the way for many women. Those of us in the field respect her contribution.

On October 14th Valley held the second Leadership Mentorship Coffee Hour. Our second presenter was Dr. Mitchell Chester, Commissioner of Elementary and Secondary Education. The Commissioner generously shared his leadership path with us and some of his hard earned lessons. Commissioner Chester's visit to Valley lasted for over three hours, and he was most impressed

with the programming.

On October 26th Valley held the third Leadership Mentorship Program Coffee Hour. Dr. Mary A. Czajkowski, Ed.D., Superintendent of Lexington Public Schools, inspired us all with her leadership journey.

On November 9th Massachusetts State Auditor Suzanne Bump shared with us the challenges and responsibilities of her position as the State Auditor. State Auditor Bump told us about numerous accounts of her admirable stewardship. Valley



DR. MITCHELL CHESTER, COMMISSIONER OF ELEMENTARY AND SECONDARY EDUCATION, AND HIS CHIEF OF STAFF HELENE BETTENCOURT ON A VISIT TO VALLEY COLLABORATIVE. COMMISSIONER CHESTER WAS MOST IMPRESSED BY VALLEY'S PROGRAMMING.

Collaborative is honored that state leaders are so willing to support the leader mentorship Coffee Hour program.

Please don't hesitate to contact me with any concerns, questions or to share some good news. My door is always open. ■

Chris

Chris A. Scott, Ph.D.
Executive Director



VALLEY COLLABORATIVE'S ADULT SERVICES PROGRAM HOSTED ANOTHER SUCCESSFUL OPEN HOUSE THIS YEAR. PICTURED IS DAVID SILVA EXPLAINING WHAT HE DOES DURING HIS WORKDAY AT 3M TO HIS MOTHER MARY.

Elementary School Update

This summer we updated many spaces in and outside of our building with sensory regulation equipment, gross motor activities and hands-on curriculum materials. Students can now begin to extend and generalize already established "Zones of Regulation" curriculum to real life choices in



TESSA OUELLETTE IN THE CHILLVILLE ROOM.

the building. The new student spaces include an indoor gross motor playground and a calming sensory spa. Our greenhouse is "in" as well. This greenhouse will serve as an outdoor classroom engaging our students in STEM activities with the newly developed science standards. Additionally we are looking to create local relationships with farms for small animal care programs. We will be touring the new building spaces in the Fall open house. In addition to these physical improvements, we have invested in new enrichment curriculum for our students. Our social workers will be collaborating with our physical education teacher and nurse to improve our health program.

We have invested in some new curriculum to help students navigate difficult social and safety situations they may encounter.



JONATHAN COLPOYS IN THE ACTION ROOM.

We look forward to our continued growth and the positive effects these improvements will have on our students. ■



Max and Sam McNulty wrote a letter to their favorite author, Judy Schachner about how much they love her books. They composed the letter using their head switches and voice output devices. They even sent a picture to the author to show her just how much they love Skippyjon Jones!

Growing Food, Growing Community

A recent Thursday found eight sets of hands sifting through soil, rock, and roots in search of their treasure, brown potatoes. These hands belong to Valley Middle Schoolers and the setting is Gaining Ground Farm in Concord, MA. The work is not glamorous, but the students are not deterred. They know these potatoes will be sent to local food pantries where it will feed some of the roughly 700,000 U.S. adults and children struggling to put food on their tables. This sentiment is not lost on these volunteers, as one Middle School student explains, "People help us, so why shouldn't we help other people who are hungry."

Gaining Ground Farm is a non-profit hunger relief farm that has been growing organic produce for 20 years through the support of volunteers. Valley Middle School has been involved with the Farm for nearly half that time in an attempt to address the roughly 11% of U.S. families who struggle from hunger.

This collaboration allows students to engage in meaningful work, develop an understanding of where food comes from and how it grows, and an opportunity to give back to the community.

Whether they are planting beans in the rich soil, building the trellises for the tomatoes to thrive on, or harvesting potatoes for a warm autumn meal, students know their efforts will positively impact their communities. A sense of pride surrounds this knowledge. Middle School History Teacher, John Shea, explains, "When students return from a day at Gaining Ground, they want to share what they did. They enter the building after working outdoors all morning feeling a sense of pride and accomplishment. It's a game changer for many, including the staff." It's clear that Gaining Ground and Valley Collaborative are a perfect match and the only question left is, "When does Spring planting begin?" ■



MIDDLE SCHOOLERS HARVEST PRODUCE AT THE GAINING GROUND FARM IN CONCORD, MA.

An Exciting Year for the Transitional High School

Valley's Transitional Vocational High School is in the midst of an exciting year with several new components already in the works. Academically, an Independent Living class has been introduced for seniors transitioning into post-secondary life. In this class, topics include resume-writing, interview skills, public transportation, budgeting, and technology applications to aid students as they transition into young adults. MCAS prep courses have been added for upper-classmen that have not yet passed the assessments. Our vocational staff continues to secure meaningful partnerships with local employers so that our deserving students can experience internships in career fields of interest. We

are especially excited to continue our partnership with the New England Laborers' Union Training Academy for the third consecutive year. Students participated in a week-long Massachusetts Construction Career Program.

Incentive field trips are in full swing. Many students have already experienced the Basketball Hall of Fame, Patriots Hall of Fame, and the Topsfield Fair. Upcoming trips include horseback riding, New England Aquarium, Museum of Fine Arts, and Dickens' A Christmas Carol at the Northshore Music Theatre.

Our therapeutic model continues to evolve and improve. One of our classrooms has been transformed into the "Reset Room." Here, stu-

dents can remain on site but take a few minutes to process, destress and/or refocus in hopes of quickly returning to class. Our Extended Support Center now consists of ESC-1 and ESC-2. These different rooms allow for appropriate consequences depending on the severity of a behavior. We are already seeing a significant decrease in suspensions with this new structure in place.

Our school is involved in two unique initiatives to enhance civic awareness this fall. For the month of October, we have spearheaded a Breast Cancer Fundraiser with all auto detail customers getting their cars detailed for a 20 dollar fee. All proceeds will be donated to breast cancer research.

Independence Project Celebrates Success, One Year Anniversary

The goal of the Independence Project is to assist those attending Valley Collaborative who are in need of support through short term poverty alleviation. The hope is that this support will enable individuals to better engage in educational training and skill development. This support is intended to help individuals with disabilities become self-sufficient, productive members of their communities. The first recipients of the Independence Project were the Vaheys. Last year we received a tremendous response for the Independence Project from Valley employees who generously donated hundreds of dollars.

Valley also reached out to one of our corporate partners, Lantheus Medical Imaging, who has been a strong supporter of Valley Collaborative for many years. Lantheus,

represented by Peter Coe, Supervisor Facility GMP services, made a sizable donation to the Independence Project. These donations helped the Vaheys get on their feet.

Nearly a year has passed since our first successful Independence Project.

The Vaheys are doing great! Leo is currently in Valley's Today and Tomorrow program and his mother continues to work at Stop N Shop. Leo is thrilled to be back at Valley. His employment at Valley gives him a sense of pride and independence. He loves being with his friends and



co-workers, while he continues to build his vocational skills. The Independence Project allowed the Vaheys to have a fresh start and to take control of their lives. Thank you to everyone in the Valley Collaborative community who helped support the Independence Project! ■

Valley Collaborative's Annual Thanksgiving Dinner

On November 17th Valley held its Annual Thanksgiving Dinner. 410 Turkey Dinners were given out to staff, students and the public. Thank you to Joe Reilly for making this possible.

