# **TEWKSBURY SCHOOL COMMITTEE AGENDA**



TEWKSBURY PUBLIC
SCHOOLS
CHRISTOPHER J. MALONE
SUPERINTENDENT OF SCHOOLS

# Wednesday, February 15, 2017 · Regular Meeting #12 - 6:00 PM Executive Session #10 Non-Public Session - 6:00 p.m. Public Budget Hearing - 6:30 p.m. 7:00 p.m. - Reconvene Regular Meeting - 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. PUBLIC BUDGET HEARING
- D. RECONVENE REGULAR MEETING

#### E. ANNOUNCEMENT

The February 15, 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.

#### F. PLEDGE OF ALLEGIANCE

# G. RECOGNITION

- 1. VFW Patriot Pen Competition Brooke Bunyan, John F. Ryan Elementary School
- 2. VFW Voice of Democracy Competition Stephanie Tam, Tewksbury Memorial High School

## H. STUDENT REPRESENTATIVE REPORT

Kelsey Dunn, Student Council Representative to the School Committee

#### I. PRESENTATIONS

- 1. Entry Plan Chris Malone, Superintendent of Schools
- 2. 2017-2018 Program Of Studies Update
- J. 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.)

## K. APPROVAL OF MINUTES

1. January 25, 2017 Regular Meeting Minutes (File)

#### L. SUBMISSION AND PAYMENT OF BILL

- 1. Payroll Period Ending January 26, 2017 (\$1,237,473.60) (File)
- 2. Payroll Period Ending February 9, 2017 (\$1,254,656.20) (File)

## M. SUPERINTENDENT & STAFF REPORT

N. CONSENT AGENDA (itemized on page 3)

## O. COMMITTEE REPORTS

Elementary School Building Committee Tewksbury Education Foundation Wellness Advisory Committee

P. POLICY CHANGES, PROPOSALS, and ADOPTION None

1

## Q. OLD BUSINESS

- 1. Next-Generation MCAS Update (File)
- 2. School Calendar 2017-2018 School Year Draft (File)

## R. NEW BUSINESS

1. 3-Year Transportation Bid (File)

# S. SCHOOL COMMITTEE MATTERS OF INTEREST

# T. FUTURE SCHOOL COMMITTEE & FUTURE SUB-COMMITTEE MEETING DATES

March 8, 2017; March 22, 2017 (6:30 Public Budget Hearing/7:00 Regular Mtg); April 5, 2017 (7:00 Reorganization Meeting/7:15 Regular Meeting); April 26, 2017

# U. FUTURE AGENDA ITEMS

# V. ADJOURNMENT

# TEWKSBURY SCHOOL COMMITTEE CONSENT AGENDA

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

#### **TEWKSBURY SCHOOL COMMITTEE**

Kristen M. Polimeno, Chairperson, <u>kpolimeno@tewksbury.k12.ma.us</u>
Dennis G. Francis, Vice-Chairman, <u>dfrancis@tewksbury.k12.ma.us</u>
Arthy S. Bennett, Clerk, <u>abennett@tewksbury.k12.ma.us</u>

James A. Cutelis, Member, joutells@tewksbury.k12.ma.us • Brian H. Dick, Member, bdick@tewksbury.k12.ma.us

#### J. CONSENT AGENDA

#### 1. Correspondence

- a. Tewksbury Memorial High School's College Planning Guide 2017-2018
- b. TPS Water Testing Results

#### 2. Enrollment Update

February 10, 2017

## 3. Monthly Expenditure Report

None

#### 4. Personnel Items

New Hires: Kerry Souza (\$19,072, prorated), Classroom Instructional Aide, John Ryan Elementary School, effective January 3, 2017; Geraldine Cummings (\$51,000 prorated), district-wide Interim Math Coordinator, effective February 3, 2017; Coryana Prendable (\$19,072 prorated), Classroom Instructional Aide/Academic Coach, North Street School, effective February 6, 2017;

Appendix B: Kim Doherty (\$1,124 prorated), Detention Supervisor, John Wynn Middle School, effective January 30, 2017.

<u>Transfer:</u> Heidi Reinhart from the North Street School, Grade 4 Teacher, to the district-wide position of Interim Math Coach, effective February 27, 2017

Retirements/Resignations/Terminations: Jennifer Higgins, LPN at Tewksbury Memorial High School, effective February 6, 2017.

## 5. Acceptance of Donation/Gift: None

6. <u>Fundraiser/Raffle:</u> Dewing/North Street School PAC Lowell Spinners Baseball Game fundraising activity July 22, 2017, proceeds to support future PAC activities; TMHS Theater Company raffle for Footloose production April 27, 2017-April 29, 2017, proceeds to support future TMHS Theater Company productions; TMHS Class of 2019 fundraising events to support the class fund: sale of flowers for Valentine's Day, February 6, 2017 through February 14, 2017; Panera Dine-out Night, February 28, 2017; and sale of long sleeve t-shirts February 27, 2017 through March 10, 2017.

# Executive Session

# **TEWKSBURY SCHOOL COMMITTEE AGENDA**

TEWKSBURY
PUBLIC SCHOOLS

JOHN E. O'CONNOR, ED.D. SUPERINTENDENT OF SCHOOLS Meeting Type/Time: Executive Session #10 - Non-Public Session at 6:00 p.m.

Meeting Date: Wednesday, February 15, 2017

Meeting Location: Tewksbury Memorial High School, Guidance Conference Room

320 Pleasant Street, Tewksbury, MA 01876

# 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

# Budget Hearing



# **Tewksbury Public Schools**

Public Hearing Budget February 15, 2017



# **School Committee**

Krissy Polimeno, Chairperson Dennis Francis, Vice Chairperson Arthy Bennett, Secretary Brian Dick James Cutelis

# **Administration**

Christopher Malone, Superintendent of Schools
Brenda Theriault-Regan, Assistant Superintendent of Schools
Sheri L. Matthews, Director of Business Services
Richard T. Pelletier, Director of Student Support Services
John Lyons, Director of Community Services
David A. Libby, Transportation and Finance Manager
DebraLee Mugford, Director of Food Services
Keith Young, Director of Technology

# **Building Principals**

Kristen S. Vogel, Principal, Tewksbury Memorial High School John S. Weir, Principal, Wynn Middle School Judi K. McInnes, Principal, Ryan Elementary School Angela D. Kimble, Principal, North Street School Matthew Castonguay, Principal, Trahan School Felicia Wettstone, Principal, Heath Brook School Terry Gerrish, Principal, Dewing Elementary School

Regular Day Programs								
3.00		FY2016 ACTUAL		FY2017 ADJ BUDGET		FY2018 REQUEST	PERCENT CHANGE	
ADMINISTRATION (1000)		ACIUAL		ADJ BUDGEI		KEGOESI	CHANGE	
School Committee (1110)								
School Committee Secretary	\$	12.972.49	\$	8,000,00	\$	9,000.00	12.50%	
School Committee Salaries	\$	12,999.84	\$	13,000.00	\$	13,000.00	0.00%	
Legal Fees	\$	90,819.88	\$	120,000.00	\$	100,000.00	-16.67%	
Advertising	\$	21,055,32	\$	15,500.00	\$	15,500.00	0.00%	
Medicaid Processing	\$	11,565.02	\$	9,000.00	Š	12,000.00	33.33%	1
Supplies/Dues/Conferences	\$	12,322.56	\$	16,600.00	\$	16,600.00	0.00%	
Medical Expenses	\$	5,266,43	\$	20.000.00	\$	15.000.00	-25.00%	
TOTALS	\$	167,001.54	\$	202,100.00	\$	181,100.00	-10.39%	
Superintendent's Office (1210)	i i		ı.		lė.			
Salaries Superintendent	\$	205,791.19	\$	183,330.00	\$	180,750.00	-1.41%	
Salaries Superintendent Secretaries	\$	55,221.10	\$	59,548.00	\$	61,017.00	2.47%	
Copier Lease	\$	6,353,50	\$	3,588.00	\$	5,712.00	59.20%	2
Printing Pri	\$	2,578.08	\$	4,000.00	\$	2,600,00	-35.00%	2
Contracted Services	\$	11,692.75	\$	11,000.00	\$	13,000.00	18.18%	
Supplies/Dues/Conferences	\$	29.913.10	\$	27.287.00	5	29.787.00	9.16%	
TOTALS	\$	311,549.72	\$	288,753.00	\$	292,866.00	1.42%	
Assistant Superintendent (1220)								
Salary Assistant Superintendent	\$	127,330.34	\$	136,168.00	\$	144,572.00	6.17%	
Salary Assistant Superintendent Secretary	\$	59,018.99	\$	59,878.00	\$	61,945.00	3.45%	
Supplies/Dues/Conferences	\$		\$	6,992.00	\$	6,992.00	0.00%	
TOTALS	\$	191,938.79	\$	203,038.00	\$	213,509.00	5.16%	
District Wide Administration (1230)								
TMHS Facilities Manager	\$	78,509.81	\$	80,801.00	\$	84,417.00	4.48%	
Facilities Administrator	\$	37,062.95	\$	37,781.00	\$	38,743.00	2.55%	
Grants Management	\$	8,712.50	\$	10,000.00	\$	10,000.00	0.00%	
Supplies/Dues/Conferences	\$	3,331.79	\$	5,235.00	\$	5,400.00	3.15%	
Mileage	\$	4,600.00	\$	10,600.00	\$	11,200.00	5.66%	
Postage	\$	26,050,33	\$	25,000.00	\$	26,000.00	4.00%	
TOTALS	\$	158,267.38	\$	169,417.00	\$	175,760.00	3.74%	
Administrative Support (1410)								
Salary Business Director	\$	117,267.54	\$	124,380.00	\$	132,452.00	6.49%	
Salaries Business Office Secretaries	\$	89,221.23	\$	83,091.00	\$	62,445.00	-24.85%	3
Salaries Payroli	\$	63,458.32	\$	49,660.00	\$	46,461.00	-6.44%	3
Salaries Accounts Payable	\$	37,224.88	\$	46,647.00	\$	49,141.00	5.35%	3
Copier Lease	\$	9,369.46	\$	7,432.00	\$	7,432.00	0.00%	
Contracted Services	\$	5,371.50	\$	7,000.00	\$	7,000.00	0.00%	
Supplies/Dues/Conferences	<u>\$</u>	12,344.83	\$	19.500.00	\$	18,800.00	-3.59%	
TOTALS	\$	334,257.76	\$	337,710.00	\$	323,731.00	-4.14%	
Personnel Department (1420)			-10				I SHEET INTO I	
Salaries Personnel Department	<u>\$</u>		\$	53,624.00	\$	55,440.00	3.39%	
TOTAL	\$	48,949.62	\$	53,624.00	\$	55,440.00	3.39%	
Legal Services (1435)								
Legal Settlements	<u>\$</u>	53,788,45	\$_	-	\$		0.00%	
TOTAL	\$	53,788.45	\$	-	\$		0.00%	
Administrative Technology (1450)		451 005 00	_	440 40 400		47 4 600 00	0.507	
Technology Salaries	\$	451,285.89	\$	462,634.00	\$	474,592.00	2.58%	Cinklis
Technology Contracted Services	\$	93,198.67	\$	129,600.00	\$	168,649.00	30.13%	4
Information Systems Training	\$	4,992.84	\$	20,000.00	\$	20,000.00	0.00%	100
Internet Connections	\$	51,552.71	\$	57,280.00	\$	93,760.00	63.69%	4
Network and Equipment Maintenance	\$	21,068.11	\$	8,100.00	\$	8,100.00	0.00%	
Webpage	\$	E 400.00	\$	15,000.00	\$	15,000.00	0.00%	
Email ISS and SMS	\$	5,420.00	\$	3,620.00	\$	3,620.00	0.00%	
TSS and SMS	\$	2,296.00	\$	2,500.00	\$	2,500.00	0.00%	35-1
Supplies/Dues/Conferences	\$	32,232,64	\$	90,055,00	\$	36.100.00	-59.91%	5
TOTALS	\$	662,046.86	\$	788,789.00	\$	822,321.00	4.25%	
To keep more in line with actual Medicald processing expenses     Upgrade of copier in Center School - offset from Printing line								
Subgrade of copies in Center schools of isset from Printing line     Subgrade of copies in Center schools of isset from Printing line     Subgrade of copies in Center schools of isset from Printing line								
Increases due to expired maintenance agreements and upgrade to	0							
bandwith at all schools								
5 Created a district wide technology line and moved funds from supplinto that account	olles							
Subtotal 1000 se	ries S	1,927,800.12	S	2,043,431.00	S	2,064,727.00	1.04%	
	_		7	_,	•			

INSTRUCTION	(2000)
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Principals (2210)						OR LINES		
Salaries Principals/Asst Principals	\$	1,222,411.10	\$	1,281,897.00	\$	1,350,866.00	5.38%	
Salaries Secretaries	\$	422,615.50	\$	454,099.00	\$	467,045.00	2.85%	
Supplies	\$	48,384.57	\$	58,498.00	\$	45,000.00	-23.07%	6
Dues/Conferences	\$	13,280.97	\$	20,189.00	\$	19,739.00	-2.23%	
Postage	\$	25.66	\$	2,000.00	\$	2,000.00	0.00%	
TOTALS Curriculum London Bldm Lovet (2220)	\$	1,706,717.80	\$	1,816,683.00	\$	1,884,650.00	3.74%	
Curriculum Leaders - Bldg Level (2220) Salaries New Start	\$	10,999.17	·	11,000.00	\$	11,000.00	0.00%	
Curriculum Coordinators/Coaches	\$	10,777.17	\$	252,000.00	\$	252,000.00	0.00%	
TMHS Department Head Stipends	\$	29.018.13	\$	40,546.00	\$	40,546.00	0.00%	
TOTALS	\$	40,017.30	\$	303,546.00	\$	303,546.00	0.00%	
Teachers Salaries (2305)	*	10,017100	•	000,0 10.00	T	000,010.00	0.007	
Salaries, Contracted	\$1	4,009,571.99	\$.1	4,757,526.00	\$	15.412.928.00	4.44%	
TOTAL	\$1	4,009,571.99		4,757,526.00		15,412,928.00	4.44%	
Teacher Specialists (2310)								
ELL Teachers' Salaries	\$	201,326.99	\$	252,252.00	\$	262,417.00	4.03%	
Specialists	\$	487,497.17	\$	493,324.00	\$	499.941.00	1.34%	
TOTALS	\$	688,824.16	\$	745,576.00	\$	762,358.00	2.25%	
Instructional Coordinator (2315)						0.00.00	0.00	
WMS Curriculum Coor/Team Leaders	\$	35,975.68	\$	35,976.00	\$	35,976.00	0.00%	
TOTAL Substitutes (2325)	\$	35,975.68	\$	35,976.00	\$	35,976.00	0.00%	
Substitutes (2325) Substitute Teacher Allowance	\$	356,916.99	\$	318,028.00	\$	329,028.00	3,46%	
TOTAL	\$	356,916.99	\$	318,028.00	\$	329,028.00	3.46%	
Salary Instructional Aides (2330)	Ψ.	000,710.77	*	010,020.00	*	027,020.00	0.4070	
Salary Instructional Aides	\$	261.015.89	\$	440,883.00	\$	459,173.00	4.15%	
TOTAL	\$	261,015.89	S	440,883,00	\$	459,173.00	4.15%	
Librarians/Media Center (2340)	•							
Salary Library/Media Specialists	\$	159,589,12	\$	229,754.00	\$	235.854.00	2.66%	
TOTAL	\$	159,589.12	\$	229,754.00	\$	235,854.00	2.66%	
Professional Development Teacher/Staff (2353)								
Professional Development Conferences	\$_	3.672.00	\$_	8,100,00	\$_	8,100,00	0.00%	
TOTALS	\$	3,672.00	\$	8,100.00	\$	8,100.00	0.00%	
Professional Development Stipends (2357)		10.003.00		00 570 00		04.070.00	0.000	
Mentors Salaries Mentees Salaries	\$	40,081.90 6,060.00	\$	33,572.00 7,000.00	\$	34,372.00 7,000.00	2.38% 0.00%	
Professional Development Stipends	\$ \$	29,697.43	\$	35,000.00	\$	35,000.00	0.00%	
Professional Development Presenters	\$	60,513.00	\$	42,400.00	\$	42,400.00	0.00%	
Districtwide Professional Development	\$	-	\$	50,000.00	\$	50,000.00	0.00%	
Course Reimbursement	5	29,232,30	\$	64,000.00	\$	66,000.00	3.13%	
TOTAL	\$	165,584.63	\$	231,972.00	\$	234,772.00	1.21%	
Textbooks (2410)					, ilia			
Textbooks, All Schools	\$	118.513.83	\$	99.899.00	5	112.913.00	13.03%	7
TOTAL	\$	118,513.83	\$	99,899.00	\$	112,913.00	13.03%	
Other Instructional Materials (2415)								
Other Instructional Materials, All Schools	\$	23.491.94	\$	50.500.00	\$	50.750.00	0.50%	
TOTAL	\$	23,491.94	\$	50,500.00	\$	50,750.00	0.50%	
Instructional Equipment (2420)		20.104.70		101 411 00		100 504 00	0.070	
Rent/Lease Copiers, All Schools	\$	98,126.72	\$	101,411.00	\$	103,506.00	2.07%	
Copy Center Contracted Services Copier Supplies	\$	91,127.14	\$	92,000.00	\$	95,000.00	3.26%	
TOTALS	\$	129,580,48 318,834.34	\$	110,080.00 303,491.00	\$	116.800.00 315,306.00	6.10% 3.89%	
General Supplies (2430)	4	310,034.34	- 4	303,471.00	Ф	313,300.00	3,07/6	
Supplies, All Schools	\$_	183,698,13	.\$	207,719,00	\$	200,554,00	-3.45%	7
TOTAL	\$	183,698.13	\$	207,719.00	\$	200,554.00	-3.45%	Villa I
Other Instructional Services (2440)		100,070.10		207,7 17100	_	200,00 1.00	011070	
Other Instructional Services	\$	32,393.30	\$	45,700.00	5	39,970,00	-12.54%	7
TOTAL	\$	32,393.30	\$	45,700.00	\$	39,970.00	-12.54%	
Classroom Instructional Hardware (2451)		36 10 WILLIAM	III(i)			ASSOCIATION NAMED		
Instr. Technology Equipment, All Schools	\$	96,360.18	\$	92,290.00	\$	135,890.00	47.24%	5
TOTAL	\$	96,360.18	\$	92,290.00	\$	135,890.00	47.24%	
Created a district wide technology line and moved								
funds from supplies into that account  Reduced to fall in line with Principal needs								
	i							
Other Instructional Materials								
6 Reduced to fall in line with Principal needs 7 Textbook increase is offset with General Supplies and	d							

Cuidana Cardana (0710)								
Guidance Services (2710) Counselor Salaries	\$ 4	89,657.92	\$	516,637.00	\$	549,739.00	6.41%	
Guldance Secretary	\$	35,692.80	\$	37,616.00	\$	38,694.00	2.87%	
Supplies	\$	7,757.63	\$	5,000,00	\$	5,000,00	0.00%	
TOTALS		533,108.35	\$	559,253.00	\$	593,433.00	6.11%	
Testing and Assessments (2720)	* '	300,100.00	Ψ.	007,200.00	4	0707100100	0.1170	
Testing and Assessments	\$	20,000.13	\$	31,410.00	\$	31,670.00	0.83%	
TOTAL	\$	20,000.13	\$	31,410.00	\$	31,670.00	0.83%	
IOIAL	4	20,000.13	Ψ	31,410,00	Ψ	31,070.00	0,000,0	
Subtotal 2000	series \$ 18,7	54,285.76	\$ 2	20,278,306.00	\$2	21,146,871.00	4.28%	
OTHER STUDENT SERVICES (3000)								
Personnel Services (3100)								
Attendance Officer	\$	3,737.12	\$	5,500.00	\$	5,500,00	0.00%	
TOTALS	\$	3,737.12	S	5,500.00	\$	5,500.00	0.00%	
Health Services (3200)	*	0,, 0, 1, 1			•	0.000.00		
Nurse Salaries	\$ 4	474,898.26	\$	512,614.00	\$	540.329.00	5,41%	
Nurse Substitutes	\$	9,948,40	Š	7,000.00	\$	7,000.00	0.00%	
Physician, Contracted Services	\$	2.825.00	Š	5,650.00	\$	5,650.00	0.00%	
Supplies	\$	10,945.11	\$	14,000.00	\$	14,000.00	0.00%	
TOTALS		498,616.77	\$	539,264.00	\$	566,979.00	5.14%	
Transportation (3300)	•	_,	<b>T</b>	,20	*			
Admin Transportation Salary	\$	37,062.73	\$	37,895.00	\$	38.859.00	2.54%	
Transportation Monitors	\$	12,049.48	\$	8,100.00	\$	10,000.00	23,46%	
Contracted Services		422,762.14	Š	1,410,300.00	\$	1,608,200.00	14.03%	8
Transportation Dues	\$	200.00	\$	200.00	\$	200.00	0.00%	
TOTALS	\$ 1,4	472,074.35	\$	1,456,495.00	\$	1,657,259.00	13.78%	
Student Body Activities (3500)	•				H			
Athletics	\$ 3	509,637.36	\$	507,163.00	\$	586,365.00	15.62%	9
Student Activities		101.932.04	\$	108,890.00	\$	109,580.00	0.63%	
TOTALS		611,569.40	\$	616,053.00	\$	695,945.00	12.97%	
School Security (3600)					91111	5/11 - 63		
TMHS Security Monitor	\$	10,249.98	\$	10,507.00	\$	10,770.00	2.50%	
Resource Officers	\$	90,927.00	\$	108,113.00	\$	132.286.00	22.36%	10
TOTALS		101,176.98	\$	118,620.00	\$	143,056.00	20,60%	
Subtotal 300	) series \$ 2,6	87,174.62	\$	2,735,932.00	\$	3,068,739.00	12.16%	
OPERATION AND MAINTENANCE OF BUILDIN	GS (4000)							
Operation of Buildings (4100)								
Custodial Salaries	\$ 1,	140,607.00	S	1,121,174.00	5	1,152,264.00	2.77%	
Custodial Overtime	\$	80,648.39	\$	80,472.00	\$	80,472.00	0.00%	
Custodial Building Checks	\$	41,626.14	\$	44,600.00	\$	44,600.00	0.00%	
Interoffice Mail	\$	10,882.24	\$	11,000.00	\$	11,275.00	2.50%	
Central Office Custodian Salary	\$	12,453.63	\$	17,236.00	\$	15,000.00	-12.97%	
Contracted Services	\$	36,513,08	\$	39,836.00	\$	40,703.00	2.18%	
Supplies		130,885.38	\$	112,000.00	\$	115,000.00	2.68%	
Heating		545,615.92	\$	604,225.00	\$	569,000.00	-5.83%	11
Electricity		738,655.39	\$	670,174.00	\$	689,000.00	2.81%	
Telephones	\$	43,112.01	\$	40,500.00	\$	49,000.00	20.99%	
Water/Sewer	\$	11,357.41	\$	12,000.00	\$	12,000.00	0.00%	
	\$	3,531,10	\$	4,000,00	\$	3,900.00	-2.50%	
		795,887.69	\$	2,757,217.00	- \$	2,782,214.00	0.91%	
Other Operation Costs TOTALS	\$ 2,	, , 5,000, .07						
Other Operation Costs	\$ 2,	, , , , , , , , , , , , , , , , , , , ,						
Other Operation Costs TOTALS		93,146.67	\$	41,500.00	\$	75,000.00	80.72%	11
Other Operation Costs TOTALS Maintenance of Buildings (4200)	\$		\$	41,500.00 994,623.00	\$	75,000.00 988,739.00	80.72% -0.59%	11 11
Other Operation Costs TOTALS Maintenance of Buildings (4200) Grounds (4210)	\$	93,146.67			•			
Other Operation Costs TOTALS Maintenance of Buildings (4200) Grounds (4210) Buildings (4220)	\$ \$	93,146.67 836,678.07	\$	994,623.00	\$	988,739.00	-0.59%	-11
Other Operation Costs TOTALS Maintenance of Buildings (4200) Grounds (4210) Buildings (4220) Building Security (4225)	\$ \$ \$	93,146.67 836,678.07 3,300.56	\$	994,623.00 3,172.00	\$	988,739.00 17,000.00	-0.59% 435.94%	-11
Other Operation Costs TOTALS  Maintenance of Buildings (4200) Grounds (4210) Buildings (4220) Building Security (4225) Equipment (4230) TOTALS	\$ \$ \$	93,146.67 836,678.07 3,300.56 650.00 933,775,30	\$ \$ \$	994,623.00 3,172.00 1,000.00	\$ \$ \$	988,739.00 17,000.00 1,000.00	-0.59% 435.94% 0.00%	-11
Other Operation Costs TOTALS  Maintenance of Buildings (4200) Grounds (4210) Buildings (4220) Building Security (4225) Equipment (4230) TOTALS	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	93,146.67 836,678.07 3,300.56 650.00 933,775,30	\$ \$ \$	994,623.00 3,172.00 1,000.00 1,040,295.00	\$ \$ \$	988,739.00 17,000.00 1,000.00 1,081,739.00	-0.59% 435.94% 0.00% 3.98%	-11
Other Operation Costs TOTALS  Maintenance of Buildings (4200) Grounds (4210) Buildings (4220) Building Security (4225) Equipment (4230) TOTALS  Subtotal 400: 8 New three year contract with Tewksbury Transity Incorporated all coaching salaries	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	93,146.67 836,678.07 3,300.56 650.00 933,775,30 729,662.99	\$ \$ \$	994,623.00 3,172.00 1,000.00 1,040,295.00	\$ \$ \$	988,739.00 17,000.00 1,000.00 1,081,739.00	-0.59% 435.94% 0.00% 3.98%	-11
Other Operation Costs TOTALS  Maintenance of Buildings (4200) Grounds (4210) Buildings (4220) Building Security (4225) Equipment (4230) TOTALS  Subtotal 400: 8 New three year contract with Tewksbury Transi	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	93,146.67 836,678.07 3,300.56 650.00 933,775,30 729,662.99	\$ \$ \$	994,623.00 3,172.00 1,000.00 1,040,295.00	\$ \$ \$	988,739.00 17,000.00 1,000.00 1,081,739.00	-0.59% 435.94% 0.00% 3.98%	-11

