

## TEWKSBURY SCHOOL COMMITTEE AGENDA



TEWKSBURY PUBLIC SCHOOLS  
CHRISTOPHER J. MALONE  
SUPERINTENDENT OF SCHOOLS

**Meeting Date: Wednesday, May 10, 2017**

Meeting Type: Executive Session #14 (6:30PM)

Meeting Type: Regular Meeting #18 (7:00PM)

Meeting Location: Tewksbury Memorial High School Library  
320 Pleasant Street, Tewksbury, Massachusetts

**A. CALL TO ORDER**

**B. EXECUTIVE SESSION (Non-Public Session) - 6:30PM**

**C. ADJOURN**

**D. RECONVENE REGULAR MEETING - 7:00PM**

**E. ANNOUNCEMENT (7:00PM)**

The May 10, 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. 2017 Annual Ginsburg Award - Larry & Sandy Polimeno
2. Trahan Elementary School's National Geographic Bee School Champion - Nathaniel Cason
3. Tewksbury Memorial High School 2017 Outstanding Volunteers

**H. STUDENT REPRESENTATIVE REPORT**

Kelsey Dunn and Grace Morris, Student Council Representatives to the School Committee

**I. PRESENTATIONS**

**Student Handbooks**

- a. John F. Ryan Elementary School
- b. John W. Wynn Middle School

**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. April 26, 2017 Regular Meeting Minutes

**L. SUBMISSION AND PAYMENT OF BILL**

1. Payroll Period Ending May 4, 2017 (\$1,202,805.78)

**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

**Q. OLD BUSINESS**

1. Consideration to Approve the John F. Ryan Elementary School Student Handbook
2. Consideration to Approve the John W. Wynn Middle School Student Handbook
3. Next Generation MCAS Update

**R. NEW BUSINESS**

1. 2017 Summer Reading Program
2. 2018 School Committee Meeting Calendar Draft
3. Three Year Contract Agreement Between the Tewksbury School Committee and Brenda Theriault-Regan, Assistant Superintendent
4. TMHS Freshmen English Textbook Proposal
5. Grades 6-8 Next Generation Science Textbook Proposal

**S. SCHOOL COMMITTEE MATTERS OF INTEREST**

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

June 14, 2017; July 26, 2017

**U. FUTURE AGENDA ITEMS**

**V. ADJOURNMENT**

## TEWKSBURY SCHOOL COMMITTEE CONSENT AGENDA

**Superintendent of Schools**  
Christopher J. Malone  
[cmalone@tewbury.k12.ma.us](mailto:cmalone@tewbury.k12.ma.us)

**TEWKSBURY SCHOOL COMMITTEE**  
Kristen M. Polimeno, Chairperson, [kpollimeno@tewbury.k12.ma.us](mailto:kpollimeno@tewbury.k12.ma.us)  
James A. Cutellis, Vice Chairperson, [jcutellis@tewbury.k12.ma.us](mailto:jcutellis@tewbury.k12.ma.us)  
Keith M. Sullivan, Clerk, [ksullivan@tewbury.k12.ma.us](mailto:ksullivan@tewbury.k12.ma.us)  
Arthy S. Bennett, [abennett@tewbury.k12.ma.us](mailto:abennett@tewbury.k12.ma.us) ♦ Dennis G. Francis, [dfrancis@tewbury.k12.ma.us](mailto:dfrancis@tewbury.k12.ma.us)

### N. CONSENT AGENDA

#### 1. Correspondence

- a. Meet, Mingle, & Math - North Street School
- b. 2017-2018 Staff Development Survey Tool

#### 2. Enrollment Update

None

#### 3. Monthly Expenditure Report

May 2017

#### 4. Personnel Items

New Hires: None

Appendix B: Michael Mansour (\$3,498), Girls JV Softball Coach, Tewksbury Memorial High School, effective for the 2017 spring season.

Retirements/Resignations/Terminations: Elaine Speros, Grade 8 ELA Teacher, John W. Wynn Middle School, effective June 30, 2019; David Harrington, School Custodian, Tewksbury Memorial High School, effective April 1, 2018; Kelley Biedermann, Kindergarten Classroom Aide, Dewing Elementary School, effective June 21, 2017; Andrew Mastone, Classroom Instructional Aide, John W. Wynn Middle School, effective June 21, 2017

#### 5. Acceptance of Donations/Gifts: None

#### 6. Fundraisers/Raffles: Dewing/North Street Schools' PAC Stuff the Bus fundraiser for school supplies, backpacks, and monetary donations, August 23, 2017 through August 25, 2017. Monetary proceeds will be used to purchase larger backpacks and supplies for high school students.

# Executive Session

**Meeting Type/Time:** Executive Session #14 – Non-Public Session at 6:30 p.m.

**Meeting Date:** Wednesday, May 10, 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 discussion relative to strategy with respect to collective bargaining or litigation. The School Committee will reconvene in Open Session.

**C. ADJOURNMENT**

Recognition  
and/or  
Presentations

**Tewksbury School Committee – May 10, 2017**

**RECOGNITIONS**

**2017 Ginsburg Family Award Presentation**

Larry and Sandy Polimeno

**Trahan Elementary School's National Geographic Bee Champion**

Nathaniel Cason

**Outstanding Volunteers – Tewksbury Memorial High School**

Joy Beatrice

Laura Hulme

Mariellen Tsaousis

**PRESENTATIONS**

**2017-2018 Student Handbooks:**

John F. Ryan Elementary School Student Handbook

John W. Wynn Middle School Student Handbook



## **Tewksbury Public Schools**

### **MEMORANDUM**

**To:** School Committee Members  
**From:** Chris Malone  
Superintendent of Schools  
**Date:** May 4, 2017  
**Re:** John F. Ryan Elementary School Student Handbook

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#### **This Requires a Roll Call Vote**

I recommend the School Committee vote to approve changes for the 2017-2018 John F. Ryan Elementary School's Student Handbook as presented.



## **Updates and Edits for 2017-2018 Ryan School Student Handbook**

Please refer to the working document which has new editions in red and strikeouts.

### **Guide to Edits:**

- All dates were updated to reflect the 2017-2018 school year.
- Table of Contents section will be updated to reflect new pages pending approval
- Extensive language and sections changed to reflect Wynn Middle School and Tewksbury Memorial High School Student Handbooks to provide greater consistency, particularly in the following areas:
  - ~ Attendance
  - ~ Student Code of Conduct
  - ~ Policies and laws regarding suspension
  - ~ Responsibilities of staff, students and parents in the educational process
  - ~ School activities
  - ~ Medical guidelines, laws and policies
  - ~ Discrimination procedures, laws and policies
  - ~ Hazing laws and policies
  - ~ Student Records laws and policies
- Content that is not developmentally appropriate for Grade 5 and 6 were not included such as addressing the needs of pregnant and parenting students
- Use of Community Pass for online signatures for Student Handbook has been added
- Use of ***Student Bicycle Riding Contract*** has been added for those students it applies to

~~Tewksbury Public Schools~~  
~~Tewksbury, MA~~

## John F. Ryan Elementary School



### Student Handbook 2017 - 2018

**John F. Ryan Elementary School**  
135 Pleasant Street  
Tewksbury, MA 01876  
Phone (978) 640-7880 Main Office  
Fax (978) 640-7888  
Website [www.tewksbury.k12.ma.us](http://www.tewksbury.k12.ma.us)

Judi McInnes  
William Hart

Principal: [jmcinnes@tewksbury.k12.ma.us](mailto:jmcinnes@tewksbury.k12.ma.us)  
Assistant Principal: [whart@tewksbury.k12.ma.us](mailto:whart@tewksbury.k12.ma.us)

*Please use this email to notify us of your student's absence and include your student's name:  
[ryanattendance@tewksbury.k12.ma.us](mailto:ryanattendance@tewksbury.k12.ma.us) or call (978) 640-7880*

## **RYAN SCHOOL MISSION STATEMENT**

The mission of the John F. Ryan School is to utilize the resources provided by the district to maximize the educational benefits for all students. Our purpose is to promote an active learning atmosphere that encourages student participation, school/parent/community partnerships, and team building. This collaboration inspires students to become successful lifelong learners who possess higher order thinking skills.