LEFT TO RIGHT: JOHN JASILEWICZ, ADULT SERVICES PROGRAM; JOSEPH REILLY, COMMUNITY CATERING MANAGER; WHITMAN MAMAYEK, SCHOOL AND VOCATIONAL STUDENT, TRANSITIONAL HIGH SCHOOL, SITE 3.



LEFT TO RIGHT: KARI MORRIN, DIRECTOR OF STUDENT SERVICES, VALLEY COLLABORATIVE; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; JOIA MERCURIO, ASSISTANT EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; JULIE FIELDING, PRINCIPAL, SITE 2, VALLEY TRANSITIONAL HIGH SCHOOL



Valley's Leadership Mentorship Program Presents Coffee Hour Lecture Series



DR. MARY A. CZAJKOWSKI, Ed.D. SUPERINTENDENT LEXINGTON PUBLIC SCHOOLS

FRONT ROW, LEFT TO RIGHT KAREN BLACKBURN, EXECUTIVE ASSISTANT, VALLEY COLLABORATIVE; JOIA MERCURIO, ASSISTANT EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; HEATHER VALCANAS, ADULT SERVICES MANAGER, VALLEY COLLABORATIVE; DR. MARY A. CZAJKOWSKI, Ed. D., SUPERINTENDENT LEXINGTON PUBLIC SCHOOLS; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; DR. MICHAEL FLANAGAN, SUPERINTENDENT, TYNGSBORO PUBLIC SCHOOLS; - 2ND ROW DENISE COOK, HUMAN RESOURCES AND BENEFITS ADMINISTRATOR, VALLEY COLLABORATIVE; GAIL DEGREORY, ASSISTANT BUSINESS MANAGER, VALLEY COLLABORATIVE; NICOLE NOSKA, PRINCIPAL, VALLEY COLLABORATIVE MIDDLE SCHOOL; SEAN GLAVIN, DIRECTOR OF OPERATIONS AND FACILITIES, VALLEY COLLABORATIVE; CHRIS COWAN, PRINCIPAL, SITE 1 VALLEY TRANSITIONAL HIGH SCHOOL; MATTHEW GENTILE, GUIDANCE COUNSELOR, VALLEY TRANSITIONAL HIGH SCHOOL; - 3RD ROW BRIAN MIHALEK, PROGRAM LEAD, VALLEY MIDDLE SCHOOL; KARI MORRIN, DIRECTOR OF STUDENT SERVICES, VALLEY COLLABORATIVE; PAUL DONOVAN, NETWORK ADMINISTRATOR, VALLEY COLLABORATIVE



MS. CHRISTINE MCGRATH, DIRECTOR OF OPERATIONS MASSACHUSETTS ASSOCIATION OF SCHOOL SUPER- INTENDENTS, RETIRED SUPERINTENDENT TEWKSBURY PUBLIC SCHOOLS

1ST ROW FROM LEFT TO RIGHT: KARI MORRIN, VALLEY COLLABORATIVE DIRECTOR OF STUDENT SERVICES; JUDY NORTON, DIRECTOR OF SPECIAL EDUCATION, BILLERICA PUBLIC SCHOOLS; DR. LINDA HIRSCH, ASSISTANT SUPERINTENDENT, CHELMSFORD PUBLIC SCHOOLS; JOIA MERCURIO, VALLEY COLLABORATIVE ASSISTANT EXECUTIVE DIRECTOR; DR. CHRIS A. SCOTT, VALLEY COLLABORATIVE EXECUTIVE DIRECTOR; MS. CHRISTINE MCGRATH, DIRECTOR OF OPERATIONS, MASSACHUSETTS ASSOCIATION OF SCHOOL SUPERINTENDENTS, RETIRED SUPERINTENDENT TEWKSBURY PUBLIC SCHOOLS;

2ND ROW FROM LEFT TO RIGHT: DR. MICHAEL FLANAGAN, SUPERINTENDENT, TYNGSBORO PUBLIC SCHOOLS; SEAN GLAVIN, VALLEY COLLABORATIVE DIRECTOR OF OPERATIONS AND FACILITIES; RICK PELLETIER, DIRECTOR OF STUDENT SERVICES; TEWKSBURY PUBLIC SCHOOLS, BRAD BROOKS, DIRECTOR OF SPECIAL EDUCATION, NORTH MIDDLESEX REGIONAL SCHOOL DISTRICT



MASSACHUSETTS STATE AUDITOR SUZANNE BUMP
AND DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE



COMMISSIONER MITCHELL D. CHESTER
SHAKING HANDS WITH JUDY NORTON, DIRECTOR OF
SPECIAL EDUCATION BILLERICA PUBLIC SCHOOLS

Expanding Skills Through Site 3's Class Business

The High School is off to another great start with a lot of fun and exciting activities already underway. The ISN classroom has continued to build upon their vocational skills by expanding their class business. They have started creating towels to be sold year-round, sugar scrubs and cookies-in a jar for the holiday season. All of these goods are created by using assistive technology. All proceeds from the class business will help support the after-school recreation program.

The School and Life Skills-ISN (formally known as SCOAP Foundations) students have started a new job site, at the Walgreens in Lexington. They have been working hard at learning the new skills and schedules and are excited to be trying something new.

Site 3's after-school recreation program started October 3rd and has many exciting activities planned. The format of Monday programming has changed in which we have created a monthly course that focuses on building specific skills. In the November class the students will learn the art of photography. They will work with both SLR and Point and Click cameras to help develop their artistic eye and learn when and how to use different settings on the camera. They will also then go out in the community and test their knowledge in the real



SCHOOL AND LIFE SKILLS TRAINING STUDENTS STUDENT KEVIN DEIBERT WITH PHYSICAL EDUCATION TEACHER ALLISON GRADY.

world.

We are eager to see what the rest of the year brings for site 3. ■

Encouraging Students To Do More Than They Thought Possible

The High School has always believed in pushing students just a bit farther than they ever thought possible. As the 2016 year begins, we will not only begin to push our students farther, but push our site goals to the limit!

The Emotional Behavioral Disability (EBD) Outdoor Education program has already begun the first 10 miles of the Midstate Trail which begins on the border of Massachusetts and New Hampshire in the town of Ashburnham, and concludes just before the border of Rhode Island in Douglas, MA. This 95 mile hike will be completed from start to finish, in pieces, throughout the 2016-2017 school year. While students completed one highlight of the famous trail on Day 1 (climbing Mt. Watatic), sometime in the middle of the school year, students will be traversing Mt. Wachusett.

The Autism Spectrum Disorder (ASD) program is continuing to use PBIS to reward preferred, positive behaviors. The program utilizes the Experiential Physical Education teachers to expand upon their field trips and promote positive risk taking. Students are very excited that overnight field trips will be implemented into their programming this school year.

We have opened an additional EBD program. This program incorporates the high quality academics, social emotional supports and transitional planning that our original EBD classes have, with the focus being the traditional high school experience on a smaller scale.

As always, thanks go out to the amazing staff members that have continued to help our students find success across all programs, encouraging and nurturing our students to grow day by day, month by month, and year by year! ■

Transitional High School

—continued from page 4

Students have the opportunity to forego three paid work days for community service days in the spirit of the cause. If they do this, they will be celebrated for their sacrifice by being a part of our Chinese food celebration. They will also be given Valley "Pink Ribbon" t shirts.