FIXED CHARGES (5000)							
Employee Retirement (5100)							
Sick Leave Buy Back	\$ 82,799.37	\$	62,000.00	\$	110,000.00	77.42%	12
Retirement Incentive	\$ 18,600,00	\$	16,000.00	\$	16,000.00	0.00%	
TOTALS	\$ 101,399.37	\$	78,000.00	\$	126,000.00	61.54%	
Subtotal 5000 series	\$ 101,399.37	\$	78,000.00	\$	126,000.00	61.54%	
EQUIPMENT REPLACEMENT (7000)							
Equipment Replacement (7400)							
Equipment Replacement	\$ 100.049.00	\$	13.578.00	\$	5.000.00	-63.18%	11
TOTALS	\$ 100,049.00	\$	13,578.00	\$	5,000.00	-63.18%	
Subtotal 7000 series  Ructuation between accounts to put budgets under correct function numbers	\$ 100,049.00	\$	13,578.00	\$	5,000.00	-63.18%	
12 As per contractual obligation							
TOTAL REGULAR DAY							
PROGRAMS	\$ 27,302,371.8	36 \$ 2	28,947,139.00	\$ ;	30,275,290.00	4.59%	

# Overall Regular Education Budget is increased by 4.59%



SPECIAL EDUCATION	N							
PROGRAMS								
		FY2016		FY2017		FY2018	PERCENT	
INSTRUCTION (2000)		ACTUAL		ADJ BUDGET		REQUEST	CHANGE	
INSTRUCTION (2000)								
Director (2109)								
Salary Director & OOD Coor		191,467.38	\$	299,087.00	\$	310,206.00	3.72%	
Salaries Special Ed Secretari		201,051.69	\$	260,673.00	\$	259,918.00	-0.29%	
Dues	\$	-	\$	450.00	\$	450.00	0.00%	
Postage	\$	1,707.37	\$	2,600.00	\$	2,600.00	0.00%	
Mileage Reimbursement	<u>\$</u>	3,179,62	\$	12,000.00	\$	12,000.00	0.00%	
TOTALS	\$	397,406.06	\$	574,810.00	<b>\$</b>	585,174.00	1.80%	
Teaching (2309)	× -	0.000 570.04		0.040.001.00		0.100.000.00	5 D.58	
Salaries, Contracted	\$	2,838,579.86	\$	2,942,831.00	\$	3,100,380.00	5.35% 0.00%	
Assistive Technology Salaries Substitutes	\$ \$	19,353.96	\$	80,000.00 24,128.00	\$	80,000.00 24,788.00	2,74%	
	·		\$		\$			
Aides' Salaries	\$	998,106.28	\$	1,097,160.00 4,461.00	\$	1,132,650.00	3,23%	
Summer Tutors	\$	320.40 322,392.03	\$	412,060.00	\$	4,461.00 341,665.00	0.00% -17.08%	12
Case Managers Contracted Aides	\$ \$	740.248.40	\$ \$	1,024,244.00	\$	1,049,163.00	2,43%	13
Supplies	\$	29,153.92	\$	39,405.00	\$	39,219.00	-0.47%	
Pupil Contracted Services	- \$_	872.913.93	.\$_	900,000,00	\$	730.000.00	-18.89%	13
TOTALS	\$	5,821,068.78	\$	6,524,289.00	\$	6,502,326.00	-0.34%	
Medical/Therapeutic Services	7	3,021,000.70	4	0,324,207.00	49	0,302,320.00	-0.34/6	
Systemwide Therapists	\$	880,316.72	\$	894,148,00	\$	941,404.00	5,29%	
Summer Services	\$	55,139.61	\$	57,020,00	\$	57,020.00	0.00%	
OT/PT/SP Contracted Servic		1,867.50	\$	14,000.00	\$	14,000.00	0.00%	
OT/PT/SP Sped Supplies	<u> </u>	12,168,21	\$_	9,420.00	\$	9,420.00	0.00%	
TOTALS	\$	949,492.04	\$	974,588.00	\$	1,021,844.00	4.85%	
Instructional Equipment SPED (	2429)		- 1		оп и			
Copier Lease	\$	1.894.45	\$	2,478.00	\$	2,478.00	0.00%	
TOTALS	\$	1,894.45	\$	2,478.00	\$	2,478.00	0,00%	
Instructional Tech, SPED (2459)								
Assistive Technology - Sped	<u>\$</u>	12.602.65	5	12.000.00	\$_	20.000.00	66.67%	14
TOTALS	\$	12,602.65	\$	12,000.00	\$	20,000.00	66.67%	
Assessments/Evals, SPED (2729)								
Sped Evaluations	\$	26.234.61	\$	60,000.00	\$	60.000.00	0.00%	
TOTALS Psychological Services (2809)	\$	26,234.61	\$	60,000.00	\$	00,000,00	0.00%	
Consultants, Staff	\$	515,979.88	\$	578,620.00	\$	596,731.00	3.13%	
Behavior Specialist	\$ \$	97,358.34	\$	137,562.00	\$	507,953.00	269.25%	13
Behavior Mod Cont Service:	<u> </u>	165.835.32	ų.	200.000.00	4	60,000,00	-70,00%	
TOTALS	5 <u>3</u> 5	779,173.54	\$	916,182.00	\$	1,164,684.00	27.12%	10
1011.63	Ψ	777,170.04	•	710,102.00	*	1,104,004.00	27,1270	
Su	btotal 2000 series S	7,987,872.13	S	9,064,347.00	S	9,356,506.00	3,22%	
94.1.1		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	•	.,,.	•	***************************************	THE DRIVERS OF THE	
OTHER STUDENT SERVICES (3000	1							
Transportation (3309)								
Transportation Contracted		1 070 450 15	•	1 405 001 00	*	1 200 500 00	0.4/97	
Transportation, Contracted		1,273,458,15		1.405,991.00		1,399,520.00	-0,46%	
TOTALS	\$	1,273,458.15	\$	1,405,991.00	\$	1,399,520.00	-0.46%	
	L1-1-10000 1 0							
\$0	btotal 3000 series \$	1,273,458.15	\$	1,405,991.00	\$	1,399,520.00	-0.46%	
TUITION PROGRAMS ( 9000)								
Tuition to Mass Public (9100)								
Vocational Tuition	\$	17,556.00	\$	18,500.00	\$	19,276.00	4.19%	
Mass Public Schools Tuition	\$	909,948.46		809,232.00	\$	724,138.00	-10.52%	15
TOTALS			\$			— . —		10
IUIALS	\$	927,504,46	\$	827,732.00	\$	743,414.00	-10.19%	100
13 Redistribution of budgets to brin	a behavioral services in	district						
14 Assistive Tech services brought in		- west in the i						
15 Based on actual placements as								
10 based of actual placements as	Grioddy							

otal 9000 series \$ 3,9 nts as of today	57,762.34 \$	3,607,194.00	\$ 3,623,433.00	0.45%
\$ 1,0	09,862.48 \$	826,680.00	\$ 1,052,037.00	27,26%
2		826.680.00	\$ 1,052,037,00	27.26% 15
400)				
\$ 2,0	20,395.40 \$	1,952,782.00	\$ 1,827,982.00	-6.39%
on <u>\$ 9</u>	76.721.46 \$	1.259.216.00	\$ 1.358.812.00	7.91%
n \$ 1	12,322.40 \$	168,436.00	\$ 171,518.00	1.83%
\$ 9	31,351.54 \$	525,130.00	\$ 297,652.00	-43.32% 15
(9300)				
	\$ 9 n \$ 1 on <u>\$ 9</u> \$ 2,0	\$ 931,351.54 \$ n \$ 112,322.40 \$ on \$ 976,721.46 \$ \$ 2,020,395.40 \$ 400)	\$ 931,351.54 \$ 525,130.00 n \$ 112,322.40 \$ 168,436.00 on \$ 976,721.46 \$ 1,259,216.00 \$ 2,020,395.40 \$ 1,952,782.00 400)	\$ 931,351.54 \$ 525,130.00 \$ 297,652.00 n \$ 112,322.40 \$ 168,436.00 \$ 171,518.00 on \$ 976,721.46 \$ 1,259,216.00 \$ 1,358,812.00 \$ 2,020,395.40 \$ 1,952,782.00 \$ 1,827,982.00

# Overall Special Education Budget is increased by 2.09%



# FY18 Local Appropriation Budget Summary

	FY2016 ACTUAL	FY2017 ADJ BUDGET	FY2018 REQUEST	% CHANGE
CAPITAL OUTLAY	\$ 199,963.85	\$ 250,000.00	\$ 250,000.00	0.00%
REGULAR DAY PROGRAMS	\$ 27,302,371.86	\$ 28,947,913.00	\$ 30,275,290.00	4.59%
SPECIAL EDUCATION	\$ 13,219,092.62	\$ 14,084,664.00	\$ 14,379,459.00	2.09%
GRAND TOTAL	\$ 40,721,428.33	\$ 43,282,577.00	\$ 44,904,749.00	3.75%



# FY2018 BUDGET SUMMARY

Tewksbury Public Schools LEA Budget Summary for school year 17-18 As of February 15, 2017 - School Committee

	School Budget FY17		School Budget FY18 Request		own Manager lecommended FY18 Budget	nanges from 017 to FY2018
Salaries	\$ 30,392,622.00	\$	31,943,421.00	\$	31,943,421.00	\$ 1,550,799.00
Operating	\$ 12,639,955.00	\$	12,711,328.00	\$	12,711,328.00	\$ 71,373.00
Capital Outlay	\$ 250,000,00	\$	250,000.00	\$	250,000.00	\$
Total School Appropriation	\$ 43,282,577.00	\$	44,904,749.00	\$	44,904,749.00	\$ 1,622,172.00
Fixed Costs						
Health	\$ 8,245,915.00	\$	8,039,223.00	\$	8,039,223.00	\$ (206,692.00)
Retirement	\$ 1,171,188.00	\$	1,309,767.00	\$	1,309,767.00	\$ 138,579.00
Medicare	\$ 393,056.00	\$	451,000.00	\$	451,000.00	\$ 57,944.00
Unemployment	\$ 75,000.00	\$	75,000.00	\$	75,000.00	\$
Insurance	\$ 187,944.00	\$	197,341.00	\$	197,341.00	\$ 9,397.00
Debt Non-Exempt Principal	\$ 5,925.00	\$	5,895.00	\$	5,895.00	\$ (30.00)
Debt Non-Exempt Interest	\$ 278.00	\$	110.00	\$	110.00	\$ (168.00)
Short Term Interest	\$ 	\$		\$		\$
Total Fixed Costs	\$ 10,079,306.00	\$	10,078,335.00	\$	10,078,335.00	\$ (970.00)
Total	\$ 53.361.883.00	\$_	54.983.084.00	s	54.983.084.00	\$ 1.621.201.00
Debt Exempt Principal	\$ 2,123,815.00	\$	2,115,000.00	\$	2,115,000.00	\$ (8,815.00)
Debt Exempt Interest	\$ 1,020,271.00	\$	956,245.00	\$	956,245.00	\$ (64,026.00)
Total	\$ 3.144.086.00	\$	3.071.245.00	\$	3.071.245.00	\$ (72.841.00)
Grand Total School Budget	\$ 56,505,969.00	\$	58,054,329.00	\$	58,054,329.00	\$ 1,548,360.00



# **District Personnel Needs**

Tier	School	Personnel	FTE	Estimated Cost	Actual Cost	Reasoning	Filled
1	Special Ed	Behavior Specialists (2)	2	\$0		To bring services in district rather than contract from an outside company.	Funds moved from Cont Services
1	Special Ed	Coordinator of Social/Emotional Learning and Behavioral Services (BCBA)	1	\$O		To bring services in district rather than contract from an outside company.	Funds moved from Cont Services
1	Special Ed	BCBA or Beh Specialist for DLC Prog	1	\$0		To assist in the training of classroom aides.	Funds moved from Cont Services
1	Heath Brook	Grade 1 Classroom Teacher (M-6)	1	\$69,312		Based on current enrollment	Budgeted in FY2018
1	Districtwide	English Curriculum Coordinator	1	\$90,000		Vertically align Literacy Instruction districtwide	
1	North Street	Certified Instructional Aide	1	\$19,549		New DLC Classroom	
ì	TMHS	Special Education Teacher (M-6)		\$69,312		To have co taught classes in all subject areas	
2	K - 4	K-4 Literacy Coach (M-6)	1	\$69,312		To improve literacy instruction through a coaching PD model	
2	K - 4	K-4 Math Coach (M-6)	1	\$69,312		To improve literacy instruction through a coaching PD model	
2	K - 4	K-4 Inclusion Coach (M-6)	1	\$69,312		To improve literacy instruction through a coaching PD model	
2	Dewing	Adjustment Counselor/Social Worker	.5	\$34,656		To support 507 students	
2	Dewing	Grade 2 Classroom Teacher (M-6)	1	\$69,312		Maintain lower class sizes	
2	Ryan	Math Coach	1	\$69,312		PARCC results	
2	Ryan	Social Worker/Adjustment Counselor (M-6)	1	\$69,312		Service IEP students	
2	Wynn	Social Worker (M-6)	1	\$69,312		Social/Emotional Need	
2	TMHS	School Adjustment Counselor (M-6)	1	\$69,312		Based on needs for students	
3	Ryan	Team Leaders (3)	3	\$6,744	\$6,744	Parity across all teams	
3	Ryan	Librarian	1	\$69,312		Maintain collection	
3	Wynn	School Librarian / Media Specialist	1	\$69,312		Need staff to maintain library/media center	
3	TMHS	Athletic Trainer	.5	\$25,000			

# **District Personnel Needs**

Tier	School	Personnel	FTE	Estimated Cost	Actual Cost	Reasoning	Filled
0	Districtwide	Asst. Dir. of Special Education	1	\$87,010	\$90,000	To the state of th	FY2017
0	Dewing	Kindergarten Teacher	1	\$67,622	\$44,815		FY2017
0	Heath Brook	Kindergarten Teacher	1	\$67,622	\$76,771		FY2017
0	Trahan	School Psychologist	.5	\$33,811	\$36,155		FY2017
0	Ryan	Team Leaders (3)	3	\$6,744	\$6,744		FY2017
0	Districtwide	Math Curriculum Coordinator	1	\$90,000			Budgeted FY2017
0	Districtwide	Science Curriculum Coordinator	1	\$90,000	a var var var var var var var var var va		Budgeted FY2017
0	Districtwide	ELE Specialist	.5	\$30,000	\$30,000		FY2017
0	Wynn	Instructional/Tech Specialist	1	\$72,000			Budgeted FY2017
0	Districtwide	Math Elementary Instr Coach	1	\$72,000			Budgeted FY2017
0	Districtwide	Special Education Secretary	.5	\$18,000	\$18,000		FY2017
0	Districtwide	Grounds Maintenance Position	1	\$42,000	\$45,978		FY2017

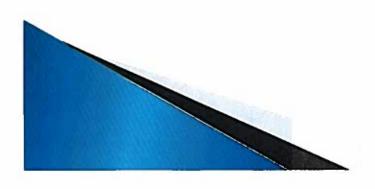


School Name	Category	Projects and Equipment	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Dewing	Bldg & Maint		\$87,633					
Dening	0.08 &	Café and A-4 Floor (Abate and Retile)	40,,000					
Dewing	Technology	Library Media Computer Upgrades	\$12,500					
Dewing	Bldg & Maint	Pipe Work	\$15,000					
Dewing	Bldg & Maint	Stand Alone Water Heater			\$35,000			
Dewing	Bldg & Maint	Blinds Curtains for all Upper Classrooms			\$20,000			
Dewing	Bldg & Maint	New Heating Controls			\$150,000			
Dewing	Bldg & Maint	Visitor Security System			\$6,000			
Dewing	Bldg & Maint	New Fire Alarm System			\$100,000			
Dewing	Bldg & Maint	New Mechanical System			\$200,000	100		
Dewing	Bldg & Maint	Upgrape Electrical System			\$250,000			
Dewing	Bldg & Maint	New Boilers			\$300,000			
Dewing	Technology	New Telephone System				\$28,000		
Dewing	Bldg & Maint	New Roof				\$1,950,000		
Dewing	Bldg & Maint	New Exterior Doors					\$200,000	
Dewing	Bldg & Maint	Resurface Parking Lot						\$200,000
Dewing	FF&E	New Student Desks						?
Heath Brook	Technology	Library Media Computer Upgrades	\$12,500					
Heath Brook	Bldg & Maint	New School		Priceless				-
Heath Brook	Bldg & Maint	New Fire Alarm Panel		111001033	\$100,000	-		
Heath Brook	Bldg & Maint	Stand Alone Water Heater			\$24,000	-		
Heath Brook	Bldg & Maint	Upgrade Electrical System			\$250,000	- Charge 11-1		
Heath Brook	Bldg & Maint				\$150,000	-		
Heath Brook	Bldg & Maint	Upgrade Heating Controls			\$6,000			
Heath Brook	Bldg & Maint	Visitor Security System			\$200,000			-
Heath Brook	Bldg & Maint	New Mechanical System  Scape and Paint Soffit and Facia			\$200,000	\$50,000		
Heath Brook	Bldg & Maint	Replace Interior Metal Doors and					\$200,000	!
Heath Brook	Bldg & Maint	Frames New Roof				\$1,400,000		-
Heath Brook	Bldg & Maint					72,100,000		\$175,00
Heath Brook	Bldg & Maint	Resurface Parking Lot and Sidewalks  Retile Bathrooms and Boys Locker				\$30,000		
Weath Duce!	Dida P. Mainh	Rooms		ĆE 210		-		
Heath Brook	Bldg & Maint	New Vent on Kiln		\$5,210			-	
Heath Brook	Bldg & Maint	Screens for Cafeteria, Library and Greenhouse Rooms				\$8,000		
Heath Brook	Technology	Classroom Computers				?		
Heath Brook	FF&E	New Student Desks						?

School Name	Category	Projects and Equipment	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Ryan	Bldg & Maint	Replace Boilers	\$35,000		7	le		
Ryan	Grounds	Courtyard and Front Renovation		\$20,000				
Ryan	Grounds	Renovation of Doucette Field						\$2,000,000
Ryan	Phones	New Telephone System		\$25,584				
Ryan	Bldg & Maint	New Heating Controls					\$200,000	
Ryan	Bldg & Maint	New Roof				\$1,600,000		
Ryan	Bldg & Maint	Re-Tile Hallways and some Classrooms				\$80,000		
Ryan	Technology	Complete 1 to 1 devices (7 carts x 25 devices per cart)			\$48,000			
Ryan	Technology	Printers (25 x \$165)			\$4,125			
Ryan	Technology	Replace Computer Lab computers (60 x \$500)			\$30,000			
Ryan	Technology	Laptops for Teachers (50 x \$300)				\$15,000		
Ryan	Cafeteria	Digital Menu Board					\$5,000	
North Street	Bldg & Maint			\$11,000				
North Street		Analysis of Heating System		311,000	\$100,000			
North Street	Bldg & Maint Bldg & Maint	New Fire Alarm System						
North Street	4-11-1-11-11-1	Visitor Security System			\$6,000	¢200.000		
North Street	Bldg & Maint	Exterior Windows			¢200.000	\$200,000		-
North Street	Bldg & Maint Bldg & Maint	New Mechanical System			\$200,000		¢150.000	
North Street	Bldg & Maint	Resurface Parking Lot			?		\$150,000	
North Street		Heat Exchanger				¢150,000		-
North Street	Bldg & Maint	New Heating Controls				\$150,000	\$200,000	-
North Street	Bldg & Maint Bldg & Maint	Exterior Classroom Doors	<u> </u>			\$250,000	\$200,000	
North Street	Bldg & Maint	Upgrade Electrical System			\$50,000	\$230,000		
North Street	Bldg & Maint	Security Camera's in Parking Lot New Roof			\$30,000		\$1,300,000	
North Street	Bldg & Maint				\$80,000		, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
North Street	Tochaology	Replace Tile Flooring in Main Hallway						
North Street	Technology	Classroom Computers		£1 900		?		-
noi in su eel	Bldg & Maint	New Vent for Kiln		\$1,890				
Trahan	Study	Feasibility Study for New Elementary School		\$1,100,000				

			20.23.50				153	
School Name	Category	Projects and Equipment	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Wynn	Bldg & Maint		\$34,590					
Wynn	Bldg & Maint	Reglycol Heating System	\$35,000					
	nide ir isialist	Replace Boilers	\$33,000				:	
Wynn	Technology	Upgrades to Presentation Software	\$20,000					1
Wynn	Technology	Complete 1 to 1 devices (14 carts x 25 devices per cart)			\$94,000			
Wynn	Phones	New Telephone System		\$24,950				
Wynn	Bldg & Maint	Fire Alarm System			\$6,250			İ
Wynn	Bldg & Maint	New Roof				\$1,100,000		
Wynn	Bldg & Maint	New Heating Controls					\$200,000	
Wynn	Bldg & Maint	New Curtains in Gymnasium						\$10,000
Wynn	Bldg & Maint	Replace Existing Clocks			?			!
Wynn	Grounds	Renovate Conlon Field					\$75,000	
Wynn	Technology	Replace Computer Lab computers (60 x \$500)			\$30,000			i
Wynn	Cafeteria	Digital Menu Board				\$5,000		
тмнѕ	Bldg & Maint	Outside Storage Shed near the D Wing	radir - frankrister I stillangard blessaverkridderskriteriskriteriskriterisk	\$20,000				a manufacture and a manufactur
TMHS	Bldg & Maint	Head End HVAC Room - Software Upgrade		\$15,000				
TMHS	Bldg & Maint	Fitness Centeer		\$40,000				
TMHS	Bldg & Maint	Pavers Design		\$45,000				1
TMHS	Technology	Sound at the Turf Field		ļ	\$18,000			
тмнѕ	Grounds	New Portable Bleachers at Doucette Field			\$435,202			
тмнѕ	Grounds	Demolition of current bleachers at Doucette Field			?			
TMHS	Technology	Security Cameras at Strong Field			\$25,000			
TMHS	Bldg & Maint	Lights at Turf Field				?		
тмнѕ	Technology	Teacher Laptops (Chrome Books) (90 x \$650)			\$58,500		:	
TMHS	Technology	Presentation Computers in Classrooms (100 x \$400)			\$40,000			
тмнѕ	Technology	Virtual High Cart (20 x \$450) - 15" Chromebooks			\$9,000			
TMHS	Technology	Mobile Devices (60 x \$300)			\$18,000			

School Name	Category	Projects and Equipment	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Center School	Study	Feasibility Study	\$50,000	.=				
Center School	Bldg & Maint	Restructure Central Office	y-100 8 + 10 8 + 10 - 10 - 10 - 10 - 10 - 10 - 10 - 10	\$25,000			,	
Center School	Technology	Computer Upgrades				\$36,000		
Center School	Bldg & Maint	Complete Renovation				\$6,000,000		
Districtwide	Bldg & Maint	Elementary School Roofing Repairs	\$100,000					
Districtwide	Technology	Network Monitoring System	\$8,500					1
Districtwide	Bldg & Maint	New Vehicle with Sander and Water Tank	\$52,500	,				
Districtwide	Bldg & Maint	Maintenance Utility Truck (Replacement)* \$24,693		\$45,000				
Districtwide	Bldg & Maint	2 Maintenance Utility Vans * use leftover from above		\$38,111				
Districtwide	Grounds	New Landscape Trailer			\$4,000			
Districtwide	Cafeteria	Refrigerated Van			\$45,000		1	<del>,</del>
Districtwide	Technology	Video Replay System		\$10,000				
Districtwide	Technology	Network Switches				\$12,000	1	
Districtwide	Technology	Security Phase 2 (Replace broken camera and add new)			\$41,500			
Districtwide	Technology	Security Audit			\$7,800		1	
Districtwide	Technology	Server Upgrades				\$40,000	1	
Districtwide	Cafeteria	Dual Sided Milk Chests (5)			\$17,500			
Districtwide	Cafeteria	Cres-Cure Insulated Holding Cabinet			\$8,500			
								1
		Total Projects and Equipment (Gross	\$463,223 )	\$1,426,745	\$3,167,377	\$12,918,000	\$2,566,000	\$2,385,00



# **Questions or Comments?**



# Recognition and/or Presentations

# School Committee Meeting - February 15, 2017

# **RECOGNITIONS**

**VFW Patriot Pen Competition**Brooke Bunyan, Grade 6 - John Ryan Elementary School

VFW Voice of Democracy Competition
Stephanie Tam - Grade 11 -Tewksbury Memorial High School



# Tewksbury Memorial High School Program of Studies 2017-2018





Nora Butler 2016

# Tewksbury High School

# **Mission Statement**

Tewksbury Memorial High School provides students with an experience that promotes academic excellence, intellectual curiosity, respect for others, and self-confidence. We foster the development of communication and problem-solving skills necessary to become successful, contributing members of society.