This handbook is periodically reviewed by the Principal, Assistant Principal, Faculty, and the WMS School Council to insure that policies and procedures relate to the normal governance of John W. Wynn Middle School.

## **STUDENT AND PARENT/GUARDIAN SIGNATURE PAGE**

Dear Student and Parent/Guardian:

Please carefully read and discuss the contents of this student handbook.

**Please read the following contract and check yes on Community Pass by Friday, September 8, 2017.**

Thank you for your cooperation.

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## POLICIES

ACCEPTABLE USE OF COMPUTERS

AHERA

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John F. Ryan Elementary School  
*Student Handbook*  
2017-2018

**RYAN SCHOOL MISSION STATEMENT**

**RYAN SCHOOL MOTTO**

*Work hard. Be kind. Anything is “paws”-ible.  
Woof!*

This student handbook contains information, rules, and ~~policies~~ **regulations** relevant pertaining to the life of a student at the John F. Ryan Elementary School. Students and their parents/guardians are responsible for reading and understanding ~~this handbook in order to maintain a healthy and productive learning environment~~ **the rules and policies of this school.**

As an upper elementary school of grades 5 and 6, we recognize the unique needs of students in these grades and strive to build strong academic teams, a wide range of extracurricular activities, and a place where cooperation and acceptance are the norm. The expectations contained within this handbook are designed to support our students as they grow and learn academically, socially and emotionally.

We are excited for our students and families to enjoy in all that our school has to offer.

Welcome to the Ryan!

The Administration and Staff of the John F. Ryan Elementary School

**~~DOCUMENT TRANSLATION~~**

~~If you need this handbook and code of conduct translated into your native language, please contact your building principal. Si usted necesita este manual y código de la conducta traducidos a su lengua, por favor entre en contacto con el director del edificio. Se voce necessitar estes manual e código de conduta traduzidos em sua língua native, contate por favor o principal do edificio.~~

## 2017 - 2018 SCHOOL CALENDAR

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

GENERAL NOTIFICATION: FAILURE TO COMPLY WITH ANY OF THE HANDBOOK REGULATIONS AS WELL AS WITH OTHER ACCEPTABLE BEHAVIOR NOT LISTED HEREIN MAY RESULT IN DISCIPLINARY CONSEQUENCES.

### STUDENTS' RIGHTS AND RESPONSIBILITIES

Our students are active learners in meeting our school's goals. The following outlines the expectations our students should have of their school and its staff. It also lists the responsibilities that our students should have toward their school, its staff, and their community as included in School Committee Regulation 5131.

<b>Rights</b>	<b>Responsibilities</b>
The best possible educational opportunities	Sustained effort to complete assigned lessons, including assignments missed because of absence, and asking for help from teacher when something is not understood
A staff which is sensitive and responsive to their individual needs	Regular and punctual attendance, and remaining on school grounds during the entire school day
Fair and just treatment from other students and staff	Respect for themselves, the rights of others, the staff and school property
A safe, clean, non-threatening environment	Behavior which will be a credit to themselves, their family, their school, and community, i.e. conformation to school rules at all times, during all school related activities
The right to hear only appropriate language	Honesty, courtesy, appropriate language and appropriate dress



## PARENT-SCHOOL PARTNERSHIP

Parents/guardians are extremely important in the educational process, especially at the high school level. Working with your student and the school will help to ensure the best possible educational experience for him/her. Being supportive, providing a quiet place to study, checking the work of the student, and communicating with teachers are ways in which a parent can aid in his/her child's success. Sharing information enables us to better meet the needs of the student.

During the school year there are several scheduled occasions for parent/guardian and teacher interaction (see school calendar). The first is an open house, 6:30-8:30 PM, which provides parents/guardians the experience of following their sons' and daughters' schedules while each teacher explains the course outcomes and requirements along with specific classroom expectations. The remaining meetings are designated for parent/guardian and teacher conferences to allow the parent/guardian the opportunity to confer with faculty members and administrators concerning all aspects of the school's programs and the student's progress. Conference evenings are scheduled from 6:30-8:30 PM. Parents will be able to make individual appointments.

Parents may request a conference at any time by contacting the main office at (978) 640-7846.

Parents are encouraged to join such groups as the Parent Advisory Council and the School Council to help with support and direction. We welcome your involvement.

## ACADEMIC INFORMATION

### PROGRESS REPORTS & REPORT CARDS

~~Parents/guardians will receive an academic progress report at the mid-point of each marking term and a report card at the end of each term. Progress reports provide parents/guardians with an up-to-date report on academic achievement, effort, and behavior. These reports will be posted on the student portal of Aspen, our student data base. If you need any assistance accessing your student's account on Aspen, please call the school secretary during school hours (8:00-3:00 Monday-Friday) at (978) 640-7880.~~

~~Report cards are issued at the end of each quarter. The marks are as follows:~~

<del>A=93 to 100</del>	<del>B=83 to 86</del>	<del>C+=77 to 79</del>	<del>D=65 to 69</del>
<del>A-=90 to 92</del>	<del>B+=87 to 89</del>	<del>C=73 to 76</del>	<del>E=64 and below (Failure)</del>

### PROGRESS REPORTS

- All students have access to their grades, assignments, and attendance records through the online **Aspen X2 Student Data Portal**.
- Parents/guardians will be notified at midterm to access the Aspen Portal for their Student's midterm grades. A separate notification will be sent to parents/guardians of students who are averaging a seventy or below in a course.

## REPORT CARDS

Report cards will be issued to the student at the end of each marking term. End-of-the-year report cards will be mailed home.

## GRADE CONVERSION TABLE

A+ = 97 to 100	C = 73 to 76
A = 93 to 96	C- = 70 to 72
A- = 90 to 92	D+= 67 to 69
B+ = 87 to 89	D = 63 to 66
B = 83 to 86	D- = 60 to 62
B- = 80 to 82	F = 59 and below
C+ = 77 to 79	

Students receive grades in Effort and Behavior on a scale of 1 to 4. A grade of 4 is the highest and 1 is the lowest.

## EXTRA HELP

### EXTRA HELP

~~A student may seek extra help from his/her teachers when the student finds his/her assignments difficult or when the student has been absent from school. Teachers will schedule before or after school extra help sessions and will notify students and parents/guardians of these times. Transportation to before or after school extra help is the responsibility of the parent/guardian.~~

Students should seek extra help from a teacher if they are experiencing difficulty in the subject area or if they have been absent. Students should speak with the teacher and schedule an extra help session for before or after school according to the teacher's scheduled extra help time.