Our second initiative is "Valley Votes." Students who are 18 years of age and older had the opportunity to register to vote with staff assistance. We informed students of their designated precinct so they could vote and experience this important civic duty as U.S. citizens on November 8th. ■

Building Opportunity for Valley Vocational Students

Vocational Coach Dale Sarno, was presented with a unique and exciting opportunity for the students and staff in the Site 1 woodshop. Early last summer Dale was approached by the Billerica Recreation department who was looking for help rebuilding their street hockey rink located at the Marshall Middle School. Dale, along with Vocational Coach Ron Stapleton who also works in the woodshop on Site 1, thought it would be a great opportunity for the students to construct the rink.

This opportunity would present some challenges for Ron, Dale, and the students. However, gaining the experience of working on such a large scale project while at the same

time giving back to the community was something they simply could not pass up.

With the assistance of Ron and Dale, the students began building the boards in the woodshop at Valley. Once the boards were done the real fun began. They transported the boards and began constructing the rink. The students and staff did an excellent job working through some of the hotter days of the summer and slowly but surely the rink began to take shape.



The students gained a great deal of experience working on this project and their hard work has certainly paid off as the children and families of Billerica have already begun using this fantastic rink built by the students and staff of the Valley Collaborative Woodshop. ■



OPENING DAY ALL STAFF PROFESSIONAL DEVELOPMENT

LEFT TO RIGHT: KARI MORRIN, DIRECTOR OF STUDENT SERVICES; HEATHER VALCANAS, ADULT SERVICES MANAGER; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR; JOIA MERCURIO, ASSISTANT EXECUTIVE DIRECTOR



DR. MARY A. CZAJKOWSKI, Ed.D., SUPERINTENDENT LEXINGTON PUBLIC SCHOOLS AND DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE

Northeast Regional Collaborative Cookout



LEFT TO RIGHT: KIM OLIVEIRA, EXECUTIVE DIRECTOR, CREST COLLABORATIVE; FRAN ROSENBERG, EXECUTIVE DIRECTOR, NORTSHORE EDUCATION CONSORTIUM; KARI MORRIN, DIRECTOR OF STUDENT SERVICES, VALLEY COLLABORATIVE; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; JILL GRAHAM, PROGRAM PRINCIPAL, EPIC AND LIFEWAYS, CREST COLLABORATIVE; IN ATTENDANCE BUT NOT SHOWN DR. CATHY LAWSON, EXECUTIVE DIRECTOR, SEEM COLLABORATIVE



LEFT TO RIGHT: KIM OLIVEIRA, EXECUTIVE DIRECTOR, CREST COLLABORATIVE; DR. CHRIS A. SCOTT, EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE; RILEY O'KEEFE, VOCATIONAL LEAD, VALLEY COLLABORATIVE; JOE VENSKUS, SCHOOL RESOURCE LEAD, SITE 1



LEFT TO RIGHT: KARI MORRIN, DIRECTOR OF STUDENT SERVICES, VALLEY COLLABORATIVE; JILL GRAHAM, PROGRAM PRINCIPAL, EPIC AND LIFEWAYS, CREST COLLABORATIVE; BILL BRYANT, PROGRAM DIRECTOR, CREST COLLABORATIVE; JOIA MERCURIO, ASSISTANT EXECUTIVE DIRECTOR, VALLEY COLLABORATIVE



LEFT TO RIGHT: HEATHER VALCANAS, ADULT SERVICES MANAGER, VALLEY COLLABORATIVE; KRISTINE BONSAK, PRINCIPAL, SITE 3, VALLEY TRANSITIONAL HIGH SCHOOL; JULIE FIELDING, PRINCIPAL, SITE 2, VALLEY TRANSITIONAL HIGH SCHOOL; CHRIS COWAN, PRINCIPAL, SITE 1, VALLEY TRANSITIONAL HIGH SCHOOL; SEAN GLAVIN, DIRECTOR OF OPERATIONS AND FACILITIES, VALLEY COLLABORATIVE

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Valley Collaborative Board

Chair: Mr. Timothy Piwowar
Superintendent of the Billerica Public Schools

Dr. Jay Lang
Superintendent of the Chelmsford Public Schools

Mr. Steven Stone
Superintendent of the Dracut Public Schools

Dr. Kristan Rodriguez
Superintendent of the Groton-Dunstable Regional School District

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Superintendent of the Nashoba Valley Technical School District

Ms. Joan Landers
Superintendent of the North Middlesex Regional School District

Mr. Christopher Malone
Superintendent of the Tewksbury Public Schools

Dr. Michael Flanagan
Superintendent of the Tyngsborough Public Schools

Mr. Everett (Bill) Olsen
Superintendent of the Westford Public Schools

Special Newsletter Thanks To:

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Tewksbury Public Schools

MEMORANDUM

To: School Committee Members
From: Brenda T. Regan, C.A.G.S.
Assistant Superintendent of Schools
Date: January 5, 2017
Re: Early College Programming

This is an “Informational Only” item: No vote is required.

Attached for your review is information from the Massachusetts Department of Elementary and Secondary Education (DESE) regarding Early College Programming.



Brenda Theriault-Regan <bregan@tewksbury.k12.ma.us>

Commissioner's Update 12 23 16

1 message

Reis, Jacqueline <jreis@doe.mass.edu>
To: "Reis, Jacqueline" <jreis@doe.mass.edu>

Fri, Dec 23, 2016 at 4:32 PM



News from Commissioner Mitchell Chester & the MA Department of Elementary and Secondary Education

Commissioner's Weekly Update - December 23, 2016

Board of Elementary and Secondary Education:

The [Board of Elementary and Secondary Education](#) met December 20, 2017 and discussed plans for [next-generation MCAS assessments in high school](#). Commissioner Chester outlined his recommendation to keep the high school competency determination for English language arts and math at grade 10 for the near future, add a history and social science test to the competency determination, consider eliminating the high school chemistry and technology/engineering tests due to low participation (most students take the biology or introductory physics tests), and explore options for a grade 11 or 12 indicator of college and career readiness.

The Board also learned about efforts to collect public input for the state's plan in response to the federal [Every Student Succeeds Act](#). The Board will review drafts of the state ESSA plan from January through March, and ESE anticipates sending the plan to the U.S. Department of Education in April.



At the same meeting, Board members also learned about [early college programming](#) and potential changes to [educator licensure](#).

The Department has begun to Livestream Board meetings, and while there have been some technical issues as staff learns more about this process, the meetings can be found at <https://livestream.com/accounts/22459134>.

Picture of the Week:



On December 9, 2017, Commissioner Chester, Senior Associate Commissioner Cliff Chuang and other ESE staff visited Essex Technical High School in Danvers, where Superintendent William Lupini showed them a variety of

programs. While at Essex Tech, the commissioner also met with members of the North Shore Superintendent Roundtable.

Including Data from Commonwealth Virtual Schools for the School-Attending Children Report:

Cities and towns must complete the [School-Attending Children Report](#) by February 24, 2017. To assist districts in collecting relevant data from the state's Commonwealth Virtual Schools (the Massachusetts Virtual Academy at Greenfield and TEC Connections Academy), the Office of Digital Learning will provide files to districts via Dropbox Central by January 13, 2017. Among other information, the file will contain the first and last name, date of birth, street address, and withdrawal code (if necessary) for each student enrolled in the virtual school between the start of the school year and January 1, 2017. Please contact the [Office of Digital Learning](#) with any questions.

For Your Info:

★ **RMV expands language options:** The MassDOT Registry of Motor Vehicles has begun offering the [automated learner's permit knowledge test in 26 additional languages](#). Customers can take their passenger vehicle (Class D) and motorcycle (Class M) learner's permit tests using a new, automated, and web-based system which randomly generates the test questions and answers. Foreign language tests previously were offered in paper versions.