# **Civil Rights Notification**

No person shall be excluded or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability.

Any questions should be directed to the Assistant Superintendent of Schools, 139 Pleasant Street, Tewksbury MA, 01876, 978-640-7800

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# **HOW TO USE THE PROGRAM OF STUDIES**

High school is your last chance to take advantage of a free, public education. Make the most of your years here! Take as many challenging courses as possible and explore new areas of interest. As you select your courses for next year:

- 1. Review the Table of Contents of the Program of Studies so that you know what kinds of information it contains.
- 2. Select courses to fill every block, typically five 5-credit courses and four 2.5-credit courses, while remaining aware of our graduation requirements.
- 3. Talk with your guidance counselor about your plans for your schedule and ask your counselor any questions you may have.

Think of the graduation requirements as a starting point. Note, for example, that the minimum admissions requirements for Massachusetts state colleges and universities include two years in a single foreign language. If you are able, however, to take more years of a foreign language, we urge you to do so.

# **Expectations for Student Learning**

# We RISE at TMHS

All members of the TMHS community will RISE and demonstrate:

RESPECT for self, others, property, and the community INTEGRITY by being honest, ethical, and responsible SKILLS necessary to pursue their goals in and out of the classroom ENGAGEMENT in academic and co-curricular activities

## TMHS Students will:

- Communicate effectively by gathering information and presenting ideas in a clear, articulate manner
- Solve complex problems using a variety of higher order thinking skills
- Work independently and collaboratively as an engaged learner
- Respect the rights of others

# **GRADUATION REQUIREMENTS**

(For the class 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	3 years of a lab science (Must include 9th grade Bio)	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.
- TMHS Graduation Requirements meets or exceeds all MassCore Requirements.
- \*Math courses must be full-year 5-credit courses.

# **Promotion Requirements**

Grade 9 to Grade 10 -- 30 credits Grade 10 to Grade 11 -- 60 credits Grade 11 to Grade 12 -- 90 credits

# **GRADUATION REQUIREMENTS**

(Beginning with the class of 2019)

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

English	4 courses (one each year)	20 credits
<u>Mathematics</u>	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
<u>Health</u>	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.
- TMHS Graduation Requirements meets or exceeds all MassCore Requirements.
- \*Math courses must be full-year 5-credit courses

# **Promotion Requirements**

Grade 9 to Grade 10 -- 30 credits Grade 10 to Grade 11 -- 60 credits Grade 11 to Grade 12 -- 90 credits

# **COURSE OFFERINGS**

The course offerings described in the Program of Studies specify the course number, the number of credits to be earned and the level of the course. There is also a brief description of the course content and expectations.

# **COURSE LEVELS**

College Preparatory (CP) Courses offer coverage for college bound students with highly developed study skills. Classroom activities are mostly student directed. Course content tends to be abstract and conceptual. Students are expected to work collaboratively and independently on inquiry, problem solving, critical thinking, and reading and writing within each content area. Outside reading and research are required, and students will work well beyond mere memorization. Emphasis in these courses is on the ability to think logically and to write and communicate effectively.

Honors (H) Courses at this level indicate a great degree of challenge and are taught in great depth for college bound students with highly developed study and subject skills. Course content demands critical, relative, and analytical thinking. Course requirements may include any or all of the following: a major research project, formal oral presentations, and frequent substantive, critical written responses to material studied. It is recommended that students desiring to remain in this sequence should be earning grades of B or better.

Advanced Placement (AP) The designation "Advanced Placement" indicates the greatest degree of difficulty. These courses are taught in compliance with the AP curriculum recommended in each subject area by CollegeBoard<sup>tm</sup>. All AP courses require extensive summer work that will be assessed at the beginning of the school year. Courses are rigorous and taught at an accelerated pace and in greater depth. Students work independently on inquiry, problem solving, critical thinking, and reading and writing within each content area. Teacher recommendations and/or a signed AP contract may be required prior to enrollment. Students enrolled in the AP program must pay for and take the CollegeBoard<sup>tm</sup> AP Exam. The AP exam fee is can be found at the CollegeBoard<sup>tm</sup> website. It is recommended that students choosing these courses should be achieving grades of at least a B or better in the Honors sequence.

<u>Dual enrollment</u> provides students the opportunity to take college, credit-bearing courses while also completing their requirements for high school graduation. These college courses are not extra classes taken before or after school. They are part of the daily class schedule and are taught at the college level by Tewksbury Memorial High School teachers who meet or exceed the hiring qualifications to teach at the college level. Currently, high school students with junior or senior status are eligible to participate in the Dual Enrollment Program. TMHS is working with local colleges and universities to bring dual enrollment opportunities to our students. We currently partner with Middlesex Community College to offer college credit bearing courses on our own high school campus. There is a fee that is determined by the college. Course offerings may vary from year to year and not all sections of classes will be designated as a Dual Enrollment courses. Please talk to your high school guidance counselor to learn more about dual enrollment and what courses are offered.

# **COURSE CLUSTERS**

A student taking any two elective courses from a category within a cluster consecutively during the same academic year is equivalent to a full year course.

# **Art and Technology Clusters**

3D Art

Ceramics 1

Ceramics 2

Sculpture

Design

Foundations of Art

2D Art

Photography 1 Drawing 2 Photography 2 Painting 1

Drawing 1 Painting 2

Foundation of Arts

Design

**Digital Art/Computers** 

Digital Imaging

Digital Media 2

Film Appreciation

Digital Imaging Web 2.0

Design
Coding and Gaming

Microsoft Office 2010 C++ Programming

Web and Graphic Design

Visual and Basic Programming

# **STEM Clusters**

**Applied Sciences** 

Forensic Science

Anatomy and Physiology

Astronomy

**Environmental Science** 

Introduction to Health Careers

**Engineering** 

C++ Programming

Engineering and Design 1

Engineering and Design 2

Engineering and Design 3

Robotics

Biotechnology

Applied Mathematics

Personal Finance

Accounting 1

**Economics** 

**Problem Solving** 

# **Humanities Clusters**

<u>Law</u>

Criminal and Civil Law

Psychology and the Law

Forensic Science

Writing

**Journalism** 

Creative Writing

Sports Literature

Media Communications

**Social Sciences** 

Psychology Psychology and the Law Criminal and Civil Law

**US & World Relations** 

International Relations Modern World History American Government

**Career Clusters** 

**Education** 

Child Care 1 Child Care 2 Child Care 3

T.E.A.C.H

**Business** 

Accounting 1 Sports & Entertainment Personal Finance

Marketing

Marketing 1 Desktop Publishing Microsoft Office 2010

Marketing 2 Web 2.0 Intro. to Health Careers

Media Communications Business Management &

Marketing

Performing Arts/Music Cluster

Band Music History Digital Media 1
Chorus Theater Arts Digital Media 2

Introduction to Guitar Musical Theater Production Media Communications

Music Theory Technical Theater Journalism

# **TMHS COURSE LIST**



TVIIIS COURSE EIST						
<b>English</b>	<u>Science</u>	Fine Arts	CHILD CARE 3			
ENGLISH 9	<u>ASTRONOMY</u>	<u>DRAWING I</u>	T.E.A.C.H - CLASS ASSIST			
ENGLISH 10	BIOLOGY	DRAWING II	ENG & DES TECH I			
AMERICAN LIT	AP BIOLOGY/LAB	FOUNDATIONS IN ART	ENG & DES TECH 2			
SENIOR ENGLISH	CHEMISTRY/LAB	PAINTING L	ENG & DES TECH 3			
AP ENG LIT & COMP	<u>AP CHEMISTRY</u>	PAINTING 2	ACCOUNTING I			
SPORTS LITERATURE	PHYSICS with LAB	CERAMICS I	PERSONAL FINANCE			
<b>CREATIVE WRITING</b>	HONORS PHYSICS/LAB	CERAMICS II	<b>BUS MGT &amp; MARKETING</b>			
<u>JOURNALISM</u>	AP PHYSICS/LAB	DESIGN	SPORTS & ENT MARKETING			
FILM APPREC/ANALYSIS	INTRO to PHYS/CHEM	SCULPTURE	MARKETING 1			
	ANATOMY & PHYS	PHOTOGRAPHY I	MARKETING 2			
Social Studies	FORENSIC SCIENCE	PHOTOGRAPHY II	ROBOTICS			
WORD HISTORY	ENVIRN SCIENCE	<b>DIGITAL IMAGING</b>	<u>DIGITAL MEDIA I</u>			
FACING HISTORY	BIOTECHNOLOGY	H SR ART STUDIO	DIGITAL MEDIA II			
<u>US HISTORY</u>		AP ART HISTORY	TECHNICAL THEATER			
AP ECONOMICS	World Language		MEDIA COMMUNICATIONS			
AP PSYCHOLOGY	AMERICAN SIGN LANG	Performing Arts	INTRO to HEALTH CAREERS			
AP U.S. GOV & POL	FRENCH 1	BAND - CONC/MARCH	HEALTH CAREERS 2 - NAT/HHA			
AP US HISTORY	FRENCH 2	<u>CHORUS</u>				
AMERICAN GOVT	FRENCH 3	INTRO TO GUITAR	<u>Health</u>			
CRIMINAL/CIVIL LAW	H FRENCH 4	MUSIC THEORY	HEALTH 1			
ECONOMICS	H FRENCH 5	MUSIC HISTORY	HEALTH 2			
INTRNATL REL	AP FRENCH	MUSIC IN AMERICA				
PSYCHOLOGY & LAW	LATIN I	THEATER ARTS	Physical Education			
MODERN US HISTORY	<u>LATIN 2</u>	MUSICAL THEATER	PHYS. ED. 1			
<u>PSYCHOLOGY</u>	LATIN 3	TECHNICAL THEATER	PHYS. ED. 2			
	H LATIN 4	<u>DIGITAL MEDIA I</u>	MOVEMENT FITNESS			
<u>Mathematics</u>	<u>AP LATIN</u>	DIGITAL MEDIA II	LIFETIME SPORTS 1			
ALGEBRA 1	SPANISH I	MEDIA COMM	LIFETIME SPORTS 2			
GEOMETRY	SPANISH 2	<u>JOURNALISM</u>	TEAM SPORTS			
ALGEBRA 2	SPANISH 3		CONDITIONING			
PRE CALC	H SPANISH 4	<u>CTBE</u>				
CALCULUS	H SPANISH 5	DESKTOP PUBLISHING	Additional Course Offerings			
<u>STATISTICS</u>	<u>AP SPANISH</u>	WEB & GRAPHIC DESIGN	EDGENUITY			
MATH PROB SOLVING	HISPANIC CULTURE/HIST	CODING GAMES/APPS	INDEPENDENT STUDY			
AP CALCULUS		VISUAL BASIC PROG	EXPERIENTIAL LEARNING			
AP STATISTICS		C++ PROGRAMMING	ACADEMIC SKILLS/STRAT			
		MICROSOFT OFFICE				
		WEB 2.0	ESL			
		CHILD CARE 1	ELL SUPPORT			
		CHILD CARE 2				

# GUIDANCE AND COUNSELING THE TOTAL PROPERTY OF THE PROPERTY OF **PROGRAM AND SERVICES**

The goal of the Guidance Department is to support all students' academic success and socio-emotional development throughout all four years of high school.

Freshman	Orientation/Transition
September	<ul> <li>Introduction to Naviance completion of Learning Styles Inventory</li> <li>High School informational meeting for freshman parents</li> </ul>
October	Small group meetings - Individual Learning Plans
March	<ul> <li>Individual student/counselor meeting to review course selections, transcripts, and postgraduate interest</li> </ul>
Sophomores	Career Guidance/Exploration
October	PSAT exam
December	• Students meet individually with counselors to review PSAT results
February	Naviance career exploration
March	<ul> <li>Individual student / counselor meeting to review course selections, transcripts, and postgraduate interest</li> </ul>
Juniors	Career Guidance/Post-secondary Planning
October	<ul> <li>PSAT exam</li> <li>Career Day - workshop selection in classrooms</li> </ul>
November	<ul> <li>Career Day Workshops</li> <li>Financial Aid Presentation - MEFA</li> </ul>
December	Students meet individually with counselors to review PSAT results
February	• Students meet individually with counselors to review PSAT results
March	<ul> <li>Individual student / counselor meeting to review course selections, transcripts, and postgraduate interest</li> <li>Lowell General Hospital Shadow a Nurse Day</li> <li>Armed Services Vocational Aptitude Battery (ASVAB) Exam</li> <li>SAT exam at TMHS</li> </ul>

Λ.	

• Resume Writing Workshop

• ASVAB results presentation

• Greater Lowell Workshop - Job skills presentation

Individual student / counselor meetings - post-graduate planning

• Post-graduate Junior Parent presentation

May

• College - Career Fair

Job Fair AP testing

#### Seniors

#### **Transitions Planning/Decision Making**

August

• Common app presentation and assistance

September

• College Informational presentation for students and parents

• Individual student / counselor post-graduate planning meetings

October

• Resume Writing Workshop

• College Essay Writing Workshop

• Vocational School Training presentations

• Individual student / counselor post-graduate planning meetings

November

• Financial Aid Presentation -MEFA

• Individual student / counselor post-graduate planning meetings

February

• AFLCIO Scholarship Exam

• Community Scholarship available to students

April

Financial Literacy Workshop

• Middlesex Community College- on-site applications and interviews

May

AP Exams

Award & Scholarship Night

- ★ Counselors will meet with students who are struggling within the academic setting.
- ★ Counselors will make appropriate referrals to school and outside resources.
- \* At any time students make request to meet with counselors by complete an appointment request which are available in the Guidance office.

#### **GUIDANCE STAFF**



Karen Baker O'Brien,	Director of Guidance (978) 640-7838	kbobrien@tewksbury.k12.ma.us
Lauren Sheehy,	School Adjustment Counselor	lsheehy@tewksbury.k12.ma.us
Kennan Daniel,	Counselor	kdaniel@tewksbury.k12.ma.us
David Harne,	Counselor	dharne@tewksbury.k12.ma.us
Tina Sheahan,	Counselor	tsheahan@tewksbury.k12.ma.us
Patricia Whitehouse,	Secretary	pwhitehouse@tewksbury.k12.ma.us

#### **COURSE SELECTION PROCESS**

The course selection process is designed to provide all TMHS students with a program of studies that will interest them and challenge them to the best of their abilities. The course selection process is as follows:

- In February, the new Program of Studies is published electronically on the TMHS web page.
   Teachers talk with their students individually about the teacher's recommendations for next year.
- In March, Guidance counselors meet with students in classrooms to inform students about available courses and to guide students in the course selection process. Students input their choices and then have time at home to review their course choices with their parents.
- In February, TMHS also sponsors 8th Grade Parents' Night to welcome parents and their sons or daughters to TMHS and to learn more about our courses of study.
- In March all students grades 9 -11 meet individually with their counselor to review course selections, transcript and postgraduate interest.

#### **General Guidelines for Course Selection**

- With the help of their teachers and Guidance Counselors, students may select any of the courses described in this booklet in order to satisfy graduation requirements as well as college and career interests. Click here to view college/career pathways.
- Students should be especially alert to recommendations as stated after each course description before making a selection.
- If a student wishes to select a course for which they were not recommended, the student and parent must complete the Course Placement Review Process (see next section).
- Students planning to attend and to participate in a National Collegiate Athletic Association (NCAA) Division I or Division II college or university athletic program must see their Guidance Counselor in order to determine NCAA approved courses.

#### COURSE PLACEMENT REVIEW PROCESS

The purpose of the review process is not to limit student or parental choice, but to ensure that such selections are based on the best available information about a student's tenacity and perseverance relative to the curricular challenges they will encounter in the coming year. If a student believes he/she would like to change course levels, the student must adhere to the following:

- 1. Discuss his/her concerns with the classroom teacher.
- 2. If a student still wishes to appeal a teacher's recommendation, he/she must complete a <u>Course Placement Review Form</u> (located on the Guidance web page).
- 3. Once completed and signed by a parent or guardian, the student should turn the Course Placement Review Form into the School Office by the due dates outlined in the spring course selection materials.
- 4. The school will forward the forms to the appropriate department head. The department head may contact the student and/or parent/guardian depending on the nature of the request and may require a placement test to gather further information before making a decision. A department head's decision may be appealed to the principal within five (5) school days of the Department Head's decision.

If the placement appeal is granted, no change will be allowed out of the new class prior to the end of quarter one, and the student's quarter one grade will be carried without adjustment to that course.

#### COURSE CHANGE PROCEDURE

Once school has begun, students may make changes to their schedule up to the posting of First Quarter Progress Reports (add/drop period) in October. This time frame enables students, teachers, and parents to make informed course and placement decisions. After this time, changes may only be made to **core courses** at the discretion of the Assistant Principal and Program Administrator, only if a class is either too difficult or too easy. No changes to elective courses may be made after the add/drop period. The <u>attached form</u> must be completed to request changes after the add/drop period. Any student changing a level of a core course will receive a W on his/her transcript for the class from which they are changing. **Lateral moves will not be allowed.** 



# **English Department**

Mrs. Lynne Hardacre, English Department Chair 640-7825 English Graduation Requirement: 4 Years / 20 Credits

Course Title	Level	Course #	Grade	Course Length	Credits
Freshman English	Honors	100-H	9	Full Year	5
Freshman English	College Prep	101-CP	9	Full Year	5
Sophomore English	Honors	110-H	10	Full Year	5
Sophomore English	College Prep	111-CP	10	Full Year	5
American Literature	Honors	140-H	11	Full Year	5
American Literature	College Prep	141-CP	11	Full Year	5
English Literature and Composition	AP	155-AP	12	Full Year	5
Senior English	Honors/DE	150-H	12	Full Year	5
Senior English	College Prep	151-CP	12	Full Year	5
Creative Writing*	College Prep	170-CP	11,12	Semester	2.5
Journalism*	College Prep	180-CP	11, 12	Semester	2.5
Film Appreciation/Analysis*	College Prep	185-CP	11, 12	Semester	2.5
Sports Literature*	College Prep	196-CP	11, 12	Semester	2.5

<sup>\*</sup>These courses do not help fulfill the 20 credit requirement in English for graduation.

100-HEnglish 9Grade 9HonorsCredits 5101-CPEnglish 9Grade 9CPCredits 5

Freshman English focuses on grammar, vocabulary, writing skills, and literary genres (including the novel, short story, poetry, nonfiction, drama, and speeches).

110-HEnglish 10Grade 10HonorsCredits 5/5(Recommendation: C or better in 100-H English 9 and A- or better in 101-CP English 9)English 10Grade 10CPCredits 5/5

The Sophomore English/World Literature Course is designed to draw upon literature from a diverse number of cultures, thereby exposing students to their richness. These situations will be explored through novels, nonfiction works, short stories, poems and drama, all of which introduce people and places from across the globe. These various literary works will be studied from a thematic approach. World Literature places emphasis on critical reading, writing and presenting effectively.

**140-H** American Literature Grade 11 Honors Credits 5 (Recommendation: C or better in 110-H English 10 and A- or better in 111-CP English 10)

2017-2018 Program of Studies

#### 141-CP American Literature

Grade 11 (

<u>CP</u>

**Credits 5** 

Students will focus on the critical analysis of American literature through the appreciation of common themes. Interpretation of the material through both its literary and historical contexts is stressed through classroom discussion, group and individual projects. Students will continue to improve their skills in both analytical and creative writing. Reinforcement of grammatical and literary terminology developed in the freshman and sophomore years will be accomplished through reading and writing assignments.

This course is designed to improve academic excellence through the acquisition of skills and knowledge that enhance the ability of students to become contributing members of society. Through reading, writing, oral presentations and group work, students will meet the expectations of effective communication, problem solving and cooperation.

# 150-HSenior EnglishGrade 12HonorsCredits 5(Recommendation: a grade of "C" or better in Course 140, or "A-" or better in course 141)151-CPSenior EnglishGrade 12CPCredits 5

The student will study the changing literary styles as well as the social and political climate of British Literature from its inception through the English Renaissance. Subsequently, a shift to literary works from other countries and various genres including contemporary works will be presented. Through diverse classroom activities, students will become more familiar with the evolution of literature from Britain to America and various other nations.

## 170-CP Creative Writing Grades 11,12 CP Credits 2.5 (Recommendation: Must have a love of writing!)

Beyond studying literary genres and authors in traditional English classes, students in this course will synthesize what they have learned about writing styles and forms to create works of their own. Writing exercises are designed to improve students' powers of self-analysis and abstract thought through the writing and sharing of their works. An emphasis is placed on the essay, novel, short story and the poem. Goals will be set for formal submission and publication of work. The course is an intensive and diverse approach to creative writing. Those electing to take this course for level one credit will be assigned additional writing projects.

Note: This course does not help fulfill the 20 credit requirement in English for graduation.

155-AP AP English Literature and Composition Grade 12 AP Credits 5 (Recommendation: A grade of "B" or better in course 140 or a grade of "A" or better in course 141.) Students signing up for Course 155 must attend a meeting with the course 155 teacher at which time the course expectations will be described and the summer assignment will be outlined.

This course is centered around five basic objectives: the student is expected to demonstrate a knowledge of the techniques of analytical reading; he/she is expected to demonstrate in writing an awareness of the elements of effective prose expression; he/she is expected to demonstrate in writing his/her awareness of the major historical, cultural and intellectual trends present in English literary history; he/she is expected to demonstrate in a number of critical essays an ability to do independent reading and analysis; he/she is expected to demonstrate by successfully passing the A.P. Exam, his/her mastery of the principles of literary analysis, criticism and expression. A term paper is required. Students who complete the requirements for this course are expected to take the advanced placement exam.

#### 180-CP Journalism

Grades 9-12 CP

This course is designed for students to experience all aspects of the journalistic process from the birth and cultivation of an idea into a full-fledged news article in publishable form. Students will learn reporting and interviewing techniques, how to write feature news, as well as editorials and reviews. The history and ethics behind journalism will also be studied. Cultivating and producing a newsworthy story with concrete ideas and purpose will be the main focus of this course. Students will be running his/her own web blogs to publish all work in a manner relevant to current times. Assignments will be designed to incorporate outside technological tools and reporting mediums to be embedded in the stories on student blogs. (Examples: Google Maps, photos, video, graphics, audio, etc.) Anyone interested in a career in journalism or publishing should consider this course. This course is open to all grade levels.

Note: This course does not help fulfill the 20 credit requirement in English for graduation.

#### 185-CP Film Appreciation/Analysis Grades 11,12 CP Credits 2.5

This course will explore the history of American film as a reflection of American society. Topics of study will include: history of American films, comedy films, violence in film and minority portrayals in film. Students will also do a Director Study where they will explore the body of work of a particular director and share their findings with the class.

Note: This course does not help fulfill the 20 credit requirement in English for graduation.

#### 196-CP Sports Literature

Grades 11,12 CP

Credits 2.5

Credits 2.5

Sports Literature offers students the opportunity to explore different aspects of sports by reading current events sports articles, selections from short story anthologies and sports related novels. There is an emphasis reflective essay writing as well as researching specific athletes and sports. The course also focuses on non-traditional athletics, inspirational sports stories, and sports journalism. Students take a comprehensive look at issues of racism, gender, steroids, violence, and athletes as role models, and their impact on today's sports.

Note: This course does not help fulfill the 20 credit requirement in English for graduation.

# Social Studies Department DRAG



Mr. Brian Aylward, Department Chair 640-7825 Social Studies Graduation Requirement: 3 Years / 15 Credits

Course Title	Level	Course #	Grade	Course Length	Credits
Facing History & Ourselves	Honors	200-Н	10(2018)	Fuli Year	5
Facing History & Ourselves	College Prep	201-CP	10(2018)	Full Year	5
World History	Honors	210-H	9/10(2017)	Full Year	5
World History	College Prep	211-CP	9/10(2017)	Full Year	5
U.S. History	AP	214-AP	11	Full Year	5
U.S. History	Honors/DE	220-Н	11 .	Full Year	5
U.S. History	College Prep	221-CP	11	Full Year	5
Psychology	AP	240-AP	11,12	Full Year	5
Psychology	College Prep	241-CP	11,12	Semester	2.5
Criminal and Civil Law	College Prep	252-CP	11,12	Semester	2.5
American Government	College Prep	261-CP	11, 12	Semester	2.5
Economics	College Prep	271-CP	11, 12	Semester	2.5
International Relations	College Prep	280-CP	11, 12	Semester	2.5
Psychology and the Law	College Prep	286-CP	11,12	Semester	2.5
Modem U.S. History	College Prep	290-CP	12	Semester	2.5
Economics	AP	270-AP	12	Full Year	5
Government and Politics	AP	230-AP	12	Full Year	5

200-H **Facing History & Ourselves** Grade 10 **Honors** Credits 5 Facing History & Ourselves Grade 10 Credits 5 <u>CP</u>

(This course will be for all tenth graders beginning in the 2018-2019 school year)

Over the course of the school year, we will examine the following topics: what it means to be human, what it means to be humane, and conversely, why so many cases of extreme inhumanity continue to exist. While this class will devote a considerable amount of time to the study of the Holocaust, our starting point of analysis will be in fact with ourselves. If we are to understand societal forces that shape history, we must understand the forces that motivate our own actions as individuals who are necessarily part of a larger society. In this way, our study of the Holocaust will not merely be a study of foreign circumstances and far-away issues, but it will be a study of the ingredients of evil, the dangers of indifference, and the flaws of humanity—all of which are reflected in the past and present of our own nation's history. We will examine a variety of issues in both the present and past of the United States.