Transportation is the responsibility of the parent/guardian. Late buses may be available, and if so, a late bus schedule will be published on our website.

A teacher may request a student to stay before or after school if it is apparent that the student is having difficulty with his/her work. This is not to be thought of as a punishment, but as a desire by the teacher to help the student make necessary progress.

### **HOMEWORK POLICY**

~~Homework is assigned on a regular basis at the school. The primary objectives of homework assignments are as follows:~~

Teachers assign homework on a regular basis and in all areas of the Curriculum. The objectives of homework are:

- To help students develop independent work study habits.
- To reinforce learning that has taken place in school.
- To increase potential for home/school communication.
- To increase opportunities for enrichment activities.
- To correlate school learning with outside interest.
- To develop within each student the responsibility for completing and returning homework assignments.

### **ROLE OF THE SCHOOL/TEACHER**

The teacher will:

- Assign on a consistent basis homework which may include written assignments, reading assignments, scientific experiments or other projects that reinforce a student's understanding of the curriculum.
- Assign homework to all students geared to the individual.
- Ensure that students understand the homework assignments.
- Review students' homework in a timely manner.
- Consider homework as a factor in the calculation of the student's semester grade.
- Ensure that no class time is allocated for the completion of homework.

### **ROLE OF THE STUDENT**

The student should:

- Ask the teacher to clarify any assignment that is unclear.
- Write down all assignments in his/her agenda.
- Complete all assignments within the time-frame given.
- Let parent/guardian know what the homework is and ask them for assistance whenever needed.

### **ROLE OF THE PARENT/GUARDIAN**

The parent/guardian should:

- Provide the student a consistent time and a suitable place for study.
- Review homework with the student to monitor its completion and the student's understanding of the work completed.
- Monitor agenda to ensure that homework has been written in on a daily basis and completed.

- Communicate with teacher(s) whenever the student appears to have difficulty with homework or when clarification is needed.

### TIME GUIDELINES FOR HOMEWORK

**Grades 5-6: 45 to 75 minutes per day**

### **HOMEWORK ASSIGNMENT AND REQUESTS**

~~Homework guidelines are as follows: Grades 5 & 6—45 minutes to 75 minutes a day~~

~~It is the responsibility of the student to make up all work missed due to his/her absence.~~

~~Requests for missed work and/or homework due to absence can be made on the second continuous day of the documented absence. Please contact the school office by telephone regarding the missed work at the start of the school day to allow time for your request. Concerns or questions regarding homework should be directed to your child's teacher.~~

When a student is out of school for two or more consecutive days, parents/guardians can telephone **640-7880** before 8:30am to request homework assignments. Homework will be available at the office one-half hour prior to the end of school. It is helpful for students to have a classmate obtain assignments for shorter absences. (Please note: many of your student's curriculum workbooks and textbooks are available online for home use.)

### **MAKEUP WORK**

When a student is absent, he/she is responsible for making up the work missed. The student must meet with the teacher to schedule make-up work missed during the absence. Tests/quizzes will be scheduled at the convenience of the teacher. All makeup work should be completed within a period equal to the number of days absent, plus one.

If a student receives a school suspension, it is the student's responsibility to make up missed work or tests within a reasonable number of days (Reasonable number of days will be equal to the number of days of the suspension, plus one).

### **HONOR ROLL**

The John F. Ryan School is pleased to acknowledge two levels of achievement earned by students.

- The first area of recognition is comprised of students who have attained all A's and 4's and 3's in all subject areas. Those meeting this requirement have earned *High Academic Honors*.
- The second area of recognition is comprised of students who have attained all A's, B's, and 4's and 3's in all subject areas. Those meeting this requirement have earned *Academic Honors*.

## CHEATING AND PLAGIARISM

"Plagiarism is passing off a source of information, ideas or words as your own by omitting to acknowledge the source - an act of lying, cheating and stealing." (Harvey, Gordon. Writing with Sources: a guide for Harvard Students, Hacket Publishing Company, Inc., Indianapolis, Cambridge, 1998). Cheating and plagiarism undermine the basic relationship of trust between a student and teacher. Cheating and plagiarism prevent the proper evaluation of a student's work and detract from the achievement of all students in the class. They are among the most serious offenses a student can commit. Any cheating infractions including plagiarism may be brought to the attention of Guidance and Administration.

~~If a student cheats on a test or assignment, the student's teacher will inform his/her parents/guardian of the incident. The student may receive a grade of "zero" which cannot be made up. If the student is subsequently caught cheating again, the student's teacher will inform the school administration for the taking of further disciplinary action which may include, but is not be limited to, suspension.~~

Students who are found cheating on a test or assignment may receive a grade of zero (0) for that assignment which cannot be made up. The teacher will inform the parent/guardian of the incident and detention may be assigned. If a student is caught copying another student's work with the second student's consent, the second student will receive the same consequence.

## STUDENT ACTIVITIES INFORMATION

Students are encouraged to participate in the extracurricular activities offered at the Ryan School. All students participating in clubs/activities are encouraged to register at Community Pass. Late buses may be available, and if so, a late bus schedule will be published on our website.

In order to participate in Clubs/Activities, a student must pay a user fee of \$30 per club. At the Ryan School, there is a \$60 cap per student and a \$120 cap per family. Activities can be joined at no cost once the cap has been reached. User fees can be paid using Community Pass. (<https://register.communitypass.net/reg/index.cfm>)

Some Clubs and Activities change from year to year. The following is a list of clubs that have run in recent years:

Art Club	Bell Choir
Basketball	Chorus
Drama Club	Ski Club
Baking Club	Cross Country
Kindness Club	Green Team
Doodling Club	Math Camp

# STUDENT CONDUCT

## EXPECTATIONS FOR STUDENTS

~~The Ryan School Code of Conduct exists to ensure that the Tewksbury Public Schools' mission statement is met in a safe environment in which the students and staff feel secure and protected. The purpose of the code is to foster an atmosphere of dignity and respect in order to help students grow into self-disciplined, responsible, and accountable individuals. The Ryan School community hopes to achieve this through clearly defined standards and consequences that are applied with fairness and consistency.~~

~~The information contained in this Code of Conduct is also intended to make each student and parent aware of what is to be expected should student disciplinary problems arise. Please become familiar with this code.~~

Students are expected to behave in ways that facilitate their and others' intellectual, emotional, social and physical well-being. This includes being in class on time, having all required materials, and completing all work on time and at the required standards. Any behavior that jeopardizes the safety or self-esteem of others or interferes with the teaching/learning process will not be tolerated. Any discipline actions taken by the administration and/or staff are confidential and will not be shared with anyone other than the student's parents/guardians and/or their designee.