The user-friendly touch screen saves customers time, allows for fast and automated test scoring, prevents cheating and fraud through question randomization, and offers ample data capabilities to assist with identifying future business improvements.

This implementation is state-wide, with the exception of the Chicopee, Haverhill, Natick, and Roslindale Service Centers that do not offer permit tests. The RMV will continue to monitor customer requests and evaluate the need to add more languages to the automated testing system.



*****The next Commissioner's Weekly Update will be on January 6, 2017. Happy holidays, and best wishes for a peaceful and joyous 2017!*****

Subscriber Information: Superintendents, assistant superintendents, principals, and charter school leaders will receive the update automatically. For others wishing to subscribe, send an email to imailsrv@list1.doe.mass.edu with the following information in the body of the email: subscribe ESEUpdate Your Name. (Example: subscribe ESEUpdate John Smith) To unsubscribe, send an email to the same address with the following information in the body: unsubscribe ESEUpdate Your Name. (Example: unsubscribe ESEUpdate John Smith)

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The Massachusetts Board of Elementary and Secondary Education



Early College Programming in Massachusetts

To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Ed.D., Commissioner

Date: December 15, 2016

Background

In January 2016, the Board of Elementary and Secondary Education (BESE) and Board of Higher Education (BHE) came together to discuss the topic of early college programming and to better understand the entire spectrum of early college models found throughout the Commonwealth. This memorandum summarizes that discussion and outlines the steps taken over the past year to gather more information about early college programming across the state, in preparation for a joint discussion by both boards in January 2017.

Current Early College Landscape

Most high schools in Massachusetts offer some form of early college programming, such as Advanced Placement, International Baccalaureate, and articulation agreements with local postsecondary institutions. While a number of key elements are necessary to develop and implement a comprehensive early college program, the foundation of all early college programming is the ability of high school students to earn both secondary and college credits simultaneously (dual enrollment).¹

All early college programming incorporates credit-bearing college coursework into the high school experience to support an increased number of students graduating from high school and going on to earn a postsecondary credential. While dual enrollment is the foundation for all early college programs, additional programming elements are necessary to implement a comprehensive early college model. Additional elements could include:

1. Identifying an industry sector or specific career pathway
2. Establishing high school and college partnerships
3. Aligning high school and college curricula
4. Engaging employers and integrating career development education
5. Supporting students academically and non-academically

For all students, particularly first generation and underrepresented students, early college is an opportunity to engage in college-level work, to develop a deeper understanding of the college experience, and to envision themselves as college students. Early college programs can help students compress the amount of time necessary to complete high school and either an associate or a bachelor's degree, while experiencing career-related activities in a particular field or industry.

Early College Research Project - Parthenon-EY

Following a joint expression of interest from BESE and BHE in January 2016 to further explore the early college landscape in Massachusetts, through the generous support of the Barr Foundation and partnership with Parthenon-EY, a joint steering committee and working group was charged with exploring the role that early college pathways could play in helping improve postsecondary completion in Massachusetts.

The idea of using early college pathways to promote postsecondary completion is not new to the Commonwealth. Local school districts, postsecondary institutions, and non-profit organizations across the state have pioneered early college models and promoted their expansion for many years. The goal of the Parthenon-EY study is to knit together this work, along with other dual enrollment efforts, and provide recommendations regarding what it would take to build a broad scale, statewide early college initiative.

The Parthenon-EY study² highlights a number of advantages to the state's use of early college high schools as a means of improving postsecondary completion, including the strategy's alignment with state goals, the strong foundation of local early college programs, and the ability to achieve improved outcomes at reasonable costs. I look forward to hearing more about the report from Parthenon-EY representatives at our December meeting and discussing these issues further with our board and BHE at our joint meeting in January.

Enclosures:

Parthenon-EY PowerPoint Presentation

Joint Steering Committee and Working Group Membership

¹ Dual enrollment provides high school students with the opportunity to enroll in college-level coursework taught by college faculty either at the high school, through distance education, or with high school students traveling to the college campus. Students receive both high school and college credit if they complete the course. Dual credit college courses may also be taught by college-approved high school teachers, also known as "concurrent enrollment," a form of dual enrollment, thus these terms tend to be used interchangeably by the field.

² The full Parthenon report will be forthcoming.

Last Updated: December 16, 2016



Brenda Theriault-Regan <bregan@tewksbury.k12.ma.us>

[Supers] Fwd: STATE ED BOARDS EYE WAYS TO EXPAND EARLY COLLEGE PROGRAMS

1 message

Joseph A. Giannino <jgiannino@governmentrelationsgroup.com>
To: "supers@lists.massupt.org" <supers@lists.massupt.org>

Wed, Dec 21, 2016 at 8:02 AM

FYI

Joe G.

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Begin forwarded message:

From: State House News Service <news@statehousenews.com>
Date: December 21, 2016 at 7:57:08 AM EST
To: "news@statehousenews.com" <news@statehousenews.com>
Subject: STATE ED BOARDS EYE WAYS TO EXPAND EARLY COLLEGE PROGRAMS

STATE HOUSE NEWS SERVICE

STATE ED BOARDS EYE WAYS TO EXPAND EARLY COLLEGE PROGRAMS

By Katie Lannan
STATE HOUSE NEWS SERVICE

MALDEN, MASS., DEC. 21, 2016....State education officials next month will decide whether to move ahead on an early college initiative that could serve up to 16,000 students and potentially help raise overall college completion levels and narrow opportunity gaps among students.

In January, the Board of Elementary and Secondary Education and Board of Higher Education launched an exploration into early college high schools — schools that incorporate credit-bearing college coursework into the high school experience. A draft report presented to the elementary and secondary board Tuesday recommended three strategies for building a statewide early college initiative.

The study suggested developing a state-authorized designation to ensure that early college programs are free and open to all students and have relevant connections to careers and provide student support; providing additional funding through a standing grant committee; and targeting the program to serve up to 4,000 underserved students per high school grade.

The report said such an early college program could help meet state goals of increasing college completion, potentially driving 2,000 of the 10,000 additional completions per year required to meet a Department of Higher Education goal of ensuring that 60 percent of residents between the ages of 25 and 34 obtain postsecondary credentials.

Several early college programs exist throughout the state already, including partnerships between Mount Wachusett Community College and local districts that serve accelerated students; a program at Springfield Technical Community College that focuses on low-income males of color; and a Marlborough High School program that credentials high school teachers to offer college courses linked to science, technology, engineering and math.

Board member Margaret McKenna, the former president of Lesley and Suffolk universities, said she was "very enthusiastic" about the idea of expanding early college opportunities.

"There aren't community colleges on every corner, so we do need to think about doing things differently," she said.

Less than half of Massachusetts students -- 45 percent -- graduate high school, enroll immediately in college or community college without a need for remediation, and continue their postsecondary studies into the second year, according to Department of Elementary and Secondary Education statistics. Early college is seen as one strategy to boost that number, by engaging students sooner with college work.

Officials have proposed various measures to strengthen links between high schools and colleges as a way to make it more affordable to earn a degree.

Gov. Charlie Baker, when running for office in 2014, proposed directing the Board of Higher Education to invite proposals from career and technical high schools to grant associate degrees, either directly or in partnerships with colleges.

In a June Department of Higher Education report outlining strategies that could help boost degree production by public colleges and universities, Education Secretary Jim Peyser said it was a high priority to "expand the number of students who are enrolled in early college programs, specifically those that support career pathways in STEM fields."