## 210-H World History Grade 9 Gr

Grade 9 & 10 Honors Credits 5
Grade 9 & 10 CP Credits 5

(All 9th and 10th graders will take World History during the 2017-2018 school year)
This course examines world history from 1500 to the present. Students will examine such trends as social, political and economic revolution, the development of democracy, the growth of nationalism

social, political and economic revolution, the development of democracy, the growth of nationalism, imperialism, the search for stability and peace in the western and non-western world and the role of the individual in society. This course will also investigate the connections between the past and present by examining the causes and results of historical events. There is an expectation that the student will be able to work both independently and within a group setting in these courses.

214-AP AP U.S. History Grade 11 AP Credits 5
(Recommendation: A grade of "B+" in World History or teacher recommendation. Students contemplating taking AP 214 must attend a meeting with the teacher of those courses at which time the course expectations will be described and the summer assignment will be outlined. Completion of the summer assignment is a requirement.)

This course follows the intensive curriculum of the A.P. program published by the College Testing Service in Princeton, New Jersey. AP U.S. History I begins with the early explorations of North America and continues to the end of the Civil War (1492-1865) and AP U.S. History II begins with the end of the Civil War (1865) and continues to the year 2000. Students undertake a variety of activities requiring them to interpret and analyze history. Besides writing weekly papers, students also answer thought-provoking essay questions from previous A.P. U.S. History exams as part of each unit test. Students who complete the requirements for this course are expected to take the advanced placement exam.

221-CP U.S. History Grade 11 CP Credits 5
221-H U.S. History Grade 11 Honors Credits 5
(Recommendation: A grade of "C" in World History 210 or a grade of "A-" in World History 211)

This full-year course is a study of major events in U.S. History from the Revolution to the present. The first semester will cover the time period from the Revolution to Reconstruction including the development of our government. The second semester will continue a survey of U.S. history from 1877 to the present including the growth of our government. The course emphasizes analysis of factual information, historical research and relevant geographic, political and economic principles. Through numerous papers and oral presentations students will meet the school-wide expectation of "communicating effectively." and becoming "contributing members of society." Engaging in group projects will enable students to meet the goal of working with others toward a common goal and respecting the rights of others.

# 230-AP AP US Government and Politics Grade 12 AP Credits 5 (Recommendation: A grade of "B" in AP US History 214 or a grade of "A" in Honors/CP US History 221-H/221-CP)

This rigorous, college-level course is a two-semester study of general concepts and theories pertaining to U.S. government, typical patterns of political processes and behavior; and the institutions, groups and beliefs that comprise the American political system. Unlike other American government courses, students analyze political statistics and data, including public opinion polls, electoral maps, demographic charts and political cartoons. The course is challenging in its reading and writing assignments, data analysis and in-class discussion and debate. It is expected that students will become effective decision makers and better informed citizens capable of analyzing the

important political issues that confront our nation. Students who complete the requirements for this course are expected to take the advanced placement exam.

#### 240-AP AP Psychology

Grades 11, 12 AP Credits 5

This is a full year, intensive college level course in Psychology designed to prepare highly motivated students in Psychology to take the AP test in May. Upon completion of the course the student should be able to demonstrate a solid background in the systematic and scientific study of the behavior and mental processes of human beings. Specific areas of study include: consciousness and dreaming, biological bases of behavior, personality theory, mental illness, treatment, learning cognition and social psychology. The curriculum is guided by the College Board standards for advanced placement. Students who complete the requirements for this course are expected to take the advanced placement exam.

#### 241-CP Psychology

Grades 11, 12 CP Credits 2.5

This course is an introduction to the principles of psychology. The topics are: intelligence, personality, behavior, learning, personality disorders, development and types of therapy. Projects and activities include creating collages, relaxation techniques, and role playing. Students are assessed on successful performances on tests and projects.

#### 252-CP Criminal and Civil Law

Grades 11, 12 CP

Credits 2.5

This course is the study of the fundamental principles underlying local, state and national government. The primary emphasis will be local government and the practical application of governmental theory. This course presents an overview of both criminal and civil law. Special emphasis is placed on the legal system with special attention given to the rights of the accused as well as those involving civil cases. Citizen protections and responsibilities are covered in all areas of law including the most recent consumer legislation. This course has proved useful for seniors who may be entering the field of law enforcement or civil service.

#### 261-CP American Government

**Grades 11, 12 CP** 

Credits 2.5

American Government is a survey course on the American system of government. The focus of the course is on the structure and function of the three branches of government. Students will analyze the current events in our government through weekly news reports. Model congress, mock trials and other government simulations are a major part of this course.

#### 270-AP AP Economics

Grade 12 AP

Credits 5

This rigorous college-level course is a two-semester examination of fundamental principles governing economic activity of the individual, the firm and the aggregate economy. Primary emphasis is placed on the nature and function of product and factor markets; national income and price determination; economic performance and international economics. The course is challenging in regard to its reading and writing assignments and in-class discussions. By enrolling in this course, you will be eligible to participate in the TMHS DECA program. Students who complete the requirements for this course are expected to take the advanced placement exam.

#### 271-CP Economics

Grades 11, 12 CP

Credits 2.5

Economics is the study of choices. In this rigorous course, students will become entrepreneurs, start their own businesses, and invest in the stock market. Students will analyze concepts ranging from the demand for car stereos to the value of treasury bonds. Consistent effort and participation are essential to success in this challenging class. All students, particularly those interested in pursuing

careers in business, the law, or government should seriously consider taking this course. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

#### 280-CP International Relations Grades 11, 12 CP Credits 2.5

This course will encourage the student to think globally and to enter the world of international cooperation and conflict. Using current international events, students will analyze how countries determine and pursue their national interests. A feature of the course will be the Model United Nations at UMASS Lowell in which TMHS students will engage in international dialogue with students from other schools around the area.

#### 286-CP Psychology and the Law Grade 11, 12 CP Credits 2.5

Psychology and the Law provides an overview of the principles of forensic psychology as applied to the legal arena. Primary emphasis is given to the role of the forensic psychologist when dealing with the legal field. Topics include: forensics, the criminal justice system, expert witnesses, police interrogations, eyewitness interviews, profiling, serial killers, hate crimes, bullying, jury selection, domestic violence, sentencing goals, and alternatives to prison. This course is best suited for those interested in the fields of law or psychology and will require extensive student participation.

#### 290-CP Modern US History Grade 12 CP Credits 2.5

Modern U.S. History is an elective course for students interested in contemporary issues in American history. This course will cover the events from 1960 to the present, from the election of John F. Kennedy to the recent conflicts in Iraq and Afghanistan. This course is a great option for students interested in continuing their education in history.

# Mathematics Department DAG

Mrs. Shelli-An Ryan, Department Chair 640-7825 Mathematics Graduation Requirement: 4 Years / 20 Credits

Course Title	Level	Course #	Grade	Course Length	Credits
Algebra 1	Honors	300-Н	9	Full Year	5
Algebra l	College Prep	301-CP	9	Full Year	5
Geometry	Honors	310-H	9, 10	Full Year	5
Geometry	College Prep	311-CP	10	Full Year	5
Algebra 2	Honors	320-Н	10, 11	Full Year	5
Algebra 2	College Prep	321-CP	11	Full Year	5
Pre-Calculus	Honors	350-H	11, 12	Full Year	5
Pre-Calculus	College Prep	351-CP	11,12	Full Year	5
Calculus	AP	360-AP	12	Full Year	5
Calculus	Honors	361-H	11,12	Full Year	5
Statistics	AP	370-AP	11, 12	Full Year	5
Introduction to Statistics	College Prep	371-CP	11,12	Full Year	5
Math Problem Solving	College Prep	372-CP	12	Full Year	5
Personal Finance	College Prep	663-CP	11,12	Semester	2.5

300-H Algebra 1 Grade 9 Honors Credits 5 (Recommendation: A grade of B or higher 8th grade math)

301-CP Algebra 1 Grade 9 CP Credits 5

These courses stress equations, radicals, polynomials, graphing, probability and statistics, functions, and factoring. Real-world applications are utilized throughout the courses to make mathematics relevant. This will be accomplished through the use of manipulatives, activities, interactive technology, and an exploratory approach to learning.

310-H Geometry Grades 9,10 Honors Credits 5
(Recommendation: A grade of B or higher in 300-H or in Algebra 1 in 8th grade)
311-CP Geometry Grade 10 CP Credits 5
(Recommendation: Successful completion of 300-H or 301-CP)

(Recommendation: Successful completion of 300-H or 301-CP)

This course is a college preparatory course designed for students who have completed Algebra I. Geometry topics such as points, lines, angles, triangles, parallelograms, other polygons, circles and 3-dimensional polyhedrons and spheres are studied in more depth. Students may dual enroll in Geometry and Algebra II.

320-H Algebra II Grades 10,11 Honors Credits 5

(Recommendation: A grade of B or higher in 310-H)

321-CP Algebra II Grades 10.11 CP Credits 5

(Recommendation: Successful completion of 310-H or 311-CP)

Algebra II is designed for college preparatory students. Major units of the course include the function concept, rational algebraic expressions, linear and quadratic equations and inequalities, systems of equations, irrational numbers, trigonometry, sequences and series, logarithms, statistics, and applications of algebra to real world situations. Students may dual enroll in Geometry and Algebra II.

350-H Pre-Calculus Grades 11, 12 Honors Credits 5

(Recommendation: A grade of B or higher in 320-H)

351-CP Pre-Calculus Grades 11, 12 CP Credits 5

(Recommendation: A grade of B or higher in 320-H or 321-CP)

This course is designed for the student who intends to take Calculus. Advanced topics in Algebra will be covered, with an emphasis on trigonometric functions and their inverses, conic sections, as well as exponential and logarithmic functions. Some advanced topics in sequences, series and an introduction to limits will also be covered. The application of the functions in applied and theoretical problems will be explored through the use of graphing calculators. A graphing calculator is strongly recommended for the course.

#### 360-AP AP Calculus Grade 12 AP Credits 5

(Recommendation: A grade of B or higher in course 350-H)

Students contemplating taking 360-AP must attend a meeting with the teacher of the course at which time the course expectations will be described and the summer assignment will be outlined. Completion of the summer assignment is a requirement.

This course is intended for mathematically talented, highly motivated students who will take the AP exam (AB) and may result in advanced credit for students taking Calculus in college. The curriculum is prescribed and follows a rapid pace. It includes the study of functions, limits, derivatives, integrals, applications, transcendental functions, and elementary differentials. The TI-84 graphing calculator and/or computer software will be used extensively. A graphing calculator is required for the course. Students who complete the requirements for this course are expected to take the advanced placement exam.

## 361-H Calculus Grade 11, 12 Honors Credits 5 (Recommendation: A grade of B or higher in 350-H or 351-CP)

This course is intended for capable math students who are planning careers in mathematics, science or engineering fields. It is a rigorous course which includes the study of limits, derivatives, integrals and their applications. A graphing calculator is strongly recommended for the course.

#### 370-AP AP Statistics Grades 11, 12 AP Credits 5

(Recommendation: A grade of "B" or higher in 320-H or 321-CP)

Students contemplating taking 370-AP must attend a meeting with the teacher of the course at which time the course expectations will be described and the summer assignment will be outlined. Completion of the summer assignment is a requirement.

This course is designed for students who have mathematical maturity and quantitative reasoning ability who will take the AP exam and may result in advanced credit for students taking Statistics in college. The course is a non-calculus based introduction to statistics exposing students to four broad

conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The TI-84 graphing calculator and/or computer software will be used extensively. A graphing calculator is required for the course. Students who complete the requirements for this course are expected to take the advanced placement exam.

371-CP Introduction to Statistics Grades 11, 12 CP Credits 5 (Recommendation: Successful completion of or taken in conjunction with 320-H or 321-CP) This course is designed for college preparatory students. This course provides students with an introductory hands-on approach to statistics. Students will explore data distributions by using measures of central tendency and spread; investigate relationships using graphical displays of association and regression; and study randomness using sampling and simulation. The TI 83/84 graphing calculator and computer software will be used extensively.

372-CP Math Problem Solving Grade 12 CP Credits 5

The focus of the first half of the course is on improving problem solving and on applying strategies to answer the types of test questions students are likely to encounter such as multiple choice, grid response, free form, and open-ended. The remainder of the course, through project work, will cover a variety of topics such as pattern finding, probability, descriptive statistics, and logic. Contemporary technology will be used to assist in problem solving.

# Science Department



Mrs. Susan Barnett, Department Chair 640-7825

Science Graduation Requirement: 3 Years lab science / 15 Credits

Course Title	Level	Course #	<u>Grade</u>	Course Length	Credits
Biology/Lab	Honors	400-Н	9	Fuil Year	5
Biology/Lab	College Prep	401-CP	9	Full Year	5
Chemistry/Lab	Honors	410-H	10, 11, 12	Full Year	5
Chemistry/Lab	College Prep	411-CP	10, 11, 12	Full Year	5
Intro to Physics and Chem/Lab	College Prep	431-CP	10, 11, 12	Full Year	5
Physics/Lab	Honors	420-H	10, 11, 12	Full Year	5
Physics/Lab	College Prep	421-CP	10, 11, 12	Full Year	5
Environmental Science/Lab	College Prep	433-CP	11, 12	Full Year	5
Astronomy	College Prep	443-CP	11,12	Semester	2.5
Biotechnology	Honors/DE	445-H	11,12	Semester	2.5
Anatomy and Physiology/Lab	College Prep	447-CP	11, 12	Semester	2.5
Forensic Science/Lab	College Prep	449-CP	11,12	Semester	2.5
Physics/Lab	AP	454-AP	11, 12	Full Year	5
Biology/Lab	AP	452-AP	11, 12	Full Year	5
Chemistry/Lab	AP	456-AP	11, 12	Full Year	5

400-HBiology/LabGrade 9HonorsCredits 5401-CPBiology/LabGrade 9CPCredits 5

This is a two-semester, lab-based biology course for incoming freshmen that prepares students for the biology MCAS test in June. This course is inquiry based instruction and emphasizes critical thinking, problem solving, and deductive reasoning. Biological topics are divided into units that include: Ecology, The Cell, Genetics, Evolution and the Human Body. Honors level courses require a high degree of self-motivation, a strong work ethic, and the willingness to dedicate time outside of the classroom in self-study.

410-HChemistry/LabGrade 10-12\*HonorsCredits 5411-CPChemistry/LabGrade 10-12CPCredits 5

This is a college preparatory course with emphasis on basic principles of chemistry including concepts of energy, structure of matter, interactions of matter, states of matter, stoichiometry, and chemical equilibrium. It is a blend of mathematical principles applied to chemical concepts developed through experimentation. Laboratory investigation is an integral part of this course to develop key chemical concepts, teach basic laboratory techniques, and train students in data collection and analysis.

Honors level courses require a high degree of self-motivation, a strong work ethic, and the willingness to dedicate time outside of the classroom in independent-study.

\* Tenth grade students may take this class based upon recommendation of guidance counselor.

(Recommendation: A grade of "B-" or better in Algebra II or teacher approval)

420-HPhysics/LabGrade 10-12\*HonorsCredits 5421-CPPhysics/LabGrade 10-12CPCredits 5

This college-preparatory course treats the study of physics as a continuing process whereby students seek to understand the nature of the physical world. Problem solving, using mathematics, and laboratory work are integral parts of the course, which include the study of motion, force, mass, momentum, energy, light and waves, electricity, and magnetism. This course is recommended for students interested in a career in engineering, the physical sciences, and/or those students who are entering a four-year college degree program. Honors level courses require a high degree of self-motivation, a strong work ethic, and the willingness to dedicate time outside of the classroom in independent-study.

431-CP Intro. to Physics and Chemistry/Lab Grade 10-12 CP Credits 5

This college-preparatory physical science program is based on the premise that science is an exploration and discovery of ideas about the universe, and that ideas and knowledge connect and enhance our lives. This course is based on an inquiry-based learning approach. Students will complete experiments and hands-on activities before conceptualizing ideas in the student readings.

433-CP Environmental Science/Lab Grade 11, 12 CP Credits 5

This college-preparatory course deals with the environmental issues that are challenging our community, society, and world. After a review of relationships that exist between living things and the environment, students will examine the causes, effects and potential solutions to the major environmental concerns of today. These issues include pollution of air, freshwater and oceans, acid rain, ozone depletion, and climate change. Students will also look at solutions to these problems and methods that can be used to achieve environmental sustainability on a global, local, and personal scale.

This is a college preparatory class. Astronomy is the study of the universe and is among the most rapidly developing of the physical sciences. This course will investigate terms such as "black hole", "brown dwarf", "quasar", "pulsar", "string theory", and "quark stars". These new concepts have revolutionized the current understanding of our universe. Goals of the course will be to stimulate scientific curiosity, to develop the ability to ask scientifically valid questions, to strengthen scientific communication skills, to interpret and use graphical information, and to acquire an understanding of the basic principles and concepts of astronomy.

<sup>\*</sup> Tenth grade students may take this class based upon recommendation of guidance counselor. (Recommendation: A grade of "B-" in Algebra II or teacher recommendation)

#### 445-H Biotechnology

Grade 11, 12 Honors Credits 2.5

This course designed to acquaint students with the diverse field of biotechnology. Topics will include a brief history of biotechnology, job opportunities in biotechnology, recombinant DNA and protein products, microbial biotechnology, plant biotechnology, medical biotechnology, and DNA fingerprinting and forensic analysis. Current ethical issues such as stem cell research and cloning will also be discussed.

#### 447-CP Anatomy and Physiology/Lab Grades 11, 12 CP Credits 2.5

This college-preparatory course covers material related to the structure and function of the human body. Discussion and orientation toward career opportunities in the bio-medical field will include mastery of medical related knowledge and/or vocabulary, and laboratory work. Dissections are an integral part of the course.

#### 449-CP Forensic Science w/Lab Grades 11, 12 CP Credits 2.5

This college-preparatory course is designed to challenge students with topics such as fingerprinting, DNA analysis, blood typing and spattering, trajectories (for ballistics as well as blood spattering), comparative anatomy, chemical analysis, and trace evidence. Students will learn about careers involved with Forensic Science and will play mock roles as experts in the field to solve crimes. Students will gain knowledge of forensic skills enabling them to interpret data and learn the techniques involved for both chemical and biological analysis of evidence

#### 452-AP AP Biology/Lab

Grades 11, 12 AP Credits 5

(Recommendation: A grade of "B" or better in 400, 401, or teacher recommendation.)
This technical, intensive course is designed to be the equivalent to a college introductory biology

course usually taken by biology majors. Topics to be covered include molecules and cells, heredity and evolution, organisms, and populations. Students are expected to successfully complete extensive laboratory investigations and to communicate their synthesis of this information in cogent manner. The AP exam is given in May and a testing fee is charged.

Students signing up for Course 452 must attend a meeting with the course 452 teacher at which time the course expectations will be described and the summer assignment will be outlined. Completion of the summer assignment is a requirement. Students who complete the requirements for this course are expected to take the advanced placement exam.

#### 454-AP AP Physics/Lab

<u>Grades 11, 12 AP</u>

Credits 5

This course is representative of courses offered in American universities. Mechanics is explored in detail in the first half of the course. The second half of the course concentrates on the topics of electricity and magnetism.

Students contemplating taking AP Physics must attend a meeting with the teacher of those courses at which time the course expectations will be described and the summer assignment will be outlined. Completion of the summer assignment is a requirement. Students who complete the requirements for this course are expected to take the advanced placement exam.

The Advanced Placement Chemistry course is designed to be the equivalent of the general Chemistry course usually taken during the first year of college. Parents and students should be aware that this course would require students to work on a mathematical and conceptual level far above that of a regular Chemistry course. Only students who are ready to work at the college level should consider this course. The summer assignment should serve as a guide as to whether the student is ready to do this work. Topics such as structure of matter, kinetic theory of gases, chemical equilibrium, and chemical kinetics will be covered in depth. Recommended laboratory experiments will be performed. Students who complete the requirements for this course are expected to take the advanced placement exam. Students contemplating taking AP Chemistry and Exam Prep must attend a meeting with the teacher of those courses at which time the course expectations will be described and the summer assignment will be outlined. Completion of the summer assignment is a requirement.



# Foreign Language Department

Mr. Paul Early, Lead Teacher 640-7825

Foreign Language Graduation Requirement: 3 Years / 15 Credits

Course Title	Level	Course #	Grade	Course Length	Credits
AMERICAN SIGN LANGUAGE I	СР	500-CP	9-11	Full Year	5
AMERICAN SIGN LANGUAGE 2	СР	503-CP	10-12	Full Year	5
FRENCH 1	СР	510-CP	9	Full Year	5
FRENCH 2	СР	511-CP	10	Full Year	5
FRENCH 3	CP	521-CP	11	Full Year	5
FRENCH 4	Н	523-H	12	Full Year	5
FRENCH 5	Н	524-H	12	Full Year	5
AP FRENCH	AP	528-AP	12	Full Year	5
LATIN I	СР	532-CP	9	Full Year	5
LATIN 2	СР	541-CP	10	Full Year	5
LATIN 3	СР	543-CP	11	Full Year	5
LATIN 4	Н	545-H	12	Full Year	5
AP LATIN	AP	548-AP	12	Full Year	5
SPANISH I	CP	552-CP	9	Full Year	5
SPANISH 2	СР	561-CP	10	Full Year	5
SPANISH 3	СР	571-CP	11	Full Year	5
SPANISH 4	Н	573-H	12	Full Year	5
SPANISH 5	Н	574-H	12	Full Year	5
AP SPANISH	ΑP	578-AP	12	Full Year	5
HISPANIC HISTORY & CULTURE	СР	565 <b>-</b> CP	11-12	Semester	2.5

500-CP American Sign Language I (Offered even numbered years only)

Grades 9-11 CP Credits 5

This course will focus on visual and expressive use of language, such as facial expression, mime, and gesture. It will also focus on being able to sign letters of the alphabet, numbers from 1 to 100, formal and informal introductions, physical characteristics, reactions and opinions, telling time, and giving directions. Participants develop their skills through videotapes, classroom participation, and readings that cover issues important to the Deaf community. Heavy emphasis on culture.

503-CP American Sign Language II Grades 10-12 CP Credits 5 (Recommendation: Successful completion of course 500-CP) (Offered odd numbered years only)

American Sign Language 2 expands on the skills gained in American Sign Language 1. This course is designed to continue development of visual and expressive use of language, vocabulary, issues important to the Deaf community, cultural awareness, and terminology. Through activities

and prompts, students will communicate through dialogue, with partners and in small groups. Students will continue to study the culture.

#### 510-CP French I

This course introduces the students to all aspects of language learning. The basic skills of listening, speaking, reading, and writing are developed gradually. Students become acquainted with certain aspects of French speaking countries of the world and their cultures.

Grades 9-12 CP

Credits 5

### 511-CP French II Grades 10-12 CP Credits 5

(Recommendation: Successful completion of Course 502)

French II expands the four basic skills developed in French I, through dialogues, short reading passages, and compositions. Grammar will be studied more fully to enable the students to better express themselves in the language. The language and customs of the French-speaking world will be studied.

# 521-CP French III Grades 10-12 CP Credits 5 (Recommendation: A grade of "B" or better in Course 511 or Department Chairperson approval.)

In the third year French course, the student continues to attain a measurable degree of communicative competency and proficiency in each of the four language skills acquired in French II: listening, speaking, reading, and writing. The student learns new concepts and reinforces previously learned ones by broadening his communication skills in more sophisticated situations. Through exposure to authentic texts and literary selections, the students' vocabulary base is expanded and their cultural awareness of the French language and people is made more acute. Students may participate in the foreign exchange program. Class is conducted in French.

# 523-H French IV Grades 11, 12 Honors Credits 5 (Recommendation: A grade of "B" or better in Course 521 or Department Chairperson approval.)

Language skills are perfected as a result of varied literary readings. Accuracy is stressed in writing and speaking. Discussions on varied topics are introduced in order to enhance the speaking ability of the student. The class is conducted in French. Students may participate in the foreign exchange program.

# 524-H French V Grade 12 Honors Credits 5 (Recommendation: A grade of "B" or better in Course 573 or Department Chairperson approval.)

The fifth year French course is designed with a focus on communication. The language laboratory is used with frequency to help students develop listening and, consequently, speaking skills. Students will be presented with new grammatical material while reviewing, reinforcing and gradually expanding previously studied concepts and vocabulary. Exercises and activities are communication-oriented allowing for progression that guides students from comprehensive input of authentic language through structured practice to creative, personalized expression. This progression is accompanied by consistent re-entry of grammar functions, vocabulary and structures. The reading selections are extensive and address history, culture as well as make connections with other disciplines. Class is conducted in French.