~~Each student is~~ **You are** responsible for the following:

- **Doing Quality Work:** do your best each day to complete assigned lessons, including homework and assignments missed because of absence;
- **Knowing School Rules:** learn our school's Code of Conduct and respect the adults who have a duty to enforce it;
- **Regular Attendance:** arrive on time; remain on school grounds the whole school day; don't leave without permission; bring a note from your parents (or guardian) explaining any absence **to the satisfaction of your homeroom teacher**;
- **Respect for Others:** treat them as you would like them to treat you, and show the same respect to their property;
- ~~Respecting Self~~ **High Personal Standards:** dress appropriately; meet standards of health and cleanliness; be honest, courteous and moral; only use acceptable language; refrain from actions that seem insubordinate or unruly.

This Code of Conduct lets you know what the John F. Ryan School expects of you and what it will do to ensure that you receive the education you are guaranteed by the Constitution of the Commonwealth of Massachusetts. As a Student, you must do your part to make the most of the opportunities you are given here to receive an education. At a minimum, you need to come to school on time and on a regular basis. You need to behave in a way that allows your fellow students to learn. Your success is up to you.

The Ryan School Code of Conduct exists to ensure that the Tewksbury Public Schools' mission statement is met in a safe environment in which the students and staff feel secure and protected. The purpose of the code is to foster an atmosphere of dignity and respect in order to help students grow into self-disciplined, responsible, and accountable individuals. The Ryan School community hopes to achieve this through clearly defined standards and consequences that are applied with fairness and consistency.

This Code of Conduct lets you and your parents/guardians know what to expect when disciplinary problems arise during the school day. If it is a minor problem, teachers may simply talk it out with you. If the problem is more significant or if you have repeated behavior issues, you might serve a teacher detention, an office detention or be suspended from school. Please become familiar with this Code of Conduct.

## **BEHAVIORAL EXPECTATIONS**

### **STUDENT BEHAVIOR**

Students are responsible for exercising good behavior to ensure the safety and well-being of themselves and others. When misbehavior occurs, teachers and administrators will work toward the improvement of the student's behavior. Student behavior will be dealt with in an appropriate and progressive manner. In the school setting this can include, but is not be limited to:

- Being spoken to by a staff member or administrator
- Loss of privileges
- A telephone call being made by the staff member or administrator to parents/guardians
- Teacher detention
- Office detention (single or multiple)
- Parental meeting with the principal to discuss the behavior
- In-School or Out-of-School suspension

### **Expulsion**

The following list is not exhaustive, but provides guidance to students with respect to school rules and behavioral expectations. The Ryan School Administration reserves the right to impose discipline that it deems appropriate under the circumstances. This handbook shall be used as a guide in making such determinations.

- Tardiness to class
- Any violation of an individual teacher's rules of conduct (non-cooperation, cheating, classroom disturbance, use of profanity, etc.)
- Failure to report to teacher detention
- Violation of Dress Code
- Refusal to obey a reasonable request



- Defacing, **damaging or destroying** school property
- Stealing
- Refusing to do work in class
- Bullying or harassing behavior (see Bullying and Harassment policies in this handbook)
- Any act which the staff member justifiably considers intolerable
- Disrespecting fellow student(s) or staff
- Violating the school's cell phone/electronics policy
- Excessive tardiness to school and/or class
- Riding or attempting to ride another bus without permission
- Cheating
- Destroying or defacing another's personal property
- Leaving class without permission
- Refusal to give unauthorized item to teacher
- Swearing or inappropriate language
- Misbehavior in the cafeteria and/or lunch recess (see Cafeteria Behavior and Expectations)
- Running and/or pushing in corridors
- Talking back
- Repeated failure to bring required materials to class
- Being in areas of the building without teacher permission
- Disruption of the learning environment
- Gum chewing
- Public displays of affection
- Possession and/or use of water pistols, yo-yos, toys, laser pointers and other items inappropriate for school use. These items will be confiscated and discarded unless a parent picks them up within the next 5 school days. It is the student's responsibility to inform the parent if he/she wishes to have the item returned.
- Refusal to do school work in class as requested by a teacher;
- Frequent violation of school rules;
- Direct insubordination following a warning by a staff member
- Possession or use of alcoholic or other controlled substance in school, on the school bus, or at any school function;
- Defacing school property through vandalism, graffiti or "tagging";
- Possession or use of tobacco products in school, on school property or on a school bus;
- Leaving the building without permission;
- Possessing, using and/or selling drugs in school, on school grounds, or at any school function;
- Setting off firecrackers or "stink bombs" on school property;
- Violation of Bullying and/or Harassment policy;
- Improper behavior while on a field trip or while representing the school off school property;
- Fighting in the school building, on school grounds, or on the bus;
- Activating a fire alarm under false pretenses;
- Possession or use of drug/smoking paraphernalia and drug facsimiles;



- "Pantsing."
- Improper use of the Internet or violation of Acceptable Use Policy
- Violation of a local, state or federal law;
- Possession of a weapon;
- Possession of a cigarette lighter, matches or any other incendiary device;
- Truancy from class;
- Inappropriate and/or unwanted/unwarranted physical contact;
- Physical and/or verbal abuse;
- Failure to report to detention or office when instructed by a teacher;
- Using crude, offensive, vulgar, or obscene gestures and/or language (verbal or written) on school property;
- Instigating, encouraging or being part of a group that encourages a fight;
- Recording, videotaping, or photographing anyone during the school day **including the school bus**;
- Planning a fight during school that will occur after school or off school property
- Violation of the Bullying and/or Harassment Policy

## DETENTION

### DETENTIONS and SUSPENSIONS

~~School administrators are authorized to conduct investigations into school related disciplinary matters, including student interviews. After investigating the infraction, school administrators or designee will notify parents/guardians of the infraction, the results of the investigation, and any disciplinary action, if deemed necessary.~~

~~After school detention will be on the day of the infraction once parents/guardians have been notified. A student who is assigned an after school detention must bring his/her schoolbooks to the designated area. After school detentions are served on the day assigned by the teacher; however, after school detentions may be rescheduled after contacting the teacher or administrator prior to the detention.~~

~~Students may be detained after school with a teacher or administrator for the following infractions:~~

- ~~1. Verbal or physical harassment~~
- ~~2. Failure or refusal to follow a direct order (insubordination)~~
- ~~3. Inappropriate response or reaction (insolence)~~
- ~~4. Use of profanity or inappropriate language~~
- ~~5. Truancy from school; cutting a class or late to class or school~~
- ~~6. Leaving school or a class without permission~~
- ~~7. Behavior that endangers the health, safety or learning of others~~
- ~~8. Tampering with fire alarms or other safety equipment~~
- ~~9. Lighting incendiary devices such as firecrackers~~
- ~~10. Failure to bring books or proper materials to class~~
- ~~11. Gum chewing~~
- ~~12. Bus infractions (see above)~~

~~13. Bullying~~

~~14. Cheating/Plagiarism~~

~~15. Bringing items to school, which are prohibited unless specifically authorized by the administration, such as iPods, cell phones, radios, cameras, electronic games, etc.~~

Repeated offenses for any of the above infractions will be referred to the School Building Principal who may, upon her discretion, take such additional disciplinary action for such offenses, as she deems appropriate under the circumstances. In some cases, the conduct of a student may necessitate his/her suspension from continued participation in the activities of the school.

Team or teacher detentions generally occur at lunch/recess. One or more may be assigned based on the offense. Office detentions are issued by a teacher with the consent of an administrator or by an administrator and are generally held on the day of the offense from school dismissal until 3:30pm. Any student failing to report to an office detention will receive an additional office detention. Examples of student behavior that warrant office detentions include, but are not limited to, those listed **above**.