But education officials last December, in a [report](#) on the state's early college landscape, identified what they described as a "funding challenge," writing that there are only two dedicated state funding sources for early college programming -- the Inclusive Concurrent Enrollment Initiative, for students with disabilities, and the Commonwealth Dual Enrollment Partnership.

The Commonwealth Dual Enrollment Partnership provides funding for eligible high school students to take free or reduced-cost college-level courses at public institutions and earn credit toward both their high school diploma and a future college degree. The report says it has "never provided funding that would allow students to participate at any large scale."

The report estimates an annual cost of \$700 to \$900 per student, including instructional costs, transportation and support personnel.

The boards in January will be asked to approve "moving ahead with a game plan" that would include "raising funds, identifying funding sources, securing fiscal support for the initiative and launching an application process for interested parties," Education Commissioner Mitchell Chester said.

END

12/21/2016

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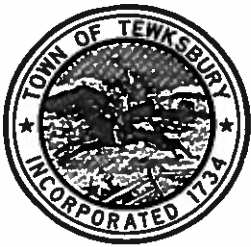
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Loella F. Dewing Elementary School

1469 Andover Street
Tewksbury, MA 01876-9986
Dewing Elementary School, @dewing_tps
DEC 16 10 11 7 37



Terry Gerrish, Principal
tgerrish@teWKsbury.k12.ma.us

Jan Fuller, Assistant Principal
jfuller@teWKsbury.k12.ma.us

December 14, 2016

Ms. Sheri Matthews, Business Manager

Tewksbury Public Schools

Dear Sheri:

Please accept this letter as notification that I would like to donate to the Tewksbury Public Schools the following pre-owned computer:

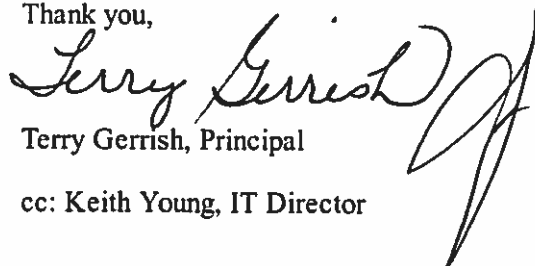
HP Pavillon dm4-1165dx Entertainment Notebook (laptop)

Product # XH25UA#ABA

Serial # CNUO440WFC

I would like the laptop to be available for use by staff at the Dewing School.

Thank you,



Terry Gerrish, Principal

cc: Keith Young, IT Director



LUEDERS

RECEIVED
TEWKSBURY PUBLIC SCHLS

2016 DEC 12 PM 3 37

ENVIRONMENTAL, INC.

December 9, 2016

Mr. Christopher J. Malone
139 Pleasant Street
Tewksbury, MA 01876

Dear Mr. Christopher J. Malone,

Times for schools are always challenging, so I am pleased to continue our commitment to give back to the communities in which we provide services. Enclosed is our contribution for the Tewksbury School Department. This contribution is made by Lueders Environmental, Inc. We are a lawn care and tree/shrub care company committed to responsible, science-based environmental approaches and attentive customer service. It is made on behalf of our Tewksbury clients. Please use these funds in any way you deem appropriate.

This annual contribution is our way of thanking our clients in your town who have been kind enough to renew their services with us each year. Contributing to Tewksbury School Department is one way we can give back to your community for considering us the company of choice. I hope that other companies will join us in supporting our schools.

Sincerely,

Michael Lueders
President

MEL/pkm
Enclosure

REQUEST FOR FUND RAISING

Date: 12/20/2016

1. Name of Organization Student Council (Student vs. Teacher Basketball Game)
2. Describe in detail the method of the fund raising activity. Attach additional information if necessary. Game/Food/Raffle
3. School location and facilities desired (cafetorium, cafeteria, classroom, gymnasium) Wynn Middle School or

Please attach an approved Use of Facilities Form!

4. Purpose of anticipated funds (To be approved by the building principal.) Lucy's Love Bus is an organization that brings equality of life to children with cancer.
5. Proposed dates of fund raising activity From January 19th 2017 To January 19th 2017
6. Describe student involvement in the fund raising activity Students will be running the fundraising stations.
7. Type of identifying credential to be used during Fund Raising Activity: _____

8. Is there a contract or agreement to be signed. Yes _____ No ☒

9. Name of responsible individual Minir Bagui and Nicole Jo Alek Cranston Keitlin
- Signature of Applicant [Signature] Keitlin Macdonald
- Address 1 Griffin Way, Tewksbury MA 01876
- Telephone No. (978) 640 - 7846

Date 1/5/17

1. Your request for permission to raise funds is Approved Disapproved (Circle)
2. Reason for approval _____
3. You are authorized to begin the activity on 1/19 (Date)
4. You are to submit a written narrative describing the amount of money raised and the funds not later than thirty (30) days after the ending date as shown above.
5. Comments by the principal: _____

6. Copy sent to the office of the Director of Transportation and Facilities.

Signature: [Signature] Date: 1/5/17

SOURCE: Tewksbury

Mr.
Joshua
Silodew,
Student
Council
Adviser

Policy

GRADUATION REQUIREMENTS

Graduation requirements are established by the Tewksbury School Committee. Any changes are subject to review and approval by the committee. In order to receive a Tewksbury High School diploma all students must meet state mandates (Physical Education, **American History**, and competency determination (MCAS) as well as the following requirements:

Classes up to and including the class of 2003	135 Credits
Class of 2004 and beyond	140 Credits

Course Requirements Effective with the Class of 2004

<u>SUBJECT</u>	<u>CREDITS</u>
World Studies	20 credits
English	10 credits
Social Studies	10 credits
Mathematics	20 credits
Science	15 credits
Computer Technology	10 credits*
Foreign Language	10 credits
Visual & Performing Arts	10 credits
Applied Arts	5 credits
Wellness	10 credits
Electives	20 credits

*Class of 2001, 2002, and 2003 need 5 credits in Computer Technology to graduate

Effective with the class of 2003, all students must pass certain competency tests (MCAS) in order to graduate from this High School. Wellness requirements include 4 years of Physical Education as mandated by state law.

Graduation Requirements **(For the Classes of 2017 and 2018)**

All students must earn a **minimum of 120 credits** to graduate from Tewksbury Memorial High School. These credits must include the following requirements:

English	4 semesters/years	20 credits
Social Studies	3 semesters/years (Must include US History)	15 credits
Science	Freshman take two semesters of Biology	15 credits
Mathematics	4 courses including 1 course during senior year	20 credits
World Languages	2 years of the same language	10 credits
Health/Physical Education	2 courses required for PE Junior & Senior year	10 credits
Fine Arts & Performing Arts	1 course	2.5 credits
Applied Arts	1 course	2.5 credits
Computer Technology	1 course	2.5 credits

***NOTE**

- All students must pass certain MCAS tests in order to graduate from any public high school in Massachusetts.
- Electives can include a variety of courses. However, please be aware that all students at Tewksbury Memorial High School must take courses to fulfill the Applied Arts, Fine Arts and Computer Technology requirements.
- Pursuant to MA Gen Law Chapter 71 Section 3, all students at Tewksbury Memorial High School must take at least one semester of physical education each year. Junior and Senior students may waive this requirement if they are currently participating in a full season of a junior varsity or varsity sport at TMHS.