## 528-AP AP French Grade 12 AP Credits 5 (Recommendation: A grade of "A" in Course 521 or Course 523 and teacher recommendation)

This intensive French course integrates the study of language, literature, and culture and prepares students for advanced language study at the university level. Writing, speaking, listening, and reading skills will be refined and knowledge of grammatical structure will be expanded. Readings from the Francophone world, extensive writing assignments, and class discussions will center on the interpretation of literary themes. Contemporary domestic and international issues will also be discussed. Students who complete the requirements for this course are expected to take the advanced placement exam.

#### 532-CP Latin I Grade 9-12 CP Credits 5

This is an introductory course to Roman culture and the Latin language. Essential vocabulary and grammatical structures are studied so that simple Latin stories can be read and discussed. Students will meet L. Caecilius Lucundus, his family, friends, and his gods. The course emphasizes the vast influence of the Latin language on English vocabulary through the study of derivatives. Junior Classical League membership and field trips are optional.

## 541-CP Latin II Grade 10-12 CP Credits 5 (Recommendation: Successful completion of Course 532.)

This course is a further development of the Latin language. The students work to acquire new Latin and English vocabulary and do a more extensive structure study. The reading passages will take students to Roman Britain and Alexandria where they will encounter Celtic and Egyptian deities, customs, and history. The time setting of this course is the 1<sup>st</sup> century A.D. Junior Classical League memberships and field trips are optional.

# 543-CP Latin III Grade 10-12 CP Credits 5 (Recommendation: A grade of "B" or better in Course 541 or Department Chairperson approval.)

Students continue to study different sites of the Roman Empire. They advance their knowledge of vocabulary, both in English and Latin, and examine new structures in the language. Through selected readings the comprehension of Latin in authentic literary works begins. Junior Classical League membership and field trips are optional.

# 545-H <u>Latin IV</u> <u>Grade 11, 12 Honors Credits 5</u> (Recommendation: A grade of "B" or better in Course 543 or Department Chairperson approval.)

In this course the students continue to study the Latin language and the customs of the people who spoke it by reading passages of prose and poetry. The readings reflect the history and culture of the Late Republic through the Empire and encourage the students to compare and contrast ancient and modern philosophies.

# 548-AP AP Latin (Recommendation: A grade of "A" in Course 543 or Course 545 and teacher recommendation) This challenging course concentrates on authors of Latin poetry and prose. Virgil's Aenid is studied in depth with attention to precise and literal translation. In addition, students will analyze the work as literature and practice proficiency in writing critical essays. Emphasis will also be placed on reading Latin passages at sight. Students who complete the requirements for this course are expected to take the advanced placement exam.

#### 552-CP Spanish I

Grades 9-12 CP Credits 5

The student studying Spanish I is presented a multi-faceted program and is expected to demonstrate basic proficiency in listening, speaking, reading, and writing. Cultural themes integrated with language practice enable the student to gain a greater understanding and acceptance of cultural differences.

#### 561-CP Spanish II

Grades 10-12 CP Credits 5

(Recommendation: Successful completion of Course 552.)

The second year Spanish course is a multi-faceted program, which integrates vocabulary items, grammatical structures, and cultural themes to allow the students to express themselves more meaningfully in Spanish. Language functions are used as organizing principle for integrating these linguistic and cultural elements.

# 571-CP Spanish III Grades 10-12 CP Credits 5 (Recommendation: A grade of "B" or better in Course 561 or "A" in Course 562 or Department Chairperson approval.)

The third year Spanish course is a full communication based program which integrates into all phases of instruction the further development of the listening, speaking, reading, and writing skills acquired in Spanish II. Additionally, the student will learn culturally appropriate language behaviors through reading of authentic texts and literary selections, and through a guided participation in cross-cultural discovery. Students may participate in the foreign language program. Class is conducted in Spanish.

# 573-H Spanish IV Grades 11, 12 Honors Credits 5 (Recommendation: A grade of "B" or better in Course 571 or Department Chairperson approval.)

The fourth year Spanish course is a multi-level communication based program which thematically explores many aspects of the richness of Hispanic life and culture. Furthering the development of skills acquired in Spanish III by extensive reading, compositional, and conversational activities, the student is better able to understand the complexity of the Hispanic language, life and culture, and personalize them into his life experience. Students may participate in the foreign exchange program. Class is conducted in Spanish.

# 574-H Spanish V Grades 12 Honors Credits 5 (Recommendation: A grade of "B" or better in Course 573 or Department Chairperson approval.)

The fifth year Spanish course is designed with a focus on communication. The language laboratory is used with frequency to help students develop listening and, consequently, speaking skills. Students will be presented with new grammatical material while reviewing, reinforcing and gradually expanding previously studied concepts and vocabulary. Exercises and activities are communication-oriented allowing for progression that guides students from comprehensive input of authentic language through structured practice to creative, personalized expression. This progression is accompanied by consistent re-entry of grammar functions, vocabulary and structures. The reading selections are extensive and address history, culture as well as make connections with other disciplines. Class is conducted in Spanish.

#### 578-AP AP Spanish

Grade 12

<u>AP</u>

Credits 5

(Recommendation: A grade of "A" in Course 571 or Course 573 or teacher recommendation) This intensive Spanish course integrates the study of language, literature, and culture and prepares students for advanced language study at the university level. Writing, speaking, listening, and reading skills will be refined and knowledge of grammatical structure will be expanded. In addition, students will also be required to read numerous short stories of both Spanish and Latino authors. Extensive writing assignments and class discussions will center on the interpretation of literary themes. Contemporary domestic and international issues will also be discussed. Students who complete the requirements for this course are expected to take the advanced placement exam.

565-CP Hispanic Culture and History Grade 12 CP Credits 2.5

This semester course will study the history and culture of various Hispanic countries, focusing on those with ties to the United States. Through digital and print materials students will learn about Latin American music, the Cuban and Mexican revolutions, immigration, and Spanish colonization of Latin America. Each unit will be introduced with a brief study on food, geography, and other cultural aspects essential to that country. This class will be taught in English.





#### Mrs. Susan Sullivan, Lead Teacher 640-7825

CTBE Graduation Requirement: 2 Courses / 5 Credits

Course Title	Level	Course #	<u>Grade</u>	Course Length	Credits
Child Care 1	College Prep	642-CP	10-12	Semester	2.5
Child Care 2	College Prep	644-CP	10-12	Semester	2.5
Child Care 3	College Prep	646-CP	11,12	Semester	2.5
T.E.A.C.H Classroom Assistant	College Prep	648-CP	11, 12	Semester	2.5
Desktop Publishing	College Prep	650-CP	9-12	Semester	2.5
Web & Graphic Design	College Prep	651-CP	9-12	Semester	2.5
Web 2.0	College Prep	652-CP	9-12	Semester	2.5
Microsoft Office 2010	College Prep	653-CP	9-12	Semester	2.5
Visual Basic Programming	College Prep	655-CP	10-12	Semester	2.5
C++ Programming	College Prep	656-CP	10-12	Semester	2.5
Creative Coding Games and Apps	College Prep	657-CP	10-12	Semester	2.5
Accounting	College Prep	661-CP	10-12	Full Year	5
Personal Finance	College Prep	663-CP	11, 12	Semester	2.5
Marketing 1	College Prep	664-CP	10-12	Semester	2.5
Marketing 2	College Prep	665-CP	10-12	Semester	2.5
Business Management & Marketing	College Prep	667-CP	10-12	Semester	2.5
Sport & Entertainment Marketing	College Prep	668-CP	10-12	Semester	2.5
Engineering & Design Tech 1	College Prep	684-CP	10-12	Semester	2.5
Engineering & Design Tech 2	College Prep	688-CP	10-12	Semester	2.5
Engineering & Design Tech 3	College Prep	689-CP	11,12	Semester	2.5
Robotics	College Prep	690-CP	11, 12	Semester	2.5
Introduction to Health Careers	College Prep	710-CP	11, 12	Semester	2.5
Health Careers 2-NAT/HHA	College Prep	720-CP	11,12	Full Year	5

#### 642-CP Child Care I

Grades 10-12 CP Credits 2.5

A semester long course covering the following chapter topics: Responsibilities of Parenting, Building Strong Families, Prenatal Development, Preparing for Birth, The Baby's Arrival, Physical and Intellectual Development, Emotional and Social Development, Children's Health and Safety, Family Challenges. This is an excellent course to learn about parenting and careers that involve young children.

#### 644-CP Child Care II

Grades 10-12 CP

Credits 2.5

(Recommendation: Successful completion of course 642, Child Care I)

A continuation of course 642. A semester long course, using the same text as Child Care I covering the following chapter topics: Children's Physical Development from One to Three, Emotional and Social Development from One to Three, Physical Development from Four to Six, Emotional and Social Development from Four to

Six, Intellectual Development from Four to Six, Child Care and Early Education, Careers Working with Children.

## 646-CP Child Care III (Formerly called Child Care II) Grades 11,12 CP Credits 2.5 (Recommendation: Successful completion of course 644, Child Care II)

After completing Child Care I and Child Care II (642 and 644), a student can gain experience in the operation of a preschool for five (5) days a week for the semester. The four-year-old child is studied in depth and is observed as he/she interacts within the pre-school atmosphere. A "hands on" approach is used in the preschool so that high school students can interact with the four-year-old child during lessons. The high school student will also be responsible for the development of lessons in the preschool. This course will offer experience for entry level jobs in daycare or for preparing the student for careers in early childhood education.

#### 648-CP T.E.A.C.H. Grades 11,12 CP

Credits 2.5

Teens Educate As Classroom Helpers

(Recommendation: Successful completion of courses 642, 644, and 646, and Child Care teacher approval.)

This course will allow the student the opportunity to explore the world of education outside of TMHS. Students will assist the classroom teacher with daily responsibilities.

The student must provide his/her own transportation and have a valid parking permit!

#### 650-CP Desktop Publishing Grades 9-12 CP Credits 2.5

Students will learn to use Microsoft Word, Microsoft Publisher, and Adobe Illustrator. Projects include the creation of letterhead, calendars, signs, newsletters, brochures, restaurant menus, business cards, postcards, certificates, store catalogs, newspaper ads, and other lessons that involve the preparation of creative projects. In addition, students will create a business simulation for a pizzeria and will create all the documents and publications needed for the grand opening of this restaurant. This class is an excellent class for college bound students as well as students who wish to immediately enter the workplace. This class gives students an opportunity to use originality and uniqueness in graphic design. Students will be made aware that there are career opportunities for desktop publishers/graphic designers. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

#### 651-CP Web and Graphic Design Grades 9-12 CP Credits 2.5

This course will focus on Web Site Design and Graphic Design. While studying Web Site Design, students will learn about the field of E-Commerce and learn to create web pages for businesses. Microsoft Office 2010 (Word, PowerPoint and Publisher), Adobe CS6 (Photoshop and Illustrator) will be the software used for this course. Students will also use Google Sites, Weebly, and Wix to create their own websites. This is an excellent course for students interested in careers in: web development, entrepreneurship, graphic design, business, marketing and management.

#### 652-CP Web 2.0 Grades 9-12 CP Credits 2.5

Web 2.0 is a popular term for advanced Internet technology and applications. It represents a move toward sharable content and collaboration on the Internet, not just using it as a source for research. Students will learn to use a variety of these tools in this course. The Google Drive will be covered including: Google Docs, Spreadsheets, Slides, Forms, Draw, Sites. In addition, students will learn to use Prezi, Weebly, Animoto, Popplet, Wordle, Piktochart Infographics, which are all free Internet Programs. Internet technology skills are used extensively in high school, college and our everyday lives.

#### 653-CP Microsoft Office

Grades 9-12 CP

Credits 2.5

Microsoft Office is an integrated suite of business applications that includes Word (word processing) Excel (Spreadsheets) and PowerPoint (presentation software) This office suite is used extensively at colleges and in the business world. Students will learn many advanced features of these programs that will help them with their high school and college assignments. **Microsoft** Office skills are necessary for all business careers: retail, marketing, administration, finance, and management. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

#### 655-CP Visual Basic Programming Grades 10-12 CP Credits 2.5

Basic Programming is designed to teach the computer language Visual Basic in the context of personal and practical real life situations using a PC. The approach is suited to students with no previous computer experience. The course is primarily project driven and includes topics such menu development, data types and variables, loops, graphics, and drawing. By the end of the course, students will be able to create professional looking and well-developed windows programs. Note: The emphasis on this course will be to explore practical applications, not just game development. This course is recommended for those students thinking of a career in Computer Programming, Information Systems, Windows Development and Help Desk-Technical Support.

#### 656-CP C++ Programming

Grades 10-12 CP Credits 2.5

This course is designed for the motivated student who is planning on a career in computer science or engineering. C+++ is an object-oriented programming language. Students will also learn about data types, selection structures, strings, functions and classes. This course is recommended for students thinking of a career in computer science, engineering, graphic arts, web design, and software design. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

#### 657-CP Microsoft Creative Coding through games and apps Grades 10-12 Credits 2.5

Microsoft Creative Coding through Games and Apps is a first semester course designed by Microsoft to introduce programming to high school students. Students learn how to code by working in a real software development environment to design, program, and publish mobile apps and games. Working in the same ways that professional programmers do, and creating real games or apps, students learn how to make amazing things and to have a real world impact.

#### 661-CP Accounting

Grades 10-12 CP Credits 5

Students will first learn the accounting cycle with emphasis on theory and application. Topics will include principles of beginning accounting, financial statements, journals, ledgers, adjustments and payroll. Projects involving the computer will enhance the student's ability to solve problems. Forensic Accounting is a specialized form of accounting that uses auditing and investigation to determine if fraud has taken place within a company. This course is recommended for students thinking of a career in general accounting, accounting, auditing, federal law enforcement, banking, and actuarial science. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

#### 663-CP Personal Finance

<u>Grade 11, 12</u> <u>CP</u>

Credits 2.5

This course will prepare students for their personal lives while becoming economically responsible. Areas of study will include: fundamental economics concepts, personal financial planning; financial pitfalls, budgeting, income, and money management (checking, savings, money market accounts, etc); spending, mortgages, student loans, credit and debt management; asset/insurance protection; financial statements; payroll; retirement planning; taxation; consumer practices and purchases: rights, responsibilities, and decision making processes. In each unit of the course, math skills will be emphasized and students will learn the value of applied mathematics. Course is open to 12th Graders. Course is only open to eleventh graders, who are taking Personal Finance concurrent with another mathematics course. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

#### 664-CP Marketing I

Grades 10-12 CP Credits 2.5

Marketing I is a beginning course for retail and marketing students. Topics stressed are retail-marketing concepts for employees, managers, and entrepreneurs. It is designed as an entry-level course for students who plan to enter the business world. Students taking this course have the opportunity to participate in DECA, an association of marketing students. This courses is recommended for students thinking of a career in business marketing, retail marketing, financial management, financial planning, insurance, actuarial work, and marketing research analysis. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

## 665-CP Marketing II Grade 10 (Recommendation: Grade of "C" or better in Course 762)

Grade 10-12 CP Credits 2.5

Marketing II is an advanced course for retailing and marketing students who will focus on the problems and procedures in management. Students involved in this course will operate the school store as well as plan productions such as semi-formals and the annual DECA Fashion Show. DECA participation is highly recommended. This course is recommended for students thinking of a career in business marketing, retail marketing, financial management, financial planning, insurance, actuarial work, marketing research analysis, travel and tourism, and sports and entertainment. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

#### 667-CP Business Management & Marketing Grades 10-12 CP Credits 2.5

Business Management and Marketing is a highly intensive course concentrating on the analysis, planning and control of marketing problems. Topics will include analyzing business opportunities, planning a market program, international marketing and marketing in the contemporary environment. Students in this course have the opportunity to participate in DECA, an association of marketing students. This course is recommended for students thinking of a career in business management, marketing, or management analysis, as well as being a management consultant, or owning your own business. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

#### 668-CP Sports & Entertainment Marketing Grades 10-12 CP Credits 2.5

The course will focus around the operations, management and marketing of both fields. Some topics will include, but are not limited to Entertainment marketing, Marketing Information Management for Sports and Entertainment, Sports and entertainment Economics, Sports and entertainment Risk Management, The Sales Process, Marketing basics of Sports and Entertainment, Entertainment Distribution, The marketing Research Process, Demographics of Market Segmentation, The Product

Mix, Promotional Planning and Sponsorships. Students will obtain a knowledge and understanding of the field and how it works, along with obtaining 21st Century Skills. By enrolling in this course, you will be eligible to participate in the TMHS DECA program.

#### 684-CP Engineering & Design Tech I Grades 10-12 CP Credits 2.5

This is an accelerated course, which provides the student with an integrated introduction to technical drawing. The principles, the processes and the conventional practices used to communicate industrial design ideas are stressed using basic tools to solve problems. Emphasis will include problem solving skills required to draw three-dimensional objects in two dimensions and an introduction to CAD (Computer Aided Drafting) using the industry standard AUTOCAD LT2000. The students will begin their drafting experience on the board and progress to the computer. This course is recommended for students thinking of a career in any area of engineering, such as: aerospace, architectural, civil, electrical, industrial, mechanical, and materials.

## 688-CP Engineering & Design Tech II Grades 10-12 CP Credits 2.5 (Recommendation: Successful completion of Course 684)

This is an accelerated course, which allows the student to continue building on experiences attained while taking Engineering and Design Tech I. Math and science concepts are emphasized as the student uses the computer and their creativity to design and solve problems using the latest CAD software. Topics will include a review of commands used in operating AUTOCAD LT2000, single and multi-view drawings, applied geometric construction, auxiliary views, revolutions and sectional views. A more extensive study of commands as they relate to the software will comprise the remaining areas of study. This course is recommended for students thinking of a career in any area of engineering, such as: aerospace, architectural, civil, electrical, industrial, mechanical, and materials.

# 689-CP Engineering and Design Tech III Grades 11,12 CP Credits 2.5 (Recommendation: Successful completion of Course 688)

This course will provide the student with the knowledge of basic structure and design elements of residential dwellings. The subject matter will include: general planning and design data, foundations and site work, excavation, footings and foundation walls, wood joists and rafter sizes, wood trusses, and roof construction. Using the computer, the student will develop a complete set of plans for a residential dwelling as well as a vacation retreat. This course will enhance your portfolio if you are considering a career in engineering. The student taking this course may apply this as a computer requirement. This course is recommended for students thinking of career in any area of engineering such as: aerospace, architectural, civil, electrical, industrial, mechanical, and materials.

#### 690-CP Robotics Grades 11,12 CP Credits 2.5

This is a beginning course in robotics with a STEM based curriculum designed to teach engineering, research, teamwork, and "real-world" problem solving. Students will be utilizing Lego Mindstorm kits, Robolab software and various Lego Robotics materials. This course will involve students in the development, building, and programming of a LEGO Mindstorm robot. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems. Student designed robots will be programmed to compete in various courses as developed by First Lego League.

## 710-CP Introduction to Health Careers Grade 11, 12 CP Credits 2.5 Introduction to health careers offers students the opportunity to explore the multitude of career

Introduction to health careers offers students the opportunity to explore the multitude of career options available in health care. Students will also start to develop specific skills related to health careers such as taking vital signs, medical math, the metric system, and medical abbreviations and terminology. Students will have the opportunity to observe and interact with healthcare professionals in local facilities.

#### 720-CP NAT Program/HHA Grade 11, 12 CP Credits 5

The Nursing Assistant Training/Home Health Aide course prepares high school students to work as nursing assistants and/or home health aides in hospitals, nursing homes, and in private homes. The prime intent of the program is to provide students with career entry skills that enable them to be employed as state certified nursing assistants and home health aides. Students will also gain knowledge about potential careers as LPNs and RNs. Lastly, students will gain knowledge about their own bodies and diseases, both mental and physical.

In order to meet Massachusetts Department of Public Health licensing requirements, there is an attendance requirement of at least 90 classroom hours and a commitment to 24 hours of clinical experience, 10 hours of which will be after school. Massachusetts' certification requirements include a 75 average or better in coursework and a score of 100 on skills. Students will be required to take the Massachusetts Nursing Assistant Certification Exam, which includes a written as well as a skill test. The exam fee and uniform will cost approximately \$125.00.

NAT students must present at the start of the school year a completed physical stating he/she is well enough to participate in the clinical setting, has an up to date immunization record, and has had a recent negative Mantoux test for tuberculosis.

# Fine Arts Department



#### Ms. Nicole LaPierre, Lead Teacher 640-7825

Fine Art Graduation Requirement: 1 Semester / 2.5 Credits

Course Title	Level	Course #	<u>Grade</u>	Course Length	Credits
DRAWING I	СР	580-CP	9-12	Semester	2.5
DRAWING II	CP	581-CP	10-12	Semester	2.5
FOUNDATIONS IN ART	СР	582-CP	9-12	Semester	2.5
PAINTING I	СР	583-CP	9-12	Semester	2.5
PAINTING II	СР	584-CP	10-12	Semester	2.5
CERAMICS I	CP	585-CP	9-12	Semester	2.5
CERAMICS II	СР	586-CP	10-12	Semester	2.5
SCULPTURE	CP	587-CP	9-12	Semester	2.5
DESIGN	CP	588-CP	9-12	Semester	2.5
PHOTOGRAPHY I	СР	589-CP	9-12	Semester	2.5
PHOTOGRAPHY II	СР	590-CP	10-12	Semester	2.5
DIGITAL IMAGING	CP	591-CP	9-12	Semester	2.5
SR ART STUDIO	Н	592-H	12	Full Year	5
AP ART HISTORY	AP	593-AP	11, 12	Fuli Year	5

#### 580-CP Drawing I

Grade 9-12 CP Credits 2.5

This course will follow a series of drawing activities that will teach fundamentals of drawing along with a diversity of techniques such as pencil, pen and ink, marker, and charcoal. Activities will work with concepts of line quality, function of value, shape, volume, and color.

#### 581-CP Drawing II

Grade 10-12

**CP** 

Credits 2.5

(Recommendation: Successful completion of Drawing I)

Building on concepts from Basic Drawing, students will further develop drawing and conceptual skills. Formal elements of line, value, shape, texture and space are explored. The course includes drawing from direct observation and invented images. Studies include illusions of space and shape via figure and form analysis. By exploring current issues and concerns students will personalize their imagery. This personalization of imagery will give individual meaning to the work while exploring and developing 2D skills of visual thinking and problem solving. Emphasis will be placed upon process and its relevance to the idea. This course advances the basic fundamental skills taught in Basic Drawing.

#### 582-CP Foundations in Art

Grades 9-12

CP

Credits 2.5

Beginning with the elements and principles of art, this course explores the areas of concentration offered at the High School. This beginners' course uses mediums such as watercolors, acrylics, pen and ink, pencil, charcoal, clay and photography.

#### 583-CP Painting 1

Grades 9-12

CP

Credits 2.5

This course explores basic techniques using watercolor, tempera, and acrylic paint. Color theory, composition, and design will be reinforced. Students will create and critique original paintings and will participate in student exhibits.

#### 584-CP Painting 2

Grade 10-12 CP Credits 2.5

Building on concepts from Painting 1, students will continue to strengthen their visual skills. Students will learn how to select an effective and personal approach to using techniques and thematic content to develop personally meaningful paintings. Students will also develop their visual vocabulary and their oral communication skills. Students will gain an understanding of the proper use of materials. They will be growing toward a knowledge and ability level necessary to create effective works of art through painting, presenting their work, and responding to other's art.

#### 585-CP Ceramics I

Grade 9-12 CP Credits 2.5

This course will explore the proper preparation of clay and develop skills in hand built projects, such as coil, slab, the potter's wheel and sculpture. The use of glaze, texture and color will be important considerations to the end products.

#### 586-CP Ceramics II

Grades 10-12 CP Credits 2.5

(Recommendation: Successful completion of Ceramics I)

This course will take the student beyond the basic hand building and pottery wheel projects learned in Ceramics. It is designed for the advanced student who desires to explore the medium in a more comprehensive way. Attention will be given to higher quality and time intensive projects. Students will explore advanced throwing, texturing, and glazing techniques. Students should have an excellent ability to work responsibly and independently.

#### **587-CP** Sculpture

Grades 9-12 CP Credits 2.5

This is a great course for those who like to build with their hands. We will build projects made from wood, cardboard, papier - mache, wire, molds with clay, plaster, and any suitable found materials. Sample projects may include woodcarving with letters and designs, cardboard animals, and kinetic wire portraits. Students will be introduced to the elements and principles of design in three-dimensional form.

#### 588-CP Design

Grades 9-12 CP

Credits 2.5

This course will familiarize the beginning art student with the elements and principles of design. Students will learn how to construct an artistic composition to show visual movement, mood, form, space, and spatial relationships of objects, proportionate harmony, and overall unity. This course explores design concepts and challenges. In this class, students receive a strong, broad based foundation in the visual arts through instruction in drawing, painting, design, printmaking, and sculpture in a studio setting. The elements and principles of design are emphasized through the communication of ideas and skill development in new and familiar media.

#### 589-CP Photography I

Grades 9-12 CP Credits 2.5

The first term of this course will cover traditional black and white chemical photography. The techniques of developing and printing photographs, and printing and exhibiting final prints will be taught. Projects will emphasize concepts of available light photography, portrait, experimental, and documentary photography. Emphasis will be placed on work which depicts strong narrative content and sound basic technical skills. In the second term, the students will be introduced to the medium of

digital photography working with Adobe Photoshop software program, digital cameras, and flatbed scanner. Each student should have his/her own 35mm manual film camera and digital camera.