## SUSPENSION

Generally, a student may be suspended from school for doing the following (including the offenses above or behavior deemed disruptive to the learning environment):

- ~~1. Bringing items to school which are prohibited including weapons~~
- ~~2. Use of alcohol, tobacco or other controlled substances~~
- ~~3. Willful violation of any local, state or federal law~~
- ~~4. Vandalizing school property~~

~~In case of suspension from school, due process will be afforded to all students in accordance with the Tewksbury School District's policies pertaining to the conduct of students, as promulgated and amended from time to time (further details below).~~

~~School authorities determine the length of a student's suspension. In certain cases a student may be offered an opportunity to perform community service in lieu of a school suspension. A referral to the Guidance Department may also be made. The student's parents/guardian will be notified orally or in writing of the basis for the discipline, the intended actions of the administration, and the right to have a hearing in the primary language of the home with an interpreter if needed. Further, before a student may be readmitted to school following a period of suspension, the student and the student's parents/guardian must first meet with a representative of the school administration before the student will be readmitted.~~

~~When a student is suspended, he/she may not come onto any property under the control of the Tewksbury School District or attend any school functions or school sponsored activities within the district.~~

~~Students will be provided with an opportunity to make up assignments, tests, papers, and other school work missed while serving the suspension. The student is responsible for making up all work that the student's teachers may assign while the student is suspended from school. If a student does not complete the assigned work and return it to the assigning teacher, the student may lose credit for it.~~

This policy is pursuant to MGL Chapter 71; Section 37H3/4.

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H3~4>

Any student who is suspended from school for more than 10 days has the right to appeal to the Superintendent. The appeal must be submitted in writing to the Superintendent within five (5) calendar days of the effective date of the long term suspension. Students may be suspended from school for serious infractions of school regulations.

These actions may include, but are not limited to, the offenses listed under Level Two and Three Infractions.

School administrators are authorized to conduct investigations into school related disciplinary matters, including student interviews.

A suspension may not be imposed without providing the student or the parent oral and written notice (in English or the primary language of the home), along with an opportunity for a hearing on the charge and an opportunity for the parent to participate in the hearing.

A parent/guardian must come with the student to meet with the school administration before that student can be readmitted. While on suspension, a student loses school privileges and may not attend /participate in all school activities, including athletics and social affairs.

Students will be provided with an opportunity to earn credits, make up assignments, tests, papers, and other school work missed while serving the suspension.

## **CAFETERIA BEHAVIOR AND EXPECTATIONS**

### **CAFETERIA BEHAVIOR**

~~In the cafeteria, all school rules apply. To make it a pleasant setting for all of our students to enjoy lunch, we ask students to:~~

- ~~• Select one seat for the entire lunch period~~
- ~~• Not make excessive noise~~
- ~~• Behave in an appropriate manner~~
- ~~• Not throw objects or food~~
- ~~• Clean their table and floor areas~~
- ~~• Dispose of trash properly~~
- ~~• Not push or cut in the lunch line~~
- Ask permission to leave the table (use restroom sign-out book, get a utensil, etc.)

When eating in the cafeteria, it is expected that students will:

- Behave in an appropriate manner

- Select one seat for the entire lunch period
- Clean their table and floor areas
- Dispose of trash properly
- Ask permission to leave the table (use restroom, get a utensil, etc.)
- Enter and exit the cafeteria in an orderly fashion
- Not throw objects or food
- Not make excessive noise
- Not push or cut in the lunch line
- Not move from table to table

Any student whose account is at the charge limit and does not bring a lunch from home will be offered an alternative cold reimbursable meal (i.e., sandwich or yogurt, with fruit, vegetable and milk).

If parent or guardian continues to carry a balance or doesn't provide lunch money to a student who does not qualify for the free or reduced meal benefits, the Principal or Business Manager will be informed by Food Service to determine course of action.

If a student violates cafeteria rules, he/she will be disciplined accordingly. Consequences may include, but are not limited to, seating change or suspension of cafeteria privileges.

## **PLAYGROUND RECESS REGULATIONS**

### Outdoor recess rules:

- Play in designated areas only
- Use playground equipment properly and safely
- Report hurtful actions to an adult immediately
- Use proper language
- Keep hands, feet and objects to yourself

### Indoor recess rules:

- Children must be seated in a chosen area engaged in a quiet activity
- Permission must be received before leaving one's seat
- Playground-type equipment is not allowed.

## **CONDUCT ON SCHOOL BUSES**

### **BUS CONDUCT**

Pupils who use school buses are subject to school rules while on the bus and at bus stops. Riding the school bus is a privilege which may be suspended whenever a student fails to follow bus rules. Severe or continuous misbehavior may result in permanent bus suspension. Students should be at their stop 5 minutes prior to scheduled pick-up. Buses leave school on or about 2:30pm. There are no late buses **guaranteed at this time** if a student stays for an activity, detention, or extra help.

Students are **not allowed** to switch buses except for significant extenuating circumstances. In such cases, requests must be made in writing and permission must be granted from administration and transportation director.

### **RULES FOR BUS CONDUCT**

- Students must obey all directions of the bus driver quickly and courteously;
- Students may not throw any objects in or out of the bus;
- Students may not open windows or doors without the driver's permission nor put arms, head or hands outside the window;
- Students may not do anything which will disturb or distract the driver;
- Horseplay or roughhousing is forbidden;
- Students must pay for any damage that they have caused on the bus;
- Students may not open emergency exit doors unless instructed to do so by driver;
- Keep Stairs and aisles must be kept free of musical instruments and other large objects;
- Students must remain seated;
- Eating and/or drinking are not allowed;
- The use of any tobacco products is forbidden;
- The use of obscene or inappropriate language is forbidden

***Examples of major bus offenses which may result in an immediate bus suspension include:***

- lighting matches/smoking/tobacco use;
- throwing objects in or out of bus;
- hanging out windows;
- using obscene language;
- having or using drugs or alcohol;
- tampering with bus equipment;
- destroying property, i.e. tearing seats, breaking windows, etc.;
- fighting;
- physical abuse to others;
- verbal abuse to others.
- swearing and/or inappropriate language
- inappropriate use of electronic devices
- setting off firecrackers or any incendiary devices
  - ~~Threatening or resorting to violence~~
  - ~~Bullying or harassment~~
  - ~~Defacing school property/vandalism~~

These procedures apply when a bus discipline problem occurs:

- The bus driver will provide the administration with a **School Bus Incident Report**. The administration will then issue a consequence to the student including, but not limited to: warning, written assignment, detention, temporary bus suspension, permanent bus suspension.
- Students will be suspended from the bus for three (3) consecutive days for 3 minor offenses or three (3) consecutive days for one major offense. The administration will rule as to the type of offense.
- Continuous misbehavior will result in additional consequences and may lead to permanent bus suspension.
- When a student is suspended from the bus, parent/guardians are responsible for transportation to and from school.

### **SECURITY VIDEO CAMERAS ON SCHOOL BUSES –**

The Tewksbury school committee has implemented a policy regarding Security Video Cameras on School Buses. Please refer to Tewksbury Public Schools Policy Manual, Section EEAEF/ECAF – Use of Video Cameras on School Buses.