(Beginning with the Class of 2019)

All students must earn a **minimum of 120 credits** to graduate from Tewksbury Memorial High School. These credits must include the following requirements:

English	4 courses (one each year)	20 credits
Mathematics	4 courses (including one course during senior year)	20 credits
Science	3 years of a lab science	15 credits
Social Studies	3 years (1 year must be US History)	15 credits
World Languages	2 years of the same language	10 credits
Physical Education	4 semesters (one each year)	10 credits
Health	2 semesters (9th and 10th)	5 credits
Fine Arts	1 course	2.5 credits
Performing Arts	1 course	2.5 credits
Career, Technology and Business Education (CTBE)	2 courses	5.0 credits

***NOTE**

- All students must pass certain MCAS tests in order to graduate from any public high school in Massachusetts.
- Electives can include a variety of courses. However, please be aware that all students at Tewksbury Memorial High School must take courses to fulfill the Fine Arts, the Performing Arts and the Career, Technology and Business Education requirements.
- Pursuant to MA Gen Law Chapter 71 Section 3, all students at Tewksbury Memorial High School must take at least one semester of physical education each year. Junior and Senior students may waive this requirement if they are currently participating in a full season of a junior varsity or varsity sport at TMHS.

Promotion Requirements

Grade 9 to Grade 10 -- 30 credits

Grade 10 to Grade 11 -- 60 credits

Grade 11 to Grade 12 -- 90 credits

REVISED:

Old Business



Tewksbury Public Schools

MEMORANDUM

To: School Committee Members
From: Brenda T. Regan, C.A.G.S.
Assistant Superintendent of Schools
Date: January 5, 2017
Re: Next-Generation MCAS

This is an “Informational Only” item: No vote is required.

Attached for your review is the new math reference sheets and Next-Gen MCAS updates.

Massachusetts Comprehensive Assessment System

Mathematics

Additional Resources for Mathematics

  [Grade 5 Reference Sheet](#)

  [Grade 6 Reference Sheet](#)

  [Grade 7 Reference Sheet](#)

  [Grade 8 Reference Sheet](#)

[Grade 10 Reference Sheet](#) - coming soon

CONVERSIONS

1 cup = 8 fluid ounces	1 mile = 5280 feet	1 pound = 16 ounces
1 pint = 2 cups	1 mile = 1760 yards	1 ton = 2000 pounds
1 quart = 2 pints		
1 gallon = 4 quarts		
1 liter = 1000 cubic centimeters		

AREA (A) FORMULAS

square $A = s \times s$
(s = length of a side)

rectangle $A = b \times h$
(b = length of base; h = height)

OR

$A = l \times w$
(l = length; w = width)

VOLUME (V) FORMULAS

rectangular prism $V = l \times w \times h$
(l = length; w = width; h = height)

OR

$V = B \times h$
(B = area of base; h = height)

CONVERSIONS

1 cup = 8 fluid ounces

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 4 quarts

1 gallon \approx 3.785 liters

1 liter \approx 0.264 gallon

1 liter = 1000 cubic centimeters

1 inch = 2.54 centimeters

1 meter \approx 39.37 inches

1 mile = 5280 feet

1 mile = 1760 yards

1 mile \approx 1.609 kilometers

1 kilometer \approx 0.62 mile

1 pound = 16 ounces

1 pound \approx 0.454 kilogram

1 kilogram \approx 2.2 pounds

1 ton = 2000 pounds

AREA (A) FORMULAS

square $A = s^2$

rectangle $A = bh$

OR

$$A = lw$$

parallelogram $A = bh$

triangle $A = \frac{1}{2}bh$
(b = length of base; h = height)

circle $A = \pi r^2$
(r = radius)

VOLUME (V) FORMULAS

right rectangular prism $V = lwh$
(l = length; w = width; h = height)

OR

$$V = Bh$$

(B = area of base; h = height)

CIRCLE FORMULAS

area $A = \pi r^2$

circumference $C = 2\pi r$

OR

$$C = \pi d$$

(d = diameter)

CONVERSIONS

1 cup = 8 fluid ounces

1 pint = 2 cups

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1 gallon \approx 3.785 liters

1 liter \approx 0.264 gallon

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AREA (A) FORMULAS

square $A = s^2$

rectangle $A = bh$

OR

$$A = lw$$

parallelogram $A = bh$

triangle $A = \frac{1}{2}bh$

trapezoid $A = \frac{1}{2}h(b_1 + b_2)$

circle $A = \pi r^2$

CIRCLE FORMULAS

area $A = \pi r^2$

circumference $C = 2\pi r$

OR

$$C = \pi d$$

VOLUME (V) FORMULAS

cube $V = s^3$

(s = length of an edge)

right prism $V = Bh$

TOTAL SURFACE AREA (SA) FORMULAS

right rectangular prism $SA = 2(lw) + 2(hw) + 2(lh)$

sphere $SA = 4\pi r^2$

CONVERSIONS

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts
1 gallon \approx 3.785 liters
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1 ton = 2000 pounds

AREA (A) FORMULAS

square..... $A = s^2$
rectangle..... $A = bh$
OR
 $A = lw$
parallelogram..... $A = bh$
triangle..... $A = \frac{1}{2}bh$
trapezoid..... $A = \frac{1}{2}h(b_1 + b_2)$
circle..... $A = \pi r^2$

CIRCLE FORMULAS

area..... $A = \pi r^2$
circumference..... $C = 2\pi r$
OR
 $C = \pi d$

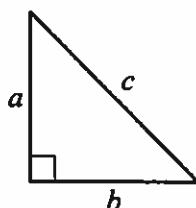
VOLUME (V) FORMULAS

cube..... $V = s^3$
(s = length of an edge)
sphere..... $V = \frac{4}{3}\pi r^3$
cone..... $V = \frac{1}{3}\pi r^2 h$
right circular cylinder..... $V = \pi r^2 h$
right prism..... $V = Bh$

TOTAL SURFACE AREA (SA) FORMULAS

right rectangular prism..... $SA = 2(lw) + 2(hw) + 2(lh)$
right circular cylinder..... $SA = 2\pi r^2 + 2\pi rh$
sphere..... $SA = 4\pi r^2$

PYTHAGOREAN THEOREM



$$a^2 + b^2 = c^2$$



E-Update – Dec 2016

Next-Gen MCAS & Learning Standards Review

Dear District Leaders, Educators, and Community Stakeholders:

We remain on schedule for this spring's initial administration of the next-generation English language arts and mathematics MCAS tests in grades 3–8. The latest updates are below. Please share this email with your professional network.

Proposed changes to ELA and math standards available for public comment

- Late last month, the Board of Elementary and Secondary Education voted to release for public comment new drafts of the Massachusetts Curriculum Frameworks for English Language Arts and Literacy (ELA/Literacy) and Mathematics. Comments may be made from December 1, 2016 through February 17, 2017 through an [online survey](#). Educators interested in learning more about the proposed changes to the frameworks are encouraged to check out the [ELA/Literacy and Mathematics standards review page](#) on ESE's website or [sign up for one of ESE's Office Hours sessions](#) scheduled throughout the comment period.

The history/social science public comment survey remains open

- As Massachusetts embarks on the revision of the [2003 History and Social Science Curriculum Framework](#), ESE encourages educators and others to [offer comments on and suggested revisions to the current framework via a survey](#). The survey will take approximately 10–20 minutes to complete and will remain open until February 6, 2017.

Department seeks feedback on recommended achievement levels and performance descriptions for next-generation MCAS

- The Standard Setting Policy Committee, convened by ESE in September, has recommended four new achievement levels for the next-generation MCAS tests: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Yet Meeting Expectations. The full text of the recommended [achievement levels and performance descriptions](#) can be viewed online. The Department is seeking [public feedback](#) on the committee's recommendations until January 27, 2017.