## 590-CP Photography II Grades 10-12 CP Credits 2.5 (Recommendation: Successful completion of Photography I)

This course will take the student beyond the basic picture taking and darkroom techniques of chemical and digital photography learned in Photo I. It is designed for the advanced Photography student who desires to grow and expand upon their work. Attention will be given to developing a body of work that expresses not only sound technical skills, but a higher level of thinking. Students will further explore digital darkroom and shooting techniques using the Adobe Photoshop software program. Students must provide their own manually operated 35mm film camera and digital camera.

#### 591-CP Digital Imaging Grade 9-12 CP Credits 2.5

Digital Imaging is a course that provides an introduction to digital photography, virtual darkroom technologies, and digital design. The course will provide you with a fundamental knowledge of digital camera use (including more advanced use of applications on your phone) and digital manipulation and design using Adobe Photoshop. This class will serve students interested in an art class using a digital medium.

# 592-H Senior Art Studio Grade 12 Honors Credits 5 (Recommendation: Two Art courses & teacher recommendation or Dept. Chairperson approval.)

This course is designed to assist the **serious art student** to develop his/her art talent. The student determines what medium is to be worked in and sets goals that are obtainable in two terms. Portfolio development for college entrance is a major consideration. The highly motivated student interested in serious study of art should apply. Students may present themselves as candidates for Advanced Placement Studio Art---General Portfolio or Drawing Portfolio. This is optional and is determined with teacher guidance during the first term of course development. "Due to the unique type of student assessment, there are no exemptions from the scheduled Midterm or Final Exams."

#### 593-AP AP Art History Grade 11, 12 CP Credits 5

This full year course will explore major forms of artistic expression including architecture, sculpture, painting and other media from across a variety of cultures. Learn about the purpose and function of art as you develop your ability to articulate visual and art historical concepts in verbal and written form. Students who complete the requirements for this course are expected to take the advanced placement exam.



# **Performing Arts Department**

Ms. Nicole LaPierre, Lead Teacher 640-7825

Performing Arts Graduation Requirement: 1 Semester / 2.5 Credits

Course Title	Level	Course #	Grade	Course Length	Credits
BAND SYMPHONIC/MARCHING	Н	600-Н	12	Full Year	5
BAND/MARCHING	СР	600-CP	9-12	Full Year	5
BAND/MARCHING	СР	600A-CP	9-12	Semester	2.5
CHORUS	СР	602-CP	9-12	Semester	2.5
INTRO TO GUITAR	СР	610-CP	9-12	Semester	2.5
MUSIC THEORY	СР	612-CP	10-12	Semester	2.5
MUSIC HISTORY *this class can also be taken for honors credit	CP/H	615-CP	11-12	Semester	2.5
MUSIC IN AMERICA	СР	617-CP	9-12	Semester	2.5
THEATER ARTS	СР	620-CP	9-12	Semester	2.5
MUSICAL THEATER PRODUCTION	СР	622-CP	10-12	Semester	2.5
DIGITAL MEDIA I	СР	902-CP	9-12	Semester	2.5
DIGITAL MEDIA II	СР	912-CP	10-12	Semester	2.5
TECHNICAL THEATER MEDIA COMMUNICATIONS	CP CP	922-CP 932-CP	9-12 9-12	Semester Semester	2.5
JOURNALISM	СР	180-CP	9-12	Semester	2.5

600-H Band-Symphonic/Marching Grade 12 Honors Credits 5
In addition to the requirements of 605-CP, in order to receive honors credit, students are required to complete additional assignments as outlined in the Band Handbook

#### 600-CP \*Band-Concert/Marching Grade 9-12 CP Credits 5

Concert/Marching Band is a **full-year** course and is open to all students who can demonstrate acceptable playing ability on wind and percussion instruments. The ensembles study and perform a variety of literature. The band performs several concerts during the school year, participates in contests, performs at graduation, and performs for various community functions. (Performances are required.)

Students are required to attend and perform at after school rehearsals, football games, parades, competitions, school functions and many additional events outside the school day. This course meets the Performing Arts graduation requirement and can be retaken for credit every year.

\*Full year/Full block course unless half year approved by band director. (Recommendation: Middle School Band and/or Extensive Private Music Lessons)

#### 600A-CP \*Band-Concert/Marching Grades 9-12 CP Credits 2.5

Concert/Marching Band can also be chosen as a half-year course and is open to all students who can demonstrate acceptable playing ability on wind and percussion instruments. The ensembles study and perform a variety of literature and perform literature. The course is designed to challenge the advanced musician and to expose him/her to literature above the average musician's ability. The band performs several concerts during the school year, participates in contests, performs at graduation, and performs for various community functions. (Performances are required.) Students are required to attend and perform at after school rehearsals, football games, parades, competitions, school functions and many additional events outside the school day. This course can be retaken for credit every year.

(Recommendation: Middle School Band and/or Extensive Private Music Lessons or approval of the TMHS band director)

#### 602-CP Chorus Grades 9-12 CP Credits 2.5

This course is open to all students in grades 9-12, regardless of any previous experience. Students will learn techniques for singing in an ensemble setting. The chorus performs at several concerts during the school year, participates in contests, and performs for various community functions. Students are required to participate in after school rehearsals and attend all performances and will be reflected in the student's grade. This course can be retaken for credit every semester.

#### 610-CP Introduction to Guitar Grades 9-12 CP Credits 2.5

This introductory course is offered to students in grades 10-12 who are interested in learning to play the guitar. Although students with prior knowledge can take the course, the focus of this course is geared towards students with no prior knowledge or skill on the guitar. Students will learn how to read and play traditional notation, as well as chords, strumming patterns, and tablature. This is a performance based class, and in-class playing tests are part of the student's grade. Guitars are provided, but students may also use their own guitar.

#### 612-CP Music Theory 1: Fundamentals of Music\_Grade 10-12 CP Credits 2.5

This course is designed to introduce students the basic principles of music notation and theory. Students will learn to read and analyze musical notation. Students will also improve their music listening skills through a series of ear training exercises. Topics discussed will include: major and minor scales and key signatures, time signatures, intervals, triads and seventh chords. There are no prerequisites for this course, as it is an entry level music course. This course is a prerequisite for Music Theory II: Harmony and Composition.

#### 615-CP/H Music History Grades 11-12 CP/H Credits 2.5

This is a course in music appreciation and understanding music in relation to history. The class examines music history starting in the medieval times and going up through the contemporary era. Students will be expected to think analytically about pieces of music and relate them to the context of history through research, lectures, and class discussions. The course will focus primarily on European and some early American music. This course can be taken for honors credit. Additional coursework will be required of honors students.

#### 617-CP Music in America Grade 10-12 CP Credits 2.5

This course is a chronological study of music in the United States during the 19th and 20th centuries. The course will study musical styles including: Classical, Blues, Ragtime, Vaudeville, Swing, Jazz, Folk Music, Big Band, Rock & Roll, and styles of the late 20th century. Students

will listen to and react to music based on discussions of the styles and their importance within the context of American history.

#### Theater Arts **CP** Credits 2.5 620-CP Grades 9-12

Get up on your feet and out of your desk to learn the basics of acting and theater production. Begin by learning how to improv like "Whose Line is it Anyway?". As an improv master; you'll kung fu your way into learning how a show is created through games, activities, and discussion. Develop a character like Will Ferrell or work behind the scenes to create your own show. There is no connection to the after school TMHS Theater Company and no after school time is required.

#### **Musical Theater Production** 622-CP **Grades 10-12** CP Credits 2.5

Become a true triple threat as you learn how to sing, dance, and act. This active class will keep you singing and dancing to your favorite Broadway tunes and popular hits. While building your musical skills, students will also focus on games and exercises that help establish acting skills. There is no connection to the after school TMHS Theater Company and no after school time is required.

#### 623-CP **Technical Theater Grades 10-12** Credits 2.5

Grab your hammers, power up those drills, and pour the paint! Students will learn all the skills needed to design and create sets, lights, sound, and costumes. Bring the show to life when you learn to hang and focus lights on our catwalk, use a saw to build structurally sound platforms, and hand-sew your first hem. There is no connection to the after school TMHS Theater Company and no after school time is required.

The Media & Communications courses may fulfill the CTBE graduation requirement.

#### Digital Media I 630-CP

Grades 9-12 CP Credits 2.5 Get a behind-the-scenes look at all the basics of making strong, visually driven video projects with an emphasis on narrative storytelling. This course focuses on the basics of video production and editing, story development, scriptwriting, music, and aesthetic. Skills in Final Cut Pro X are learned through creating original videos from conception to exhibition. This course requires the use of video equipment available by check-out, and Mac desktops with Final Cut Pro X in the classroom. This is a project-based class and available to all grade levels.

#### 631-CP Digital Media II **Grades 10-12** CP Credits 2.5

Through producing original videos, students will gain a deeper understanding of video editing and story writing from conception to exhibition. Students will develop videography skills by completing projects during the semester that require formulation of original ideas that carry through the production process. Students will exhibit digital literacy skills in learning editing techniques on Final Cut Pro X, and aesthetic valuing by engaging in critiques in all stages of the production process. This course is project-based, and picks up where students would have left off in Digital Media I.

Open to students in grades 10, 11, and 12 with a passing grade in Digital Media I (or can display a quality product equivalent to be approved by the course instructor.)

#### 632-CP Media Communications Gra

Grades 9-12

CP Credits 2.5

Blending written and oral communication, students will develop the ability to speak publicly, listen actively, and demonstrate proper practice for productive and purposeful communication. Scriptwriting for broadcast news will be a primary focus. Practical application of these skills will lead to the creation and operation of in-class news shows in our TMHS TV studio. Students will learn the necessary operational skills of a portable studio, as well as the workings of a professional newsroom. Class content will be based on current events and news stories. Students will access news content through the internet from major and local TV news networks.

Open to students in all grade levels. This course is recommended for those students thinking of a career in public relations, journalism, communications, and sports entertainment.

# Wellness Department



#### Ms. Karen Ferreira, Lead Teacher 640-7825

Wellness Graduation Requirement: Health 5 Credits, P.E. 10 Credits

Course Title	Level	Course #	<u>Grade</u>	Course Length	<u>Credits</u>
HEALTH I	СР	812-CP	9	Semester	2.5
PE I	СР	831-CP	9	Semester	2.5
HEALTH 2	CP	822-CP	10	Semester	2.5
PE 2	CP	832-CP	10	Semester	2.5
MOVEMENT FITNESS	СР	833-CP	11,12	Semester	2.5
LIFETIME SPORTS I	CP	834-CP	11,12	Semester	2.5
LIFETIME SPORTS 2	СР	835-CP	11,12	Semester	2.5
TEAM SPORTS	CP	836-CP	11,12	Semester	2.5
CONDITIONING	CP	837-CP	11,12	Semester	2.5

#### 812-CP Health I

Grade 9 CP Credits 2.5

The 9<sup>th</sup> grade course focuses on personal health issues and lifestyle choices. Basic classroom units covered are health choices & behavior, emotional & social health, nutrition, physical health, drug use & abuse, and the life cycle.

#### 822-CP Health II

Grade 10 CP Credits 2.5

The 10<sup>th</sup> grade course focuses on current health issues and community and global health systems and problems. Basic classroom units involve the study of emotional and social health, drug abuse,, disease prevention, the life cycle, first aid, safety, and global issues.

#### 831-CP Physical Education 1

Grade 9

CP Credits 2.5

Physical Education will focus on personal fitness and fitness related activities.

#### 832-CP Physical Education 2

Grade 10

CP Credits 2.5

Physical Education focus is on team, individual, and recreational activities to encourage fitness and physical well being.

#### 833-CP Movement Fitness

Grades 11,12 CP

Credits 2.5

Students will learn yoga, aerobics, and a variety of dance techniques to music. Demonstrating these movements will boost student confidence, balance, and coordination while giving a good workout to increase/develop a healthy fitness level and a fun time.

#### 834-CP <u>Lifetime Sports I</u>

<u>Grades 11,12</u>

CP Credits 2.5

835-CP <u>Lifetime Sports II</u>

**Grades 11,12** 

CP Credits 2.5

Students will be introduced to a variety of sports and activities that are enjoyed by people throughout the course of their entire lives. Activities/games will include the following: Tennis, Badminton, Basketball, Softball, Leisure sports (such as Bocce and Croquet), Golf, Yoga, Ultimate Frisbee, Snowshoeing, Walking, Jogging/Running.

This course is designed for 11th and 12th grade students.

#### 836-CP Team Sports

Grades 11,12 CP Credits 2.5

Students will develop a deeper understanding for team sports through the Sport Ed Model. At the beginning of each unit, students will be divided into teams that they will remain on for the course of the 2-3 week season. During this time, students will be assigned to different roles, such as player, coach, referee, scorekeeper, etc. Each class will consist of teams participating in student-led practices, followed by regular season games. Statistics will be kept and each season will conclude with playoffs.

#### 837-CP Conditioning

Grades 11.12 CP Credits 2.5

The first half of the course will consist of students participating in a wide variety of vigorous physical fitness activities with the goal of increasing each students' cardiovascular endurance, muscular strength/endurance and flexibility. Some of these activities will include jogging, resistance bands, circuit training, Zumba, yoga and P90X workouts. During the second half of the course, students will be responsible for designing and completing their own personal fitness plans, based on the knowledge they have obtained in the class. Fitness testing will occur at the beginning, middle and end of the term. The intensity level of this program is designed to be demanding.

## Additional Course Offerings MAT

#### **Edgenuity**

Edgenuity provides engaging online and blended learning education solutions that propel success for every student. Edgenuity delivers a range of Core Curriculum, AP<sup>®</sup>, Elective, Career and Technical Education (CTE), and Credit Recovery courses aligned to the rigor and high expectations of state, Common Core and iNACOL standards and designed to inspire lifelong learning. All Edgenuity classes are teacher facilitated. Class sizes are limited to 25 students with a strong emphasis placed on student and teacher interaction. Classes take place entirely over the Internet and are accessible to students anytime and anywhere. Students have the ability to post work to their class anytime, day or night. Classes follow the school schedule and assignments are due at specified weekly intervals. All courses and student work are closely monitored by the site coordinator.

#### Please note:

- Juniors and seniors in good standing will be eligible to take one Edgenuity course per year.
- Students must have good attendance, grades, and behavior records.
- This is a supplemental program to TMHS course offerings.
- Students successfully completing full year Edgenuity courses will earn 5 credits and half-year, elective courses will earn 2.5 credits.
- Exceptions per approval of the Principal.

9008-CP Edgenuity Grades 11-12 or Special Arrangement CP Credits 2.5/5
Students enrolled in standard level NetCourses are expected to participate with the same level of dedication and intensity as in traditional face-to-face classrooms. These students are required to be actively engaged in their coursework for approximately 10-12 hours per week.

#### **Experiential Learning**

Tewksbury Memorial High School recognizes the value of career-related internships and learning opportunities outside of the classroom and encourages participation in this program. These courses are credit-bearing but may not be applied toward the graduation requirements (see page 5).

#### 9000 Internship Grade 12 or Special Arrangement Credits 2.5

The Internship Program allows students the option to work with or shadow a person or persons to explore career opportunities available at TMHS. Internships are <u>unpaid</u> work experiences and will be counted as an elective. Internships may be taken during senior year. Unless unusual circumstances prevail, one internship is allowed per year. The student must complete appropriate application before completing course requests with the guidance counselor. Students will be required to complete weekly time cards and journals. Students are also required to submit and present a capstone project that summarizes their experiences. They are also expected to complete assignments related to their internship. This course is graded on a Pass/Fail basis and will not count into the student's GPA.

#### 9011 Experiential Learning Special Arrangement Credits 2.5

Students/Teachers may submit proposals for learning opportunities **outside** of the traditional school day for enrichment credit. These courses must be approved by the TMHS Principal and the Assistant Superintendent of Curriculum and Instruction. Please see your guidance counselor for a list of

available experiential learning opportunities. These courses will be graded on a Pass/Fail basis and will not count into the student's GPA.

#### MTSS and Additional Supports

#### 901-CP Academic Skills and Strategies I Grades 9-10 or Special ArrangementCredit 2.5

This course can be taken for one or more semesters. Students will learn to develop the ability to enhance their study skills through learning to maintain routines, organize work, improve reading comprehension, take notes from both written and oral sources, develop memorization strategies, and prepare for tests, including the MCAS exam. These skills will be introduced, practiced and reinforced throughout the course and will enhance student preparedness across all academic areas. Students will be allowed time, that has been built into the curriculum, to apply acquired knowledge to their current academic work. This course is graded on a Pass/Fail basis and will not count into the student's GPA.

#### 902-CP Academic Skills and Strategies II Grade 10-11 or Special ArrangementCredit 2.5

This course can be taken for one or more semesters. This class is designed to prepare students for their future goals and assist them in learning how to achieve their goals. This is done through various assignments that include class discussion, partner work, reflective journaling, class presentations, written work and creative exploration. Some of the topics that will be discussed will include learning styles, organizational skills, and study skills. Students will also improve their learning effectiveness through critical thinking skills, test taking strategies (PSAT, SAT, ACT, etc.), note taking skills and other study methods. The course will also introduce students to career and other job options through interest inventories and research projects. These skills will be introduced, practiced and reinforced throughout the course and will enhance student preparedness across all academic areas while also helping to prepare them with the expectations of post secondary careers and/or education. This course is graded on a Pass/Fail basis and will not count into the student's GPA.

#### 900-ELL ELL Support

**Special Arrangement** 

Credits 2.5

Students who have been identified as English Language Learners, and meet the set recommendations set forth by the ACCESS assessment, with receive ELL Support.

## Special Education Department DAT

Mrs. Michelle Dick, Lead Teacher 640-7856 Mr. Chuck Zucco, Case Manager 640-7856

In addition to the courses described in the previous section, Tewksbury Memorial High School offers an array of special education services to meet the individualized needs of diverse learners. Please contact Michelle Dick, Lead Teacher, or Chuck Zucco, Case Manager for specific questions about services. Individual course descriptions are available in the special education office.

#### **Specialized Instruction**

#### **Special Arrangement**

Credits 5.0

The special education department offers small group core courses that follow subject course curriculum with specialized instruction in the areas of English, mathematic and science.

The special education department also offers full year, small group therapeutic Learning Centers (Directed Learning I, II and Life Skills) designed to meet the cognitive, social emotional learning, and transitional needs of special education students. The support students receive in the learning centers is based on the student's individual needs.

#### 904-CP Directed Learning I

#### **Special Arrangement**

Credits 2.5

The goal of this mixed-grade course is to provide a practical approach to learning and implementing executive function strategies to help with the transition of post-secondary goals. The objective is to improve students' independent study skills while providing them with additional teacher support in individual academic needs across the curriculum. This will enable students to be more successful in their high school content subjects, to be active learners, enhance their organizational skills, and to be better prepared for independent learning.

#### 905-CP Directed Learning II

#### **Special Arrangement**

Credits 2.5

Directed Learning II provides the practical approach to learning as Directed Learning I. Additionally, it provides a therapeutic environment which meets the social emotional learning needs of student who require a higher level of support.

#### <u>Life Skills</u> <u>Grades 9-12</u>

#### **Special Arrangement**

Credits 5.00

TMHS Life Skills Program serves students with cognitive and language delays that impact overall functioning. The Massachusetts Curriculum Frameworks are addressed at access and entry points. The program addresses students' needs in the areas of functional academics, communication, vocational preparation, independent living, and social, recreation/leisure, and life skills are addressed within both the school program and the community environment. The use of positive reinforcement and success-oriented activities provide students a constructive framework to focus on personal goals. The inclusionary experiences include the high school and the community.

#### **Special Education Teachers/Student Liaisons**

The special education teachers at Tewksbury Memorial High School also act as specialized liaisons for all students identified with special needs and who are enrolled on an Individualized Education Plan (IEP). Students will meet with their liaisons regularly throughout the school year.

## Minutes

# Payroll

## TEWKSBURY PUBLIC SCHOOLS Tewksbury, Massachusetts

Date

1/26/2017

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 \$1,237,473.60

#### **GRANTS**

\$23,798.63	2016-2017	Special Ed 240 Grant
	2016-2017	Collaborative Partnerships
\$12,626.76	2015-2016	Title I Grant
	2016-2017	Title II Grant
	2016-2017	Special Ed Improvement
	2016-2017	After School Out of School Time
\$857.07	2016-2017	Academic Support
	2016-2017	Literacy Partnerships
\$1,043.95	2016-2017	Early Childhood
	2016-2017	Early Childhood Improvement

#### **REVOLVING ACCOUNTS**

\$34,658.94	2016-2017	Ext Day Program
\$891.33	2016-2017	Adult Education Program
	2016-2017	New Start
\$22,138.54	2016-2017	Lunch Program
	2016-2017	TMHS Clubs
	2016-2017	Athletic Revolving
	2016-2017	Circuit Breaker
\$310.48	2016-2017	Hanover Funds
\$5,529.66	2016-2017	Recreation
\$286.05	2016-2017	Community Services Recreation
\$583.40	2016-2017	Facilities
\$404.12	2016-2017	Parking Fees
\$3,053.69	2016-2017	Preschool
	2016-2017	Ryan Clubs
	2016-2017	Wynn Clubs
\$106,182.62	SUB TOTAL	L - NON LEA FUNDS

#### **LEA FUNDS**

\$1,131,290.98 2016-2017 School Department Account

**\$1,131,290.98 SUB TOTAL - LEA FUNDS** 

\$1,237,473.60 TOTAL

### TEWKSBURY PUBLIC SCHOOLS Tewksbury, Massachusetts

Date 2/9/2017

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 \$1,254,656.20

#### **GRANTS**

\$24,899.07	2016-2017	Special Ed 240 Grant
	2016-2017	Collaborative Partnerships
		Title I Grant
\$128.16	2016-2017	Title II Grant
	2016-2017	Special Ed Improvement
	2016-2017	After School Out of School Time
\$976.47	2016-2017	Academic Support
	2016-2017	Literacy Partnerships
\$1,043.95	2016-2017	Early Childhood
	2016-2017	Early Childhood Improvement

#### **REVOLVING ACCOUNTS**

\$36,865.97	2016-2017	Ext Day Program
\$2,473.21	2016-2017	Adult Education Program
	2016-2017	New Start
\$23,191.70	2016-2017	Lunch Program
	2016-2017	_
	2016-2017	Athletic Revolving
	2016-2017	Circuit Breaker
\$113.12	2016-2017	Hanover Funds
\$5,300.23	2016-2017	Recreation
	2016-2017	Community Services Recreation
\$463.53	2016-2017	-
\$404.12	2016-2017	Parking Fees
\$3,053.69	2016-2017	Preschool
	2016-2017	Ryan Clubs
\$192.24	2016-2017	Wynn Clubs
\$108,712,45	SUB TOTAL	- NON I FA FUNDS

#### **LEA FUNDS**

\$1,145,943.75 2016-2017 School Department Account

**\$1,145,943.75 SUB TOTAL - LEA FUNDS** 

\$1,254,656.20 TOTAL

# Superintendent/ Staff/School Committee Reports

# Consent Agenda



# Tewksbury Memorial High School's College Planning Guide

2017 - 2018

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#### "Quick Facts"

#### **Guidance Department**

Tewksbury Memorial High School 320 Pleasant Street Tewksbury, MA 01876

Phone: 978-640-7838 x2028

Fax: 978-640-7844

Karen Baker O'Brien MSW, LCSW
Guidance Department Chairperson

Patricia Whitehouse

**Guidance Administrative Assistant** 

#### College/Career Counseling:

- \* Individual/group college/career counseling
- \* Assistance with college/career decisions
- \* Skills Assessment
- \* Mini College Fair
- \* Co-facilitate Career Day for juniors
- \* Post-graduate Planning
- \* Student meetings with college representatives
- \* Survevs
- \* Individual Learning Plans (ILP's)
- \* Military recruiters

#### **Test Administration**

- \* ASVAB Military Administered interest inventory exam
- \* AFL-CIO Scholarship exam for seniors
- \* PSAT
- \* SAT I / SAT II, ACT informational packets
- \* Advance Placement (AP)

Spanish

Biology Calculus
Chemistry Economics
English Literature History
Gov't & Politics Physics
Psychology Statistics



Our staff of helpful professionals are available to assist and support our students, parents and guardians

Karen Baker O'Brien, Guidance Counselor Kennan Daniel, Guidance Counselor David Harne, Guidance Counselor Tina Sheahan, Guidance Counselor Lauren Sheehy, School Adjustment Counselor

#### **Student Support Programs**

- \* Members of Attendance Review Board
- \* Members of the Student Support Team
- Provide referrals to outside resources.

#### **Workshops / Presentations**

- \* College application process
- \* Common application review
- \* College essay writing
- \* Job Skills workshop
- \* Mini College Fair
- \* Coordination of annual Academic Awards and Scholarships
- \* Parent informational meetings
  High School information
  Post-graduate planning
  College planning
  Financial Aid

#### **Naviance**

- Learning Styles Inventory
- \* Career- College exploration
- \* Scholarship Search
- \* Electronic submission of college materials

#### **MARK YOUR CALENDARS!**

AUGUST 23 Common App Coffee: A great opportunity for students to begin the Common Application with the assistance of the Guidance staff.

SEPTEMBER 22 College Application Process Assembly: Admission representatives from local

colleges and universities will provide an overview of the application process.

SEPT.-NOV. Individual student meetings: Seniors should make appointments with their guidance

counselors to discuss the steps necessary to begin planning for life after high school.

SEPT.-OCT. Career and College Readiness Workshops: Workshops will be available to all students.