### **BULLYING**

(Bullying behavior is not tolerated at the John F. Ryan Elementary School.) ~~The Tewksbury Public Schools policy prohibits bullying as defined by M.G.L., c.71, §370.~~

~~The Tewksbury Bully Prevention and Intervention Plan (BPIP) and all associated forms can be found at <http://www.tewksbury.k12.ma.us/districtinfo.cfm?subpage=597430>~~

#### **Key Definitions:**

### **BULLYING**

Bullying behavior is not tolerated at the John F. Ryan School. **Massachusetts General Law (M.G.L. c. 71)**, as added by Chapter 92 of the Acts of 2010, outlines a bullying prevention and intervention plan. All school policies and procedures regarding bullying and cyberbullying behavior will follow our school handbook, state law, and the policy and procedures of the Tewksbury School Committee.

### **BULLYING**

is defined as:



The repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the educational process or the orderly operation of a school.

## **CYBERBULLYING**

is defined as:

Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by more than one person, **if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.**

Students with differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnancy or parenting status, sexual orientation (lesbian, gay, bisexual, transgender, questioning), mental, physical, developmental or sensory disability or who by association with a person who has or is perceived to have one or more of these characteristics, will be provided support and anti-bullying skills, knowledge and strategies needed to prevent or respond to bullying or harassment of the student with differentiating characteristic(s) and the peer group.

Anyone wishing to report a suspected act of bullying may fill out a Bully Report Form available in the Ryan School office or the Tewksbury Public Schools website. In addition, a suspected act of bullying may be reported by telephone to any staff member. All reports will be fully investigated by the Ryan School staff.

## **CARE OF SCHOOL PROPERTY**

**Students are responsible for the safe keeping of all books, supplies and other school equipment. If a student willfully damages such school property, he/she will be required to pay for its replacement and may face disciplinary action. Parents/guardians will be notified and, possibly, the police department as well. The school may either sue the student or have the police bring charges against the student for the repair of damage. Lost books must be paid for before the student**

leaves in June for summer vacation. Failure to pay for lost materials could also result in disciplinary action.

### **DAMAGED / LOST BOOKS**

~~Students will be responsible for the cost of replacing lost or damaged books and/or school materials.~~

## **DRESS CODE**

### **DRESS CODE**

~~Shirts or other articles of clothing that make reference to violence, alcohol, drugs or sex should not be worn to school. Jackets, coats, hats and bandannas are not allowed to be worn in the school building. Students who violate the school dress code will be sent to the office and may be required to change the clothing or turn the t-shirt inside out or have a parent/guardian bring appropriate clothing. Shirts that expose the midriff, spaghetti straps, halter tops, see-through clothing, spandex shorts, and sunglasses (without a doctor's note) are not considered appropriate for the classroom. Shorts, skirts (or skorts), and dresses must reach the fingertips when arms are relaxed by the student's sides. Flip flops are not recommended for safety reasons and will not be allowed for participation in PE, which is required, and other physical activities. During inclement weather, appropriate attire will be required as we regularly go outdoors for some fresh air during the lunch period.~~

It is our belief that school is a place of business: the business of teaching and learning. As such, dress is expected to be in good taste, appropriate for academic work and consistent with safety standards. Students should dress in neat, clean and safe clothes and should not wear disruptive or distracting attire. Student dress is a matter of personal pride as well as an indication of respect for the learning environment. Thus, clothing such as pajamas and beach attire including flip flops are not appropriate for school. While clothing styles will change over time and specific articles of dress and accessories will emerge and require further review, we provide the following general guidelines:

Shirts/items which make reference to sex, violence, gangs, drugs, alcohol or tobacco, or shirts/items with crude or offensive language are inappropriate attire for school.

Sunglasses (without a doctor's note) are not considered appropriate for the classroom.  
Hats or head coverings of any type, except those worn for religious or medical purposes, shall not be worn.

Garments that do not sufficiently cover the torso, chest, legs, or back are not appropriate.  
Garments must be opaque and not see through.

Any display of undergarments is prohibited. Pants or shorts must be worn so as not to expose underclothing such as boxer shorts or other types of underwear.

Coats or jackets should not be worn in classrooms, and backpacks must be stored in the student's locker.



Students will be asked to change the article in question by any staff member. This dress code is in effect for all school events. Issues relating to dress code will be handled in a discreet and respectful manner. Parents will be notified and may need to be available in the event that appropriate school attire is needed.

### **DISCIPLINE OF STUDENTS ON EDUCATIONAL PLANS**

All students are expected to meet the requirements for behavior set forth in this handbook. Chapter 71B of the Massachusetts General Laws (also known as Chapter 766) requires that additional provisions be made for children with special needs. The following additional requirements apply with respect to discipline of students with special needs.

1. The Individual Educational Program (IEP) for a special needs student will indicate whether the student is expected to meet the regular discipline code or if the student's condition requires a modification. Any modification will be described in the student's IEP.
2. For special needs students who may be removed from their educational program for more than ten days, cumulatively, in a school year, a review of the relationship between the misconduct and the student's disability will be conducted.
3. If, after conducting such review, the student's special education Team determines that the behavior was a manifestation of the student's disability, the Team will discuss a modified program for the student. If the Team determines that the student's behavior was not a manifestation of his/her disability, the student may then be subject to the school's disciplinary code. In that event, an alternative setting for the student for the student to receive instruction will be determined.
4. A Functional Behavioral Assessment will also be conducted with respect to a special needs student whose behavior violates the school's disciplinary code.
5. If a student's conduct involves weapons or drugs, the team may place the student in an alternative educational setting.

When a student is on an educational plan he/she must abide by the Ryan School rules and regulations unless his/her plan states otherwise. Suspensions will be reported to the Administrator of Special Education. Plans will be reviewed by a special education team when a student has accumulated 10 days of suspension from classes in a school year.

### **SAFE SCHOOLS LEGISLATION**

**MGL Chapter 71; Section 37H3/4  
Suspension Policy**

This policy is pursuant to MGL Chapter 71; Section 37H3/4.

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H3~4>

Any student who is suspended from school for more than 10 days has the right to appeal to the Superintendent. The appeal must be submitted in writing to the Superintendent within five (5) calendar days of the effective date of the long term suspension.

The School Committee intends that the administration and school principals be given a full range of authority in accordance with the guidelines of the Educational Reform Act of 1993 in order to prevent, address, and hold accountable those responsible for school related violence and other behavior that is not conducive with attendance in a public school.

Two important pieces of legislation related to safe schools are summarized as follows:

#### **MGL Chapter 71; Section 37H**

- Any student who is found on school premises, on school buses, or at school sponsored or school- related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or knife; or a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- Any student who is charged with a violation of either of the preceding paragraphs shall be notified in writing of an opportunity for a hearing: provided however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either of the preceding paragraphs.
- Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the superintendent of the appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

## **MGL Chapter 71; Section 37H1/2**

- Upon the issuance of a criminal complaint charging a student with a felony, or upon the issuance of a felony delinquency complaint against a student, a principal may suspend such student for a period of time determined to be appropriate by said principal if said principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for suspension prior to the suspension taking effect. The student shall also receive written notification of the right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five (5) calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the right to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.
- Upon a student's being convicted of a felony or upon adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal may expel said student if such principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. (Due process procedures including notification, request for appeal and appeal hearing mirror those procedures outlined in the first paragraph above). Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

## **STUDENT CONDUCT AFFECTED BY THE EDUCATION REFORM ACT**

(Violent Behavior, Possession of Weapons and Controlled Substances, and Violations of Others' Civil Rights)

(A.) If a student is involved in fighting or other violent behavior or is involved in acts of vandalism or violation of other students' civil rights, on school premises, on school buses, or at school-sponsored events, including athletic games, said student will be immediately suspended for an indefinite period of time, and may be subject to expulsion from school.