Commissioner to present high school testing proposal to K–12 and higher education boards

- In December and January, Commissioner Chester will present six policy recommendations for high school testing to the boards of elementary and secondary education and higher education. The recommendations were created with input from the High School Testing workgroup and the public.
- ✱ ■ In addition to keeping the current MCAS as the graduation requirement through the class of 2020, which was approved by the Board of Elementary and Secondary Education in October, the recommendations include:
 - keeping the high school Competency Determination (CD) for ELA and Mathematics at grade 10 for the near future;
 - adding a History and Social Science test to the CD;
 - eliminating the high school Chemistry and Technology/Engineering tests due to low

-
- participation and high development costs; and
 - and adding an Introductory Physics re-testing opportunity in February.

- The commissioner will also recommend convening a stakeholder workgroup to identify and recommend options for a grade 11/grade 12 assessment program to gauge students' readiness for success after high school.

PARCC releases spring administration test questions

- The PARCC consortium has [released test items](#) from the 2015–16 ELA and Mathematics assessments for grades 3–8. The release represents approximately one full test per grade level. It is designed to help students, teachers, and parents better understand which competencies were measured, and uses student work samples to show what kinds of answers earned various scores.

Contact:
Jess Stewart
Special Assistant to the
Chief of Staff
Office of the
Commissioner
781-338-3105
jstewart@doe.mass.edu



www.doe.mass.edu/mcas/nextgen

www.doe.mass.edu/candi/standardsreview

School administrators may also find the [Student Assessment Update](#) to be useful. It is sent to principals, test coordinators, special education directors, and ELL directors.

Subscriber Information: To subscribe to this update, please send an email to imailsrv@list1.doe.mass.edu with the following information in the body of the email: subscribe Next-GenMCASUpdates Your Name. (Example: *subscribe Next-GenMCASUpdates John Smith*) To unsubscribe, send an email to the same address with the following information in the body: unsubscribe Next-GenMCASUpdates Your Name. (Example: *unsubscribe Next-GenMCASUpdates John Smith*)



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The Massachusetts Board of Elementary and Secondary Education

Next Generation MCAS: Plans for High School Assessments

To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Ed.D., Commissioner

Date: December 9, 2016

We remain on schedule for this spring's initial administration of the next-generation English language arts and mathematics MCAS tests in grades 3 through 8. At the same time, we are continuing to think about and plan for the next-generation MCAS high school tests further down the road. In doing so, we are drawing upon the work of the High School Testing workgroup which met last winter and spring under the direction of Senior Associate Commissioner Brooke Clenchy (who has subsequently returned to the field as superintendent of the Nashoba Regional School District). We are also appreciative of the comments received from educators and the public at the Board's listening sessions last school year across the state.

Based on these discussions and input, I have put together six policy recommendations for your consideration. We will spend some time discussing these at our December meeting, and then again at our joint meeting with the Board of Higher Education in January. I believe these recommendations all make sense, and I look forward to discussing them with our stakeholder groups before I ask you to make any final decisions. Some of the recommendations will also require formal amendments to the Board's regulations.

1. *Provide clear and accurate signals to students about whether they are on track for the expectations of colleges, employers, and civic engagement.*

There is a need for us to do a better job at assessing students' readiness for success after high school, whether in higher education, the workforce, the military or other endeavors. Many students who score Proficient or Advanced on the current Grade 10 MCAS subsequently learn that they need remediation in college. To provide students with the opportunity to bolster their readiness for college and career expectations, we need to provide students with accurate and clear indications of whether they are on track as they move through the middle and high school grades.

2. *Keep the high school competency determination for English language arts and mathematics at grade 10 for the near future.*

Our competency determination (CD), which students must meet in order to receive a high school diploma, is set by law at the tenth grade level. This requirement, first enacted as part of the Education Reform Act of 1993, has helped ensure that our high school graduates meet minimum levels of literacy and numeracy. But as we've discussed at length over the past several years, there is a growing recognition that those tenth grade standards are insufficient to ensure that our graduates are well prepared for success after high school.

Moving the CD to the 11th or 12th grade, however, would be extremely challenging and, in my opinion, too disruptive to consider at this time. Schools and students are already dealing with the transition to the next-generation tests, computer-based testing, and, as discussed below, the possible addition of a history and social science test. The need to amend the law would also create uncertainty as to timing.

My recommendation is that we move ahead with the development of high quality, next-generation MCAS tests in English language arts and mathematics for the tenth grade CD, and (as discussed below) at the same time explore and experiment with 11th and 12th grade options that are better aligned with college and career readiness standards. Only after we've had considerable experience with those options, and have clearly demonstrated their validity, should we begin a discussion of whether to phase out the tenth grade tests and move the CD to a later grade.

3. *Add history and social science to the competency determination.*

There appears to be considerable interest in our plans to update our history and social science curriculum standards, including the addition of a robust civics education component, and to add this subject to the CD. The Board already has legislative authority to include history and social science in the CD, but an amendment to the Board's regulations would be required.

The review of the curriculum standards for history and social science is just now starting, and in FY18 we expect to begin initial planning on the design of a next-generation MCAS assessment in this subject area. As part of this planning, we will take the opportunity to research and consider new and innovative assessment approaches. Assuming funding is obtained to develop and administer a new assessment, I would envision that we would administer it for at least one or two years before adding it to the CD requirement. The class of 2023 is likely the earliest for whom this would become a graduation requirement.

4. *Eliminate the high school chemistry and technology/engineering tests.*

The overwhelming majority of high school students satisfy the science and technology/engineering (STE) component of the CD through the biology and introductory physics tests; last year, only five percent of students took the chemistry or technology/engineering tests. The cost and effort required to maintain these two low incidence tests is not an efficient use of our limited resources.

5. *Add an introductory physics re-testing opportunity in February.*

We currently offer a biology test in February, in addition to the regular end-of-year administration, to accommodate both those schools with block scheduling and those students who did not earn a passing score the first time and want an additional testing opportunity. With growing interest in physics as the foundational course in the high school science sequence, we recommend adding an introductory physics test to the February schedule.

6. *Convene a stakeholder workgroup to identify and recommend options for a grade 11/grade 12 assessment program to gauge students' readiness for success after high school.*

As noted above, there is a need for us to do a better job at assessing students' readiness for success after high school, whether in higher education, the workforce, the military or other endeavors. But the multiple paths that graduates pursue make it particularly challenging to assess preparation and readiness. The student applying to UMass-Lowell to study bioengineering and the student graduating from a vocational culinary arts program and looking for a job in the hospitality industry have very different needs and expectations. We're also cognizant of the many other scheduled activities in high school, and we've heard loudly and clearly from our stakeholders that we need to minimize additional time lost to standardized testing.

So, in looking at options for grade 11 and grade 12, I recommend that we take this opportunity, and take the time, to think creatively and not assume the answer is another one size fits all standardized test. We should be thinking about multiple assessment pathways, that might make use of existing college entrance and advanced placement tests, performance based assessments and portfolio work, participation in enrichment and out-of-school programs, and other emerging non-traditional forms of assessment. The U.S. Department of Education is providing funding to a number of states for the development of innovative assessment models, and we need to investigate and learn from those efforts. By keeping the CD at grade 10, as recommended earlier, we gain additional time to be thoughtful about the college and career readiness standard.

Deputy Commissioner Jeff Wulfson, Senior Associate Commissioner Heather Peske, and Associate Commissioner Michol Stapel will join us at the December 20 meeting for this initial discussion.