Students must register ahead of time to attend.

Essay Writing Workshop

Naviance - College Process

• Common Application Workshop

Vocational Workshop

• Financial Aid Workshop, presented by MEFA

#### **EARLY ACTION DEADLINES**

November 1

November 15

December 1

Students intending to apply Early Action should meet with their guidance counselors and request their letters of recommendation before the end of September.

#### JUNIOR YEAR COLLEGE CHECKLIST

Start using the college search tools in Naviance to research colleges that you may want to apply to next
year.
As part of your research, pay close attention to the admission requirements of the schools you are
interested in. Are you a strong candidate? What are the chances that you will be admitted? We
recommend you create a list that includes "reach" schools, "probable" schools and "safety" schools.
Understand the difference between Early Action/Early Decision and Regular Decision. Early Action/Early
Decision deadlines occur in November and push the entire application progress forward. If you are
applying early, you should meet with your counselor by the end of September.
We recommend that you take the SAT at least once during junior year and again during senior year. If you
are applying early, plan to register for one during junior year as well as the August or October SAT.
In early spring, go to collegeboard.org and sign up to take the SAT and/or go to actstudent.org and sign up
to take the ACT exam. YOU are responsible for sending your scores to the colleges you plan to apply to. You
can do this when you register to take either exam.
In addition, we recommend that after you complete an AP or honors-level class, you sign up to take an SAT
Subject test in that discipline. Some competitive colleges require SAT Subject tests.
Having developed an initial college list through Naviance, begin visiting colleges you are interested in. Tour
the campus. Eat in the cafeteria and talk to students who go to school there. Visit when school is in session
to get a feel for the place. (See Tips For a Successful Campus Visit in this booklet.)
Consider using the summer to begin writing your college essay. (See the college essay-writing checklist
included in this booklet.) In August, the college essay prompts will be available through commonapp.org.
Start filling out the self-assessment on Naviance (under the About Me tab). Your guidance counselor relies
heavily on this information to write you a thorough and accurate letter of recommendation.
Start thinking about which teachers you are going to ask to write your letters of recommendation.
If you are planning to apply Early Action, sign up for the Resume-Writing Workshop at TMHS in the spring
and begin working on your resume.

#### SENIOR YEAR COLLEGE CHECKLIST

	Use Naviance to research colleges that fit the criteria you are looking for (e.g., size, distance from home,
	academic majors). Make a list of the ones you are interested in applying to.
	As part of your research, pay close attention to the admission requirements of the schools you are
	interested in. Are you a strong candidate? What are the chances that you will be admitted? We
	recommend you create a list that includes "reach" schools, "probable" schools and "safety" schools, as
	well as a mix of public and private.
	WRITE DOWN ALL APPLICATION DEADLINES. You are responsible for having your materials ready to send
	on time.
ū	If you have not already done so, arrange a college visit. Tour the campus. Ask questions. Eat in the
	cafeteria. Go when school is in session to get a feel for the place.
	Go to collegeboard.org and sign up to take the SAT and/or go to actstudent.org and sign up to take the ACT
	exam. YOU are responsible for sending your scores to the colleges you plan to apply to. You can do this
	when you register to take either exam.
	Complete the self-assessment on Naviance and give it to your guidance counselor.
	Complete your resume and give a copy to your guidance counselor.
	If you think you might want to play sports in college, go see the athletic director to discuss NCAA eligibility.
	There is a form you need to fill out.
	Send requests through Naviance to TWO teachers you would like to write your letters of recommendation.
	Speak to those teachers in person as well and give them a copy of your resume.
	Begin filling out the Common Application. This is time consuming. Do not try to do it all in one night or you
	will make mistakes. Do a little bit each day and save your progress along the way. If you have any
	questions, email your counselor through Naviance or come to Guidance ASAP.
	If your school does not use the Common Application, you need to fill out the application on that school's
	web site.
	Continue writing your college essay. When you're finished, show it to an English teacher. Ask for honest
	feedback and be willing to re-write it, if necessary.
	Feeling overwhelmed? Take a deep breath. You can do this. See your counselor if you need to talk.
	Don't forget to study and keep up with your classes. Senior year grades will be mailed to the colleges you
	have applied to.

#### STEPS TO FOLLOW WHEN APPLYING TO COLLEGE

- 1. Log in to Naviance and go to the Colleges tab. Go to the Colleges I Am Applying To link and add the schools you plan to apply to. Determine if the application is on Common App or not.
- Request teacher recommendations through your Naviance account AFTER speaking in person to the teacher or teachers you would like to write your letters.
- 3. If you have schools that use the Common App, set up a Common App account at commonapp.org. Add each school of interest to your Common App.
- 4. For non-Common App schools, visit each school's individual Web site and set up an account to complete the application.
- 5. Sign the FERPA agreement on the Common App.
- 6. Match your Common App account with your Naviance account by entering your Common App email and date of birth in the space provided.
- 7. Log in to collegeboard.org and send your SAT scores to the schools that require them.
- 8. When your applications are complete, you must submit and pay for each application separately. You MUST do this before the application deadline.
- 9. Let your guidance counselor know which schools you have applied to so that he or she can submit all the necessary supporting material.

#### 10 Things You Need To Know To Successfully Navigate The Common App

- 1. Many schools use the Common App, but not all. Out of the thousands of colleges in the United States and abroad, a little over 500 of them use the Common App. If any of the schools you want to apply to don't use the Common App, you'll need to submit a separate application directly with them.
- 2. It's worth double checking important application info. The Common App has an application requirements grid with a bunch of information all in one place from its participating schools. This can be immensely helpful, but it's worth noting that info on here has been wrong in the past (e.g., wrong deadlines). So once you've narrowed down your list, go line by line and check info against the school's web site. Also, stay on top of your email since colleges might send updates and reminders about upcoming deadlines, says Anna Takahashi, Director of College Counseling at Eastside College Preparatory School and a previous Stanford admissions director.
- **3. Fill out application questions slowly and deliberately.** "Relevant questions will pop up based on your answers to previous questions," says Katherine Cohen, founder of New York-based college admissions consultancy lvyWise. For instance, once you select your intended major or program, a certain essay prompt might appear. "If you plan to apply to the engineering department, make sure you're not accidentally answering the college of arts and sciences prompt," says Cohen.
- 4. Prepare longer answers ahead of time. For the activities section, personal statement and any writing supplements, you're best off writing and editing offline. One good reason: There isn't spellcheck on the Common App (although some browsers will provide this). Plus, when it comes to the activities section, you have to enter answers one by one and will be less likely to catch repetitive language or accidental duplicates then if you prepared your answers together. Remember, you're allowed 50 characters for your position/leadership description and organization name and 150 characters for details, honors won and accomplishments. Use varied, powerful action verbs and make the most of the space. "Many times students don't give themselves enough credit when filling out the activities section. Make sure to provide detailed descriptions about the activities you participated in, any leadership positions, and how you made an impact," says Cohen.

For the personal statement, you're only allowed up to 650 words and three edits (as opposed to unlimited edits on the rest of the application). This means that if you submit an application to College #1 and then find a mistake, you can go back and edit your essay and submit it to College #2. If you find another mistake or want to add something,

you can go back and edit your essay and submit it to College #3, but then you're locked out of editing your essay. "Ideally, you'd only use one essay for your Common App," says Cohen, "so make sure your Common App essay accurately reflects the information that you want to convey to the majority of colleges you're applying to."

#### Previous years' prompts included:

- Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.
- Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?
- Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
- Describe a place or environment where you are perfectly content. What do you do or experience there, and why is it meaningful to you?
- Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

While a second or third set of eyes can be helpful in focusing and fine-tuning your essay, "I advise students not to allow too many significant others to tamper with their essays," says Chat Leonard, Director of College Counseling at St. Louis' Metro Academic & Classical High School. "Colleges want to read essays that sound like a 17 or 18 year old voice. Too often the voice in the essay sounds too mature. Keep the voice fresh, keep it yours and own it!"

- 5. List your most impressive classes and activities first. Instead of entering classes and extracurriculars in the order you attend them each day, put the most impressive and relevant ones up top. You have 10 spaces, but "colleges want to see sustained, deep involvement in your extracurricular activities, so don't include small, one-off activities that didn't mean much to you," says Cohen.
- **6. Report your highest test scores where you can.** The Common App will ask which test scores you wish to report, giving you the freedom to put your best foot forward and choose your best scores. But remember that each school has different requirements that you need to meet some colleges want all your scores, some want your best score, and some superscore multiple scores. Since you submit applications one at a time, edit the testing page each time so it satisfies the requirement of the respective college while shedding the best light on your scores. For instance, if you're applying to Stanford, which requires you report all test scores, you can load them up and submit

to Stanford. For your <u>next</u> application to Wake Forest, which doesn't require any scores, you can wipe this page clean or add your very best score(s). Don't forget to send official score reports to colleges, too.

**7. Add recommenders.** If your school uses Naviance, ask your high school counselor for instructions on submitting letters of recommendation to colleges. If it doesn't use Naviance, you can assign recommenders on the Common App and have them submit their letter of recommendation online, or print out the forms and submit them in the mail. You'll know the recommendation has been submitted when it says "submitted" on your dashboard.

**8. Review, pay and submit.** Submitting your application is a three-step process. First, review the application. Be on the lookout for things like formatting issues on the essay or cut-off descriptions in the extracurricular section. If you're seeing strange things after copy/pasting from Word, try transferring it into a text editor (like NotePad) and then into the Common App. This might help remove invisible, stray formatting.

Next, you'll pay the application fee, either with a credit card, bank account routing numbers or a fee waiver.

Finally, you'll sign the affirmation and submit. You'll see a green check that confirms your application has been submitted, but you should also check your dashboard.

- **9. Submit supplements separately from the application**. If your school asks for a writing or arts supplement, you'll submit it after you've submitted your application materials.
- 10. Don't be caught off guard by technical glitches. Last year the Common App crashed during the height of early application season, causing mass panic as many students found they were unable to login to the site and prompting some colleges to push back deadlines. While the Common App says it has worked to address these issues, don't wait until the last minute to fill out your application. "You don't want to be scrambling in the zero hour," says Cohen. "The students least affected by the Common App's technical troubles were those who started early and had plenty of time to troubleshoot issues before the application deadlines." To stay on top of site glitches, subscribe to email alerts about issues they're having and what you can do as a temporary workaround.

Information taken from:

http://www.forbes.com/sites/laurengensler/2014/11/17/10
things-you-need-to-know-to-successfully-navigate-the-common-app-2/3/

#### Writing your College Admissions Essay

Many colleges require students to write an essay as part of the application for admission. This essay will often be a factor in the admissions decision along with your transcript, standardized test scores, letters of recommendation, interview, and anything else you submit as part of your application. MEFA would like to offer the following tips for you to consider when planning and writing your essay.

- 1. Focus the essay on you, not on someone else. The college wants to use it to help learn more about you, not one of your friends or one of your relatives. You're the one applying for admissions. Use the essay to tell them something about the person behind the grades and test scores.
- 2. Content is as important as composition. Make it interesting and informative. Every year many very well-written, excruciatingly boring essays are submitted.
- 3. Don't be afraid to avoid the obvious approach to a suggested essay topic. Independent thinkers are often appreciated by the admissions reader.
- 4. Don't waste the essay writing about information available to admissions in other parts of your application. They'll have your grades and activities list. Write about something they obviously don't know about you.
- 5. Stay within the required length. A college admissions officer probably has hundreds of essays to read from applicants. Respect their time they've allotted to you and get the point of your essay across within the guidelines.
- 6. If you think about it, the essay is the only part of the application process where you exert full control.
  Even if the topic is assigned by the college, you have full reign on how you wish to approach it.
  Contemplate your approach in-depth before beginning to write.
- 7. Don't use twenty words when five will suffice to make your point.
- The key to an effective essay is to focus on the MESSAGE you wish to tell the reader, not the STORY.
   Frequently, students get so involved telling a detailed story that the important message gets buried.
- 9. Don't use generic or cliché statements that most other students could have also used. Make the statements personal and specific about you.
- 10. Make sure your essay is YOUR work. Feel free to get feedback from parents, teachers, friends, and counselors, but make it your essay. When you have finished with it, you should be the one who is most proud of it.

#### **COLLEGE VOCABULARY GUIDE**

Accelerated Program: A college program of study that is completed in less time than is usually required, most often by attending summer classes or by taking extra courses during the regular academic year.

Associate's Degree: The degree awarded after the successful completion of a two-year program of study at a college or university.

**Bachelor's Degree:** The degree awarded after the successful completion of a four-year program of study at a college or university.

**Certificate:** An award for completing a particular program or course of study, usually given by two-year colleges or vocational/technical schools for non-degree programs of a year or less.

College: Term used for an institution of higher learning. It is also used to designate divisions within a university.

Community/Junior College: A college offering a two-year program rather than a four-year program. Community colleges usually offer vocational programs as well as the first two years of many four-year programs.

**Concentration:** A specialized branch of study within a major. Example: Majoring in psychology with a concentration in personality and social psychology.

Cooperative or Co-op Program: An educational program that combines academic learning with practical work experience through alternating periods of classroom study and paid work placements.

**Double Major:** Any program in which a student completes the requirements of two majors at the same time.

Early Admission: Admission to college upon completion of the junior year of high school.

**Early Action:** A plan where students apply to a college/university in the early fall of their senior year and notification of acceptance is sent in mid-December. The applicant is not committed to attend this institution.

**Early Decision**: A plan where students apply to a college/university in the early fall of their senior year and notification of acceptance is sent in mid-December. If accepted, a commitment-to-attend is usually required along with the withdrawal of all other applications.

**Fieldwork/Practicum:** Study that takes place outside the classroom and provides students with hands-on experience in their major.

Liberal Arts: The study of the humanities, history, foreign languages, social sciences, mathematics, and natural sciences. A liberal arts education stresses the development of general knowledge and reasoning ability.

Major: The field of study in which students concentrate or specialize in during their undergraduate degree.

**Matriculation:** Admission to a college as a degree candidate usually formalized by payment of tuition.

**Minor**: Course work that is not as extensive as a major but still gives students a higher level of knowledge in a second field.

Prerequisite: A course that must be taken as preparation before taking a more advanced course.

**Private College/University**: An institution of higher education that is not supported by public funds. Private schools may be independent or church affiliated.

Public College/University: An institution of higher education that is supported by taxes and other public revenue.

Remedial Course: A non-credit course taken to help the student with a weak background in a particular area.

**Reserve Officers' Training Corps (ROTC)**: Programs conducted by some colleges in cooperation with the U.S. Air Force, Army, and Navy.

**Rolling Admission:** Admission decisions are made on a continuous basis throughout the year. Notification of acceptance is usually sent within 3-4 weeks.

**Seminar:** A course with a small enrollment that focuses on a specific topic. Class discussion, student presentations, and student writing are usually emphasized rather than lecture or exams.

**Study Abroad:** An arrangement by which a student completes part of the college program studying or interning in another country. This usually takes place during the student's junior year.

**Transcript**: A student's academic record that includes a chronological listing of all subjects taken and grades received. An official transcript is a document that bears the high school seal.

**Wait List:** A response that a student's application is acceptable but the limit of accepted students has already been reached. Wait-listed students are admitted after May 1<sup>st</sup> if space is available.

#### **Standardized Testing Terms**

**ACT (American College Testing Program):** This is a predominant testing program in the Midwest and some parts of the South Most colleges will accept either the ACT, SAT, or both. Students should check with the colleges they are applying to.

AP Test (Advanced Placement): A test for students who have completed college level work in a particular subject while in high school. Many colleges will grant college credit and/or advanced standing to students who score well.

**SAT I:** Reasoning Test: A test of verbal and mathematical skills designed to predict your likelihood of success during freshman year of college. It seeks to measure aptitude.

**SAT II:** Subject Test: This is a more specific test of your knowledge in a particular subject. Some colleges use SAT II scores for placement in freshman year courses.

#### **Test Dates for SAT and SAT Subject Tests**

SAT Date	Subject Tests available?	Registration deadline (online)	Late registration deadline (online)
May 6, 2017	Yes	April 7, 2017	April 25, 2017
June 3, 2017	Yes	May 9, 2017	May 24, 2017
	Anticipate	d dates for 2016-17	
Aug. 26, 2017	Unknown	Jul 28, 2016	Aug. 11, 2017
Oct. 7, 2017	Yes	Sept. 8, 2017	Sept. 22, 2017
Nov. 4, 2017	Yes	Oct. 6, 2017	Oct. 20, 2017
Dec. 2, 2017	Yes	Nov. 3, 2017	Nov. 17, 2017
March 10, 2018	Yes	Feb. 9, 2018	Feb. 23, 2018
May 5, 2018	Yes	April 6, 2018	April 20, 2018
June 2, 2018	Yes	May 4, 2018	May 18, 2018

- Students must visit collegeboard.org to register for a test date/location.
- Additional fees apply if you register late, change your test center, change your test date, or switch from taking the SAT to taking a Subject Test after registering.
- Students can take the March SAT at TMHS. Register early as spots fill up quickly!

#### **FINANCIAL AID**

#### What is financial aid?

The purpose of financial aid is to help every qualified student pay for a higher education. Students may apply for financial aid from the federal government and also from the college or university to which they are applying. There are two major categories of financial aid: (1) aid that does NOT need to be repaid and (2) aid that does need to be repaid.

Financial aid application deadlines are important!!!

#### FAFSA (Free Application for Federal Student Aid)

All colleges/universities require the FAFSA. This is the financial aid application for the federal government. This application may be filled out after October 1 of the student's senior year. The application is available online (www.fafsa.gov). Both students and parents must apply for a pin number. After receiving a pin number through email, the FAFSA may be filled out. One to six weeks after the application is submitted the student will receive a Student Aid Report (SAR). The SAR will inform the student his/her Expected Family Contribution (EFC). This is the amount that a student's family would be expected to contribute the following year. This form must be filled out each year a student is in college.

The federal government is in the process of changing when families can complete the FAFSA process. All
families must create an account and receive a pin number to begin the FAFSA process. Please continue to
check the Guidance webpage for updated FAFSA information.

#### **CSS Profile**

Most private schools and scholarships require the CSS Profile and some schools will also require their own institutional form. This form may be filled out as early as the fall of senior year. Information on the CSS Profile is available at <a href="https://www.profileonline.collegeboard.com/index.jsp">www.profileonline.collegeboard.com/index.jsp</a>.

#### Institutional Form

Some schools may require their own financial aid form. If they do, this form may be part of the school's application, or may be found on the CSS Profile, or might be mailed to a student after an application is submitted.

#### Types of financial aid that do NOT need to be repaid

#### **Scholarships**

Scholarships may be awarded for exceptional academic achievement, athletic recruitment, financial need, and other types of specialized skills. Scholarships are given out by colleges/universities and organizations.

#### **Grants**

A grant, which typically comes from the state or federal government, is money given to a student and is usually based on financial aid.

#### **Work Study Award**

Federal Work Study Programs are funded jointly by the federal government and the college/university. Under this program, a student is allowed to work on campus for up to 20 hours a week to earn money.

#### Types of financial aid that need to be repaid.

There are two main groups of loans: subsidized and unsubsidized.

#### **Subsidized Loans**

These loans are offered at favorable terms. For these loans, no interest acquires while the student is in school and it does not have to be repaid until six months after a student graduates.

#### **Unsubsidized Loans**

These loans accrue interest while the student is in school and may carry a higher interest rate.

#### NCAA RULES AND REGULATIONS

#### Coaches are allowed to:

Send you athletic or sports camp brochures, NCAA Educational Information and Questionnaires. A coach
can also accept phone calls from you as long as they are at your expense but if you leave a message on an
answering service the coach is NOT ALLOWED TO CALL YOU BACK.

#### Coaches are NOT allowed to:

- Call you on the phone.
- Send you any written recruiting information.

#### **NCAA Recruiting Guidelines, Unofficial Visits:**

- You can make unofficial visits to a college campus.
- It is also permissible for you to receive a maximum of three complimentary tickets to a college sporting event.
- You can talk with college coaches but this must be on campus.

#### Junior year from July 1

A college coach is permitted to contact you in person off the college campus only on or after July 1st when you have completed your junior year of high school. If the coach meets with you or your parents and says anything to you or them then this is considered a contact. Anything more than a very basic hello is a contact.

College coaches are permitted to make one telephone call each week to you or your parents. You can call the coach as often as you wish.

#### Junior year from September 1

College coaches are allowed to send you information about their athletic program and about their school. This can include: media guides, schedule cards, personalized letters, photocopies of newspaper clippings and official university admissions and academic publications. The college coach will be allowed to answer your emails and send emails to you as well.

#### Senior Year

You can make up to five official expense-paid visits to college campuses. The visit to the campus cannot be longer than 48 hours in duration. You are not allowed to have an official visit until after your first day of classes of your senior year

#### Basic Entrance Requirements for Massachusetts Universities and the UMass schools

English	4 courses= 1 each academic year
Math	4 courses = Course work should include: Algebra I & II, Geometry or Trigonometry or comparable course work. **Math course in senior year
Science	3 courses= Course work from: Natural Science, Physical Science or Technology / Engineering. Three courses must have laboratory work.
Social Studies	2 courses= 1 must be a US History course
Foreign Language	2 courses in a single language
Electives	2 courses= from the above subjects or from the arts, humanities or compu

• Students applying to competitive programs or colleges should maintain a rigorous schedule which would include additional coursework in Foreign Language, Math and Science.

#### FINDING THE BEST COLLEGE FOR YOU

- Never apply to a college you would not be happy to attend. A "safety" school should be a school that you 1) could get into and 2) would be happy to go to.
- Research schools on Naviance.com to narrow down your search.
- Make sure the college has the academic program you are interested in.
- Does the size or location of the school matter to you?
- Know how selective the schools are as well as your potential for admission.
- Try and visit schools of different sizes and settings.
- Visit schools when students are in session (spring) to get a better feel of student life on campus.
- Make sure to have a variety of schools ranging from the public/private, cost, size, and demographic.
- If interested in playing a sport you should meet with the coach as well as schedule an overnight visit.

#### THE COLLEGE INTERVIEW

#### DO:

- Research colleges before you visit. Know each school's reputation.
- Call ahead to make an appointment.
- Bring a list of questions to your interview.
- Come prepared to answer challenging questions like:

Why are you interested in our college or university?

What would you contribute as a student here?

What has been your greatest challenge and how did you overcome it?

- Be prepared to discuss your academic qualifications, courses you have taken and any difficulties encountered.
- Bring samples of writing, newspaper articles, clippings or other items that display your talent.
- Speak clearly and present a firm handshake.
- Look your best and dress professionally.
- Bring a copy of your transcript.

#### DON'T:

- Wear jeans, baseball hats or other casual gear.
- Bring coffee or anything to eat or drink.
- Slouch or mumble.
- Forget or disregard your appointment. Call to reschedule if you cannot make your interview.
- Ask questions that can be answered by looking at the school's Web site.
- Look at or use your cell phone. Keep it turned off and out of sight.

#### QUESTIONS TO ASK PROSPECTIVE COLLEGES:

- What is the average class size freshman year?
- Are certain courses difficult to get into?
- What type of academic advising is provided?
- Do you give credit for AP courses? If so, what score is required to receive credit?
- Is housing guaranteed for all 4 years?
- What kind of off-campus housing is available?
- How are students assigned to on-campus housing?
- What kind of meal plans are available?
- What are the eligibility requirements to study abroad (assuming they have study abroad programs)?
- Can students have cars on campus?
- Do you offer internships? Are there paid positions available?
- What career services are available?
- What percentage of graduates go directly into the work force? Graduate school?



TMHS assists all students in finding the pathway to their future!



Sheri-Lynne Matthews
School Business Manager
Phone: (978) 640-7800 x216
Fax: (978) 640-7808
smatthews@tewksbury.k12.ma.us



February 6, 2017

Dear Tewksbury Public Schools Families:

Beginning this past summer, the Tewksbury Public Schools took advantage of grant funding from the Massachusetts Clean Water Trust (MCWT) to test for lead and copper in the internal plumbing and fixtures in all of the schools throughout the district. This program is designed to ensure that there is safe drinking water in schools around the Commonwealth.

It should be noted that the Tewksbury Public Schools have been testing for lead and copper for many years. Prior to this assistance program, and in compliance with MassDEP regulations, the Town of Tewksbury and the School Department conducted regular sampling, and the results from those tests indicated no lead and/or copper beyond acceptable limits of the drinking fountains and sinks sampled. This grant funding enabled the district to take many more samples than previously taken so that we were able to check every fixture throughout the district. The grant funded round of sampling was conducted between November 2016 and January 2017. A total of 1,430 samples were taken from the seven schools within the district.

Recently, the district received the results of the water testing, with the final report coming to us on February 2, 2017. Out of the 1,430 samples taken, thirty-seven (37) samples exceeded the Action Level for lead of 0.015 milligrams per liter (mg/l) and eight (8) samples exceeded the Action Level for copper of 1.3 milligrams per liter (mg/l). Lead and/or copper are not believed to be in our water source but may be present in select plumbing and fixtures in our buildings, resulting in an increase in the lead and copper content in the tap water. The Administration takes these results very seriously and is moving immediately to safeguard the health of the students, faculty and staff. The following information describes steps we are taking to address the issue of lead and copper in the water.