(B.) If a student is found on school premises or at school-related events, including athletic games, to be in possession of a dangerous weapon, including but not limited to, a gun or a knife; possession of ammunition for a weapon; or of a controlled substance as defined in chapter 44C (including, but not limited to, marijuana, cocaine, and heroin) said student will be immediately

suspended for an indefinite period of time, and, may be subject to expulsion from the school or school district by the principal.

(C.) If a student assaults anyone on school premises or at school sponsored or school-related events, including athletic games, said student will be immediately suspended for an indefinite period of time and may be subject to expulsion from the school or school district by the principal.

## **STATE AND FEDERAL LAWS**

Students are expected to abide by all State and Federal Laws, and any violation of these laws will be cause for disciplinary action, including police involvement.

~~As per the requirements of 40 CFR 763 section 84 (f) of the AHERA regulation, Asbestos Inspections and Management Plans are available for review at the office of the building principal during normal working hours.~~

~~The Tewksbury Public School District provides Equal Opportunity without regard to race, creed, color, national origin, sex, marital status, disability or sexual orientation.~~

~~The School District complies with all applicable State and Federal Laws, including but not limited to: Title VI, Title VII, Title IX, the American Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Massachusetts General Laws, c.151C and c.71B and c.76.~~

~~The School District has a duly appointed individual responsible for the overall monitoring, auditing, and ensuring compliance. For any compliance issues please contact: Brenda Theriault-Regan, Assistant Superintendent of the Tewksbury Public Schools, 139 Pleasant Street, Tewksbury, MA 01876 Telephone 978-640-7800.~~

## **SEARCH AND SEIZURE**

School officials balance a student's legitimate right to privacy against their need to provide a safe environment in which others can learn. We can search student lockers, desks, and other school areas without a warrant as long as there is a reasonable suspicion that the search is necessary to find contraband or to preserve public safety.

If we find contraband we will confiscate it and turn it over to the police. We will also notify parents/guardians and begin procedures which may lead to a student suspension from school.

## **GENERAL INFORMATION**

### **ATTENDANCE AND ABSENCES**

#### **ATTENDANCE AND ABSENCES**

~~Chapter 76, section 1, 1A & 2 of the Massachusetts General Laws states that all children between the ages of 6 and 16 must attend school. Parents and guardians, as well as students themselves, have the responsibility to ensure that attendance at school is regular and timely. Continuity of learning requires daily attendance at a full day of school as well as being prompt and punctual which prevents disruption~~

of the classroom. The administration and staff of the John F. Ryan School believe that attendance by students at school is vitally important to a successful education.

It is most important that parents/guardians call the Ryan School and report your child's absence or email the school at [ryanattendance@teWKsbury.k12.ma.us](mailto:ryanattendance@teWKsbury.k12.ma.us) and include the student name in the subject field of the email. You may call or email anytime the day prior or the morning of the absence (before 8:15 AM) utilizing our automated telephone system. Simply call 978-640-7880 and follow the prompts. Please spell your child's name and include the date of the absence. This is a safety issue.

Upon a student's return to school, the student must bring a note signed by his/her parent or guardian to his/her Homeroom Teacher stating the specific reason for the absence. If a signed note is not provided to the Homeroom Teacher, the Homeroom Teacher will refer the student's name to the office for further action to verify the appropriateness of the student's absence.

**Exempt Absence:** When a student is absent for medical reasons (doctor's note required), court appearance (court documentation required), religious observance or funeral (parent/guardian call required), then that student's absence is classified as "exempt". An exempt absence does not count toward the total number of accumulated absences.

**Excused Absence:** For an absence to be classified as excused, a parent/guardian must call the child's school on the morning of the absence or the student must present a note from a parent/guardian upon his or her return to school. An excused absence still counts toward the total number of accumulated absences.

**Unexcused Absence (Truant):** When a student is absent from school and no phone call or note has been received from a parent/guardian verifying the absence, the student's absence is classified as "unexcused" or "truant". An unexcused absence or truancy also counts toward the total number of accumulated absences.

## **2. Non-Exempt Absences:**

a. Following the seventh (7th) nonexempt absence, a letter will be sent home to parents/guardians notifying them of their child's attendance and a copy will be placed in the student's file. Following nonexempt absences of seven (7) full days or fourteen (14) half days within any period of six (6) months, a supervisor of attendance may choose to file a "failure to send" complaint in the juvenile court. (Massachusetts General Law Title XII, Chapter 76, Section 2)

1. Following the twelfth (12th) nonexempt absence, a second letter will be sent home to the parents/guardians notifying them of their child's attendance and a copy will be placed in the student's file. Parents/guardians may be asked to meet with school administration and/or guidance department at this time.

c. Between twelve to fifteen (12-15) absences the Attendance Officer may make phone contact or visit parent/guardians.

d. Following the eighth (8th) nonexempt absence in one quarter, the Principal or designee may choose to file a Child Requiring Assistance (CRA) in the juvenile court to support the student in attending school. (Massachusetts General Law Title XVII, Chapter 119, Section 39 E&G)

**ABOVE SECTION MOVED TO NEXT SECTION**

### Excused Absences

**Exempt Absence:** A student's absence is classified as excused or "exempt" for the following reasons:

- A medical reason or hospitalization (health care provider documentation or receipts required)
- A court appearance (court documentation required)
- A religious observance (parent/guardian call or note required)
- A death in the immediate family: parent, grandparent, sister, brother, aunt, uncle (parent, guardian call or note required)
- Suspension from school

This type of absence does not count toward the total number of unexcused absences.

Aspen Code: AE-with reason

### Unexcused Absences

**Absent Confirmed (non-exempt):** For an absence to be confirmed, a parent/guardian must call the child's school on the morning of the absence or email the school at

[ryanattendance@teWKsbury.k12.ma.us](mailto:ryanattendance@teWKsbury.k12.ma.us) and include the student name in the subject field of the email. The student must present a note from the parent/guardian upon return to school. It is considered an unexcused absence until it satisfies one of the reasons above.

An absent confirmed still counts toward the total number of accumulated unexcused absences.

Aspen Code: AC

**Absent (Truant, non-exempt):** When a student is absent from school and no phone call, email, or note has been received from a parent/guardian, the student's absence is classified as unexcused or truant.

This type of absence or truancy also counts toward the total number of accumulated unexcused absences.

Aspen Code: A

Performance of household or babysitting duties, school visits, and family travel or vacation are considered unexcused absences.