Last Updated: December 13, 2016

Massachusetts Department of
Elementary & Secondary Education

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Brenda Theriault-Regan <bregan@tewksbury.k12.ma.us>

[Supers] Fwd: UNION CHIEF BALKS AS STATE LAUNCHES NEW TESTING TALKS

1 message

Joseph A. Giannino <jgiannino@governmentrelationsgroup.com>
To: "supers@lists.masssupt.org" <supers@lists.masssupt.org>

Tue, Dec 20, 2016 at 4:42 PM

FYI

Joe G.

Joseph A. Giannino
Government Relations Group, LLC
11 Beacon Street - Suite 720
Boston, MA 02108
(617) 367-5847

Sent from my iPhone 6

Begin forwarded message:

From: State House News Service <news@statehousenews.com>
Date: December 20, 2016 at 4:14:11 PM EST
To: "news@statehousenews.com" <news@statehousenews.com>
Subject: UNION CHIEF BALKS AS STATE LAUNCHES NEW TESTING TALKS

STATE HOUSE NEWS SERVICE

UNION CHIEF BALKS AS STATE LAUNCHES NEW TESTING TALKS

By Katie Lannan
STATE HOUSE NEWS SERVICE

MALDEN, MASS., DEC. 20, 2016....As state education officials considered a proposal to add new standardized testing for high schoolers, the head of the Massachusetts Teachers Association implored them to reject the idea.

"Please, step back. Don't let this go on," MTA president Barbara Madeloni told the Board of Elementary and Secondary Education Tuesday.

But members of the Board and Elementary and Secondary Education on Tuesday offered no criticism of their own in response to Education Commissioner Mitchell Chester's recommendation to add history and social scientist tests as a graduation requirement, noting exams in those subjects were called for in statute. Board Chairman Paul Sagan said there was "enthusiasm" for the additional tests.

With an overhaul underway of the Massachusetts Comprehensive Assessment System, Chester suggested to the board policy changes around the administration of the tests for high school students. Massachusetts high schoolers now must pass the standardized tests in math, English and science to earn their diplomas.

The state law around educational goals and standards includes history and social science as among the subjects that require assessment as part of a competency determination for graduation. Those tests would have become a graduation requirement beginning with the class of 2012, but the Board of Education voted 8-2 in 2009 to suspend the tests for at least two years, citing effects of the recession.

"I made the recommendation to the board to postpone the implementation back around when the economy was falling through the floor," Chester said Tuesday. "We were scheduled to start to bring it

online and for me one of the concerns was that at a point in time where the economy was going south, budgets were going south, state budgets were being cut, school districts were in a bind. It seemed to me that that's not the right time to be increasing the requirements for students...if in fact we can't at the same time reciprocate by providing the supports to students to support them in being successful against those increased requirements."

The education department will spend the bulk of the next year looking at options for when to administer history and social sciences tests and what those exams might look like, Deputy Commissioner Jeff Wulfson said.

Madeloni called it "breathtaking" that additional tests were on the table, saying high-stakes standardized testing is "narrowing our curriculum" and creates stress for both students and teachers.

"I cannot believe that you are being asked to add more testing to that regime," she said. "It reflects a profoundly bureaucratic and technocratic view of what it means to learn."

Another of Chester's recommendations was the elimination of high school chemistry and technology/engineering tests, which he said were taken by only 5 percent of students last year while the "overwhelming majority" took biology and introductory physics tests to fulfill their science requirements.

Education Secretary Jim Peyser suggested offering alternative tests for those subjects instead that were not developed and run by the state -- for example, allowing a student to fulfill their competency determination by earning a certain score on an Advanced Placement chemistry test.

"In some way I don't want to kind of send the signal that these subjects don't matter," he said.

The board will next discuss Chester's MCAS recommendations in January, when it meets jointly with the Board of Higher Education.

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Tewksbury Public Schools

MEMORANDUM

To: School Committee Members
From: Brenda T. Regan, C.A.G.S.
Assistant Superintendent of Schools
Date: December 20, 2016
Re: PSAT Summary Report

This is an “Informational Only” item: No vote is required.

Attached for your review is the PSAT Summary Report.



Brenda Theriault-Regan <bregan@tewksbury.k12.ma.us>

2016 PSAT Summary

3 messages

Karen Baker Obrien <kbobrien@tewksbury.k12.ma.us>

Tue, Dec 13, 2016 at 5:42 PM

To: Kristen Vogel <kvogel@tewksbury.k12.ma.us>, Christopher Malone <cmalone@tewksbury.k12.ma.us>, Brenda Theriault-Regan <bregan@tewksbury.k12.ma.us>

I have attached for your review a copy of this years PSAT summary report. It is important to note that both our sophomores and juniors performed above the state level.

Karen

All email correspondence is subject to the requirements of M.G.L. Chapter 66, §10. Under Massachusetts Law, any email created or received by an employee of the Tewksbury Public Schools is considered a public record. This email is intended for educational use only and must comply with the Tewksbury Public School's Acceptable Use Policy. This email may contain confidential and privileged material for the sole use of the intended recipient. Any review or distribution by others is strictly prohibited. If you are not the intended recipient please contact the sender and delete all copies.

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 2016 PSAT summary.pdf
82K

Summary of Performance by Mean Total Score

Your students' total score performance is highlighted below. For additional performance metrics, including additional score and demographic breakouts, as well as individual student and test question performance, see your online reports.

Grade 10 – Total Score Statistics Student-Reported Demographic Breakdown

Mean Total Score
1074 | 320 to 1520
Standard Deviation (SD) = 152



97 Total test-takers
0 Enrollment!
0% Participation by grade

District	State	Total Group
1074	962	938
Standard Deviation (SD) = 152	Standard Deviation (SD) = 183	Standard Deviation (SD) = 181

Sex	Mean Score	SD	Distribution	% Test-Takers
Male	1098	154		44%
Female	1054	149		56%
No Response	N/A	—		0%

Race/Ethnicity	Mean Score	SD	Distribution	% Test-Takers
American Indian or Alaska Native	N/A	—		0%
Asian	955	21		2%
Black or African American	1067	323		3%
Hispanic/Latino	1160	141		2%
Native Hawaiian/ Other Pacific Islander	N/A	—		0%
White	1077	148		87%
Two or More Races	1187	42		3%
Other	N/A	—		0%
No Response	N/A	—		0%

Grade 11 – Total Score Statistics Student-Reported Demographic Breakdown

Mean Total Score
1075 | 320 to 1520
Standard Deviation (SD) = 157



92 Total test-takers
0 Enrollment!
0% Participation by grade

District	State	Total Group
1075	1019	1020
Standard Deviation (SD) = 157	Standard Deviation (SD) = 232	Standard Deviation (SD) = 196

Sex	Mean Score	SD	Distribution	% Test-Takers
Male	1064	140		50%
Female	1087	173		50%
No Response	N/A	—		0%

Race/Ethnicity	Mean Score	SD	Distribution	% Test-Takers
American Indian or Alaska Native	N/A	—		0%
Asian	1360	0		1%
Black or African American	N/A	—		0%
Hispanic/Latino	1027	98		7%
Native Hawaiian/ Other Pacific Islander	N/A	—		0%
White	1074	157		90%
Two or More Races	1320	0		1%
Other	N/A	—		0%
No Response	N/A	—		0%

An additional 4 students, not in grades 10 and 11, took the test.
Find out their performance in the online reporting portal.

1. Participation is based on enrollment as reported by NCES data as of

New Business