#### Current Action Steps:

- 1. Immediately upon receiving the final results, all fixtures exceeding the action level have been shut off and removed from service.
- 2. Fixtures determined to be used for hand washing only will have signs posting "Hand Washing Only".
- 3. A fixture replacement process has been initiated and all identified fixtures will be replaced and retested before being put back on line.

All of our results will be posted on our District website <a href="http://www.tewksbury.k12.ma.us">http://www.tewksbury.k12.ma.us</a>. In addition, all information reported to MassDEP through eDEP and the Reporting Tool will be made available online at <a href="http://www.mass.gov/eea/agencies/massdep/water/drinking/lead-and-copper-in-school-drinking-water-sampling-results.html">http://www.mass.gov/eea/agencies/massdep/water/drinking/lead-and-copper-in-school-drinking-water-sampling-results.html</a>

FAO - Lead in School Drinking Water

FAO - Copper in School Drinking Water

If you have any questions regarding our testing process or future actions, please do not hesitate to contact me.

Sincerely,

Sheri L. Matthews

School Business Manager

TEWKSBURY PUBLIC SCHOOLS Student Enrollment by School by Grade\*

SCHOOL	PK	¥	-	7	က	4	ro.	9	_	<b>∞</b>	<b>o</b>	9	=	72	PG	TOTALS
NORTH ST					126	131										257
TRAHAN					131	119										250
DEWING	85	152	134	145												516
HEATH BROOK	55	126	103	108												392
RYAN							265	276								541
WYNN MIDDLE									311	303						614
нісн ѕсноог (нѕ)											243	236	242	250	4	975
PreSchool @ HS	15															15
TOTALS	155	278	237	253	257	250	265	276	311	303	243	236	242	250	4	3560
	PK	¥	1	2	3	4	2	9	7	8	6	10	11	12	PG	

<sup>\*</sup> Each Student in the District is assigned a "Year of Graduation" in our student data system (X2). It is this year of graduation that drives the assignments presented above.

Tewksbury Public Schools
K-8 Class Counts by School by Teacher

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#### REQUEST FOR FUND RAISING

Date: 1/30/17
1. Name of Organization Dewing + North St PAC
2. Describe in detail the method of the fund raising activity. Attach additional information if necessary. Lowell Spinneys base ball game. #2 above ticke (0st 90e) to the PACS. Repeat funding Raim last year 3. School location and facilities desired (cafetorium, caleteria, classroom, gyninasium)
Please attach an approved Use of Facilities Form!
4. Purpose of anticipated funds (To be approved by the building principal.) Funds  To be avrided (a)40 between PACS for various activity
5. Proposed dates of fund raising activity From 7 22 · 17 To
6. Describe student involvement in the fund raising activity Families purchase  TICKETS TO Spinners game on 7 22.17
7. Type of identifying credential to be used during Fund Raising Activity:
8. Is there a contract or agreement to be signed. Yes
9. Name of responsible individual Montca Johnson
Signature of Applicant Mtohnsh
Address 1469 Andorr St Teaksbry MM
Telephone No. (************************************
Date
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
( <i>Date</i> )  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: This fundraiser has My Support - 48  6. Copy sent to the office of the Director of Transportation and Facilities.
6. Copy sent to the office of the Director of Transportation and Facilities.
Signature: Date:
SOURCE: Tewksbury

TEWKSBURY PUBLIC SCHOOLS
Request for Fund Raising

	Request for Fund Raising
	RECEIPED 7 120
1.	Name of Organization: TMHS Theater Company 12 18
2.	Describe in detail the method of the fund raising activity. Attach additional information if
neces	Raffles for Footloose production (baskets
	and 50,50 Raffle)
3.	School location and facilities desired: (cafetorium, cafeteria, classroom, gymnasium).  Please attach an approved Use of Facilities form!!
4.	Purpose of anticipated funds (to be approved by the building principal).  - put toward funding future productions for the TMHS Theates Company.
	trond for the TVNHS Theater Company
5.	Proposed dates of fund raising activity: from: April 27, 2017 to: April 29,2017
6.	Describe student involvement in the fund raising activity:
	Students and parents will organine raffle baskets as well as 5450 Rafble
7.	Type of identifying credential to be used during fund raising activity.
8.	Is there a contract or agreement to be signed: Yes \( \square\) No \( \square\)
9.	Name of responsible individual: Jade Scarpa
	Signature of applicant: Searpu
	Address:
	Telephone No.:
••••	Date: 130/17
1. 2.	Your request for permission to raise funds is approved/disapproved. (Circle)  Reason for disapproval:
3.	You are authorized to begin the activity of this 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 Athletic Director.  Signature: Date: 130 17

REGEIVED TEWKSBURY PUBLIC SCHOOLS TEWKSBURY PUBLIC SOMERequest for Fund Raising Date: 1/31/17 AM 11 51 Name of Organization: Describe in detail the method of the fund raising activity. Attach additional information if necessary: lo valentines School location and facilities desired: (cafetorium, cafeteria, classroom, gymnasium). Please attach an approved Use of Facilities form!! Purpose of anticipated funds (to be approved by the building principal). Proposed dates of fund raising activity: from:

Yes  $\square$ 

No N

Describe student involvement in the fund raising activity:

Is there a contract or agreement to be signed:

Name of responsible individual:

Signature of applicants

Reason for disapproval:

Comments by the principal:

Address: \_

Signature:\_\_

Telephone No.:

Type of identifying credential to be used during fund raising activity.

Your request for permission to raise funds is approved/disapproved. (Circle)

funds not later than thirty (30) days after the ending date as shown above.

You are to submit a written narrative describing the amount of money raised and the

You are authorized to begin the activity of this date:

Copy sent to the office of the Athletic Director.

1.

2.

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6.

RECEIVED REQUEST FUND Raising Date: 1/3/1/17 2017 FEB 1 AM 12, 51 Name of Organization: 1. 2. Describe in detail the method of the fund raising activity. Attach additional information if necessary: deregut 3. School location and facilities desired: (cafetorium, cafeteria, classroom, gymnasium). Please attach an approved Use of Facilities form!! Purpose of anticipated funds (to be approved by the building principal). 4. Proposed dates of fund raising activity: from: 5. 6. Describe student involvement in the fund raising activity: 7. Type of identifying credential to be used during fund raising activity. 8. Is there a contract or agreement to be signed: TMHS Classof Name of responsible individual: 9. Signature of applicant: Address: . Telephone No .: \_ Your request for permission to raise funds is approved disapproved. (Circle) 1. Reason for disapproval: 2. You are authorized to begin the activity of this date: 3. You are to submit a written narrative describing the amount of money raised and the 4.

funds not later than thirty (30) days after the ending date as shown above.

Date: -

5.

6.

Comments by the principal:

Signature: \_\_\_\_\_

Copy sent to the office of the Athletic Director.

RECEIVED TEWKSBURY PUBLIC SCHLS

#### TEWKSBURY PUBLIC SCHOOLS Request for Fund Raising

2017-FEB 1 AM 11 51

H 1	AP 11 51 Date: 1(31)17
1.	Name of Organization: TMHS CLOSS OF 2019
2. neces	Describe in detail the method of the fund raising activity. Attach additional information if sary:  Sale of long bleure T-Shirts U.a.  on order form
3.	School location and facilities desired: (cafetorium, cafeteria, classroom, gymnasium).  Please attach an approved Use of Facilities form!!
4.	Purpose of anticipated funds (to be approved by the building principal).
	fundraising for the class of 2019
5.	Proposed dates of fund raising activity: from: 2/27/17 to: 3/10/17
6.	Describe student involvement in the fund raising activity:
	Collecting order forms.
7.	Type of identifying credential to be used during fund raising activity.
8.	Is there a contract or agreement to be signed: Yes  No V
9.	Name of responsible individual:  Signature of applicant:  Address:  Telephone I
1. 2.	Your request for permission to raise funds is approved disapproved. (Circle)  Reason for disapproval:
3.	You are authorized to begin the activity of this date:
4. 5.	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.  Comments by the principal:
б.	Copy sent to the office of the Athletic Director.

# Policy

## Old Business

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- > MCAS
- > Graduation Requirements
- > MCAS Alternate Assessment
- > Performance Appeals
- > ACCESS for ELLs
- National/International Tests
- > Growth Model
- > Parent/Guardian Information
- > Training Opportunities

#### Massachusetts Comprehensive Assessment System

#### Student Assessment Update: February 2, 2017

#### **Contact Information**

**MCAS Service Center** Phone: 800-737-5103 Email: meas@measuredprogress.org

for logistical support, including questions about technology

Student Assessment Services Phone: 781-338-3625 Email: mcas@doc.mass.edu

for policy questions, including questions about student participation

#### **Latest Updates from Student Assessment Services**

#### Availability of Student Tutorial (CBT) and Practice Tests (CBT and PBT)

We are pleased to announce the schedule for the release of the student tutorial and practice tests in preparation for spring 2017 MCAS paper and computer-based testing for grades 3-8 English Language Arts and Mathematics. (Links to the resources as well as expected dates are in included the table below.)

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The CBT resources provide the opportunity to experience the student testing platform, including the tools and accessibility features that will be available to students during testing. This is also an opportunity to become familiar with new technologyenhanced question types. Since this is the first year of computer-based testing for MCAS, the Department strongly encourages schools to have all students view the tutorial and take practice tests.

As shown in the table below, there are two different ways to access CBT practice tests. Whether you access via the web or the TestNav app, you will find the same practice test for each grade and subject area.

To support schools and districts becoming familiar with these new resources, the Department will host an office hours conference call session on February 10, from 10:00-11:30 a.m. Schools may register for the session online until February 8 at 5:00 p.m.

	2025E DI	
Student tutorial	On or around February 3	The Department strongly recommends that schools have all their students view the student tutorial, even those who have previously participated in computer-based testing, and especially students who have not previously participated in computer-based testing.  During the tutorial, students will click through different screens and review brief descriptions on how to navigate through the student testing platform. The tutorial shows students how to use different onscreen tools and accessibility features, as well as how to enter seal codes at the beginning of a session, and how to review responses before submitting a test.  The tutorial contains no audio component, so educators may want to view the tutorial to become familiar with the tools and features before viewing it with students. The tutorial should take approximately 20–30 minutes to complete.
Web-based practice tests	Available on a rolling basis, beginning on or around February (	These can easily be shared with parents/guardians and the school community. It mimics the environment of the TestNav student testing platform without needing to download the application.  A text-to-speech version of the practice tests will be available later this winter for schools to prepare students who will be using this accommodation.
Practice tests accessed via the TestNav app  Download the TestNav8 application, choose Massachusetts customer list, and select the Practice Tests link on the sign in screen.	Available shortly after the web- based practice tests are posted	This version of the practice tests more closely reflects the actual student testing experience since they will access the practice test via the TestNav application during live testing.  A text-to-speech version of the practice tests will be available later this winter for schools to prepare students who will be using this accommodation.
Paper-based practice tests	Available now	

#### Reminder: MCAS Training Opportunities Available

The Department is offering a number of training opportunities. A list of sessions, along with a description of and registration information, can be found on our website. Registration is currently open for the following sessions:

Pre-Administration Tasks for Technology Staff in Grades 3-8	WebEx on February 9
Office Hours on MCAS Resources	Conference call on February 10 (registration link above)
MCAS Test Security and Administration Protocols for Grades 3-8	Conference calls on February 13 and 14 Face-to-face sessions on February 15 and 16

#### Frequently Asked Questions about the Student Registration/Personal Needs Profile (SR/PNP) Process for Grades 3-8

At the end of this update are some frequently asked questions on the SR/PNP process. We hope that this guidance supplements the <u>Guide to the SR/PNP - Grades 3-8</u> (click on the "User Guides" dropdown), the online training <u>module</u>, and the Department's conference call sessions from January 23 and 25 (please email <u>meas@doc.mass.edu</u> to request a copy of the slides and the audio recording). Further questions that you and your teams may have about the SR/PNP process can be directed to the MCAS Service Center at 800-737-5103.

#### February Biology Test and March Retest materials orders

Please be aware that test materials ordered in PearsonAccess Next for students with disabilities who receive the Human Read Aloud/Human Signer accommodation will not include an additional test booklet for the test administrator(s). If you need an additional test booklet for a test administrator, you will need to place an additional materials order through the MCAS Service Center. Please be aware that materials ordered for the spring high school test administrations will include an extra booklet for test administrators who read aloud or sign the test to one or more students as an accommodation.

#### **Important Dates**

- . January 5-February 8: ACCESS for ELLs testing window
- January 23—February 10: SR/PNP process for spring grades 3–8 tests on PAN
- February 24: MCAS November retest Parent/Guardian Reports delivered to districts via UPS

#### **Additional Resources**

Spring 2017 MCAS High School Principal Administration's Manual

- District Testing Decisions for Spring Grades 3-8 MCAS Testing
- ELA and Mathematics Grades 3-8 Test Design Presentation from December 2016
- Release of November Retest Information
- W MCAS Pre-Administration Guide for the Spring 2017 MCAS Grades 3-8 Computer-Based Tests
- Computer-Based Testing Device Planner

#### Q. What should I do if students have different accommodations than those listed on the student roster that the Department uploaded?

A. If accommodations are different from what was loaded by Department, schools can add or remove a student's accommodations in the SR/PNP using either of the two methods described below: updating accommodations directly in PearsonAccess Next (PAN), or importing an SR/PNP file into PAN.

To update accommodations directly in PAN, use the following steps:

- 1. From the Setup dropdown, select Students.
- 2. Search for the student by last name or SASID. Once found, select the checkbox next to the student's SASID.
- 3. From the Select Tasks dropdown, select Manage Student Tests and click Start.
- 4. Select the student's test on the left side of the screen and then you will be able to add or remove accommodations for the selected test (you will need to repeat this step for each student test that needs to be edited).
- 5. Once complete, click Save.

To update accommodations via an SR/PNP file, use the following steps:

- 1. From the Setup dropdown, select Import/Export Data.
- 2. From the Select Tasks dropdown, select Import/Export Data and click Start.
- 3. From the Type dropdown, select Student Registration Export and click Process.
- 4. Once the file downloads, open the .CSV file in Excel.
- 5. Edit fields as appropriate (refer to the Guide to the SR/PNP Grades 3-8 if needed).
- Save the file as a .CSV and go back to the Import/Export page in PAN (Setup > Import/Export Data >
   Import Export Data).
- 7. Select Student Registration Import from the type dropdown.
- 8. Choose the saved .CSV file and click Process.

#### Q. Where do I indicate that a student needs a read-aloud accommodation?

- A. The human reader accommodation can be selected for a student directly in PAN or by importing a SR/PNP file into PAN (follow the steps in the first question). Note: Online Human Reader and Human Signer students must be placed into a Human Reader test session in PAN. This ensures that all students have the same form assigned and also gives TestNav credentials to the test administrator to log into a separate computer to read aloud to the group. To mark a session as Human Reader, follow the steps below.
  - 1. From the  $\textbf{Testing}\ dropdown, select\ \textbf{Sessions}.$
  - 2. Search for the session and then select the checkbox next to the session name.
  - 3. From the Select Tasks dropdown, select Create/Edit Sessions and click Start.
  - 4. Select the Proctor Reads Aloud checkbox and select the Form Group Type from the dropdown.
  - 5. Click Save.

#### Q. How do I add new users in PAN?

- A. Users can be added by District Test Coordinator, Principal, or School Test Coordinator by following the steps below. Alternatively, users can be added with by completing a User Import (see the Guide to Importing Users into PearsonAccess Next; click on the "User Information" dropdown).
  - From the Setup dropdown, select Users.
  - 2. From the Select Tasks dropdown, select Create/Edit Users and click Start.
  - Enter required fields indicated by a red asterisk. It is recommended that the Username match the individual's Email Address.
  - 4. Click Save.

- Q. The Guide to the SR/PNP states that we can delete students from the .CSV file but when I try to so, I receive an error message saying that there are empty fields or blank rows. What should I do?
- A. You cannot simply highlight a row and hit the "delete" button here. When deleting rows in Excel, use the following steps.
  - 1. Select the row(s) to be deleted.
  - 2. Right-click and select Delete from the options. Do not use the "Delete" button on your keyboard.
- Q. What are the procedures using the PAN user interface to change organizations for students who transfer from one school to another?
- A. If a student transfers from one school to another, it is the responsibility of each school to make the appropriate changes in their own organization. The new school is responsible for adding the student to their SR/PNP (directly in PAN or via an SR/PNP file import). This can be done even if the student is enrolled at another school.

The school that the student is transferring out of is responsible for removing any assigned tests and for "unregistering" the student from the administration. However, if the new school has already assigned tests to the student, you will not be able to unregister them from the administration. In that case, the former school should just remove test assignments.

To remove test assignments, use the following steps:

- 1. From the Setup dropdown, select Students.
- 2. Search for the student by last name or SASID. Once found, select the checkbox next to the student's SASID.
- 3. From the Select Tasks dropdown, select Manage Student Tests and click Start.
- 4. Unselect the "Assigned" checkbox for the students test and click save.

To "Unregister" the student, use the following steps:

- From the Setup dropdown, select Students.
- 2. Search for the student by last name or SASID. Once found, select the checkbox next to the students SASID.
- 3. From the Select Tasks dropdown, select Register Student Tests and click Start.
- 4 Unselect the "Registered" checkbox and click Save.

#### **Subscriber Information**

Principals, MCAS test coordinators, special education directors, and ELL directors automatically receive this <u>Student Assessment Update</u> based on contact information submitted to the Department. To change your email address or to add another staff member who serves in one of these roles, please follow the instructions below:

- Public school districts, public schools, charter public schools, collaboratives, approved private special education schools: submit the new email address to your <u>District-Level Directory Administrator</u>.
- Test sites, adult education programs, out-of-state schools, SEIS-DYS programs: go online to the EOE Information
   Technology web page (select "District/School Information Update" as the subject) to submit your update (be sure to
   include your District and School Code).

For others who wish to subscribe, email imails @list.doc.mass.edu with the following information in the hody of the email: "subscribe SASUpdate Your\_Name" (Example: subscribe SASUpdate John\_Smith). To unsubscribe, send an email to the same address with the following information in the body: "unsubscribe SASUpdate."

We welcome your questions and feedback at meas@doc.mass.edu. Thank you.

1111754340430500

Last Updated: February 6, 2017

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Massachusetts Department of Elementary & Secondary Education



#### **DRAFT 2/7/2017**

### 2017-2018 School Calendar and Chain of Communication

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Tewksbury Public Schools - School Committee Members

Krissy M. Folimens, Chair, hpolimens@tewhsbury.h12.ma.us

Dennis G. Francis, Vice-Chair, dfrancis@tewksbury.h12.ma.us ♦ James A. Cutelis, jcutelis@tewksbury.h12.ma.us Brian H. Dick, bdick@tewksbury.h12.ma.us ♦ Arthy S. Bennett, Clerk, abennett@tewksbury.h12.ma.us

#### **CALENDAR LEGEND DATES**

Aug 28-29	Professional Development Day	Jan 02	Schools Reopen
Aug 30	All Schools Open	Jan 15	No School – Martin Luther King, Jr. Day
Sep 01	No School – Vacation Day	Jan 25	Teacher Workshop – Half Day for Students*
Sep 04	No School – Labor Day	Feb 16	Early Dismissal – Half Day*
Oct 05	Teacher Workshop – Half Day for Students*	Feb 19-23	No School – February Recess
Oct 9	No School – Columbus Day	Mar 06	No School – Professional Development Day
Nov 7	No School – Professional Development Day	Mar 30	No School – Good Friday
Nov 10	No School – Veterans Day	Apr 13	Early Dismissal – Half Day*
Nov 22	Early Dismissal – Half Day*	Apr 16-20	No School – April Recess
Nov 23-24	No School – Thanksgiving Recess	May 03	Teacher Workshop – Half Day for Students*
Dec 07	Teacher Workshop – Haif Day for Students*	May 25	Early Dismissal – Half Day*
Dec 22	Early Dismissal – Half Day*	May 28	No School – Memorial Day
Dec 25-Jan 01	· · · · · · · · · · · · · · · · · · ·	Jun 21	Last Day of School – Half Day**
Dec 23-3411 01	NO SCHOOL - December Vecess		**(Includes 5 Snow Days)

\* We will follow an early release day schedule on:

October 5<sup>th</sup>, November 22<sup>rd</sup>, December 7<sup>th</sup>, December 22<sup>nd</sup>, January 25<sup>th</sup>, February 16<sup>th</sup>

April 13<sup>th</sup>, May 3<sup>rd</sup>, May 25<sup>th</sup>, and June 21<sup>st</sup>

#### NO SCHOOL ANNOUNCEMENTS

Schools will be closed only in the case of severe, inclement weather.

Announcements relative to closing schools for inclement weather will be carried by TV stations,
Twitter, and through the district's telephone notification system "One Call Now."

Delayed Openings: Superintendent will notify the public by the same procedure as
"no school" announcements.

Parents and students are requested not to call the Police Station, Fire Station, Bus Contractors, School Principals, or the Superintendent of Schools for "no school" information. Information will not be available from these sources.

Extended Day Program: Delay School Schedule – There will be NO MORNING Extended Day on days when schools are operating on a delayed schedule. Extended Day Program: No School Schedule – Extended Day will be cancelled on those days when school is not in session.

All programs, activities, and employment opportunities of the Tewksbury Public Schools are offered without regard to race, creed, color, age, sex, gender identity, national origin, sexual orientation, or disability.

SCHOOL HOURS EARLY	RELEASE HOURS
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High School	7:30 am - 1:49 pm	High School	7:30 am – 10:24 am
Middle School	7:35 am - 1:55 pm	Middle School	7:35 am – 10:24 am
Ryan School	8:15 am - 2:27 pm	Ryan School	8:15 am - 11:10 am
Elementary Schools	8:45 am - 3:10 pm	Elementary Schools	8:45 am - 12:10 pm

#### **OPEN HOUSE SCHEDULE**

<b>ELEMENTARY</b>	<b>ELEMENTARY</b>	RYAN SCHOOL	MIDDLE SCHOOL	<u>HIGH SCHOOL</u>
Preschool – Grade 2	<u>Grades 3 &amp; 4</u>	September 11, Gr. 5	September 7, Gr. 7	September 28
September 18	September 12	September 14, Gr. 6	September 26, Gr. 8	

#### PARENT/TEACHER CONFERENCES

ELEMENTARY	ELEMENTARY	RYAN SCHOOL	MIDDLE SCHOOL	<u>HIGH SCHOOL</u>
Preschool - Grade 2	Grades 3 & 4	November 16	November 2	December 5
November 14	November 9	March 14	March 8	March 29
April 12	March 22			

Parents are urged to make appointments for school visits to discuss their child's progress with teachers, guidance counselors, or principals.

WEB SITE ADDRESS: <a href="http://www.tewksbury.k12.ma.us">http://www.tewksbury.k12.ma.us</a>
FOLLOW US ON TWITTER @tpsdistrict

## New Business



139 Pleasant Street Tewksbury, MA 01876

#### **MEMORANDUM**

To: Christopher J. Malone, Superintendent

From: Sheri Matthews, Business Manager

Date: February 15, 2017

Re: 3-Year Transportation Bid (2017-2020)

#### This Requires a Roll Call Vote

Tewksbury Public Schools recommends a three-year transportation contract to Tewksbury Transit for regular bus transportation for the 2017-2020 school years.

The school district went out to bid on January 17, 2017 for a new three (3) year In-District Transportation contract. The following companies requested the bid specs:

Healey Bus Merrimac Education National Express Corporation New England Transit Tewksbury Transit

The bid closing was at 11:00am on January 31, 2017. Tewksbury Transit was the only company to submit a bid. The details on the submitted bid are enclosed.

# **Tewksbury Public Schools** REQUEST FOR QUOTES

PURCHASE DESCRIPTON AND CONTRACT TERMS:

REGULAR BUS TRANSPORTATION 2017-2020

					EXTRA		
		# OF T-1	DAILY		CURRICULAR		EXCESS
VENDORS RESPONDED:	year	BUSES	RATE	total	TRANSPORTATION	YEARLY TOTAL MILEAGE COST	MILEAGE COST
TEWKSBURY TRANSIT	-	24	\$335	\$1,447,200	\$231,310	\$1,678,510 4.25 MILE	4.25 MILE
555 WHIPPLE ROAD	7	24	\$345	\$1,490,400	\$232,960	\$1,723,360 4.25 MILE	4.25 MILE
TEWKSBURY, MA	က	24	\$365	\$1,576,800	\$236,620	\$1,813,420 4.25 MILE	4.25 MILE
978-851-9863	ţ			\$4,514,400	\$700,890	\$5,215,290	
Beth Lafortune							
	_	•	•				

AWARD: Low and responsible Bidder: Tewksbury Transit

Signature:

Date: 21/2017 Lhor K. Matthews

### COMPANIES THAT REQUESTED BUS TRANSPORTATION BID SPECS

NAMES & addresses	EMAIL Addresses	Phone
Healey Bus P.O. Box 24 Swampscott Ma.		
01907	healeybus@verizon,net	781-599-5296
New England Transit, 30 Progress Ave,		·
Tyngsboro, MA 01879	hhamilton@newenglandtransit.com	978-649-0777
National Express Corp, Keith F. Galloway		
CSC 4027/3000 642A Harlow Street	keith.galloway@nationalexpresscorp.c	
Worcester, MA 01605	<u>om</u>	508-793-7004
Tewksbury Transit	tewksburytransit@verizon.net	
Merrimac Education	clemasurier@mec.edu	