### ***Absenteeism and the Massachusetts General Laws:***

- The parents or guardians of each pupil shall, annually, at the commencement of each school year, be sent a notice instructing them to call a designated telephone number at a designated time to inform the school of the absence of a pupil and the reason therefor. Said notice shall also require such parent or guardian to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. If a pupil is absent and the school has



not been notified by the designated time, the school shall call the telephone number or numbers furnished to inquire about said absence.

o (Massachusetts General Law Title XII, Chapter 76, Section 1A)

- Following the 5th unexcused absence, a letter will be generated from the Principal's office, or the Principal's designee, notifying the parent/guardian, in writing, of the student's absence, and requesting a meeting with the parent/guardian to discuss the student's attendance. The letter will direct the parent/guardian to contact the Principal's office, or the Principal's designee, within 5 school days to schedule a meeting. If the parent/guardian does not contact the Principal's office or the Principal's designee, within 5 school days, the Principal's office, or the Principal's designee, will call the parent or guardian for purposes of scheduling a meeting. At the meeting, the Principal (Assistant Principal or other designee), the parent/guardian and the student must develop action steps to address the student's attendance. Other relevant school personnel and officials from public safety, health and human services, housing and nonprofit agencies, may offer input into the development of action steps.

o (Massachusetts General Law Title XII, Chapter 76, Section 1B)

- Following non-exempt absences of seven (7) full days or fourteen (14) half-days within any period of six (6) months, a supervisor of attendance may choose to file a "failure to send" complaint against the parent or guardian in the juvenile court.

o (Massachusetts General Law Title XII, Chapter 76, Section 2)

- Whoever induces or attempts to induce a minor to absent himself unlawfully from school, or unlawfully employs him or harbors a minor who, while school is in session, is absent unlawfully therefrom, shall be punished by a fine of not more than two hundred dollars.

o (Massachusetts General Law Title XII, Chapter 76, Section 4)

- Following the eighth (8th) non-exempt absence in one quarter, the Principal or designee may choose to file a "Habitual Truant" Child Requiring Assistance (CRA) in the juvenile court to support the student in attending school.

(Massachusetts General Law Title XVII, Chapter 119, Section 39 E&G)

### **Attendance Protocol in the Tewksbury Public Schools:**

1. Following the fifth (5th) unexcused absence, a letter will be sent home to parents or guardians notifying them of their child's attendance and a copy of the letter will be placed in the student's file. This may be accompanied by a phone call home expressing concern to arrange a meeting with the Principal or designee and/or the School Guidance Counselor.
2. Following unexcused absences of seven (7) full days or fourteen (14) half-days within any period of six (6) months, a supervisor of attendance may choose to file a "failure to send" complaint in the juvenile court. (Massachusetts General Law Title XII, Chapter 76, Section 2)
3. Following the twelfth (12th) unexcused absence, a second letter will be sent home to the parent/guardian notifying them of their child's attendance and a copy will be placed in the student's file.
4. Between twelve to fifteen (12-15) absences the School Attendance Officer may make phone contact or visit the home of the parent/guardians.

5. Following the eighth (8th) unexcused absence in one quarter, the Principal or designee may choose to file a Child Requiring Assistance (CRA) in the juvenile court to support the student in attending school. (Massachusetts General Law Title XVII, Chapter 119, Section 39 E&G)

**Please be advised that students who received attendance interventions in the previous school year(s) may be subject to more serious and immediate interventions should signs of continued attendance concerns be observed during the current school year.**

### **TUTORING SERVICES**

~~Upon notification by a physician that a student is unable to attend school for 14 days or more and will be confined to home or hospital, home/hospital tutoring is provided by the school system for grades pre-school through grade 6. Home or hospital tutoring services is generally provided for four hours per week in either the home or hospital setting. A form must be completed by a physician in this instance and approval of the Principal and Special Education Director is required.~~

If a student is absent because of **extended illness** (14 school days) the parent/guardian should telephone the Office of Special Education (978 640-7818) to request a form for a physician to sign so that the school can provide a tutor to help the student keep up with class assignments.

### **TRUANCY**

Truancy, which is absence from school without permission, is against the law. Any student who has been proven to be truant will be disciplined by the school and may be referred to a higher authority for action.

### **TARDINESS**

#### **TARDINESS**

Each student is to be in his/her homeroom not later than 8:15 AM. ~~A student is considered tardy if he/she arrives after opening exercises.~~ If a student arrives to school after 8:15 A.M., he/she must be accompanied to the main office. The student must obtain an admission slip from the office before reporting to class. If a student is frequently tardy, the student may be assigned an after school session **detention** or, at the discretion of the school administration, the student may be restricted from taking part in school activities and/or privileges.

### **DISMISSALS**

#### **DISMISSAL FROM SCHOOL**

~~Whenever it is necessary for a student to be dismissed from school before the end of the school day for medical or family reasons, the student must bring a note stating the reason, the time, and identity of the individual who will pick the student up at school (Photo ID will be required). Only in emergencies will a student be dismissed on the basis of a telephone call. All dismissal notes must be given to the student's Homeroom Teacher at the beginning of the school day.~~



- Dismissal notes should be given to the homeroom teacher and state the following: Student's first name, last name, homeroom, time of dismissal, reason for dismissal, room number where the student will be at that time, and parent signature.
- No student will be dismissed from school unless a responsible adult is available to escort him/her home.
- A student dismissed before 11:00am is considered absent unless the student returns to school.

**Under no circumstance should a student when feeling ill use a cell phone to contact a parent/guardian to be picked up from school without first reporting to the nurse's office. During the school day, cell phones are not to be used without teacher permission. If the nurse is unavailable, the student is to report to the main office.**

### **EARLY ARRIVAL**

Students who do not take the bus in the morning will be unable to enter the building prior to 8:00am. Teacher supervision begins at this time and we are unfortunately unable to guarantee the safety of students who arrive earlier.

### **VACATIONS DURING THE SCHOOL YEAR**

December, February and April vacations are included in the school calendar. Family vacation taken while school is in session is contrary to Student Attendance Policy voted by the School Committee and is strongly discouraged. It has been our experience that students do not complete work while on such vacations. Should a student miss school because of a vacation, makeup work will be assigned upon his/her return to school. Teachers may, at their discretion, assign work before students leave on vacation.

### **NO SCHOOL/DELAYED OPENING 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@tpsdistrict, 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.

## GUIDANCE DEPARTMENT

School psychologists are available to every student in the school. These services include counseling in the areas of academics, social issues, and home concerns. School psychologists meet with most students throughout the year in an effort to get to know them. A student can make an appointment to see a school psychologist; the school psychologist will make arrangements to meet with the student at a mutually agreeable time.

## Health Services

**1. ACCIDENT/ILLNESS Forms:** Please correct and return as soon as possible. Any recent health problem that is not reflected in your child's health record should be brought to the school nurse's attention immediately. The importance of correct forms cannot be overemphasized. Please update the school with any changes during the school year.

### ACCIDENT / ILLNESS

In life threatening emergencies or potentially disabling conditions, every effort will be made to notify a parent personally by either an administrator or by the school nurse. Emergency treatment and transport will not be delayed and not be dependent on notification of parent.

For non-life threatening emergencies and illnesses that may or may not require further medical consultation, school personnel will rely on the information contained on the Accident/Illness Form on file in the school. The contact may be either a telephone call, message, or in writing with a first aid slip. Minor first aid and symptoms of illness that are resolved in school will not require a first aid slip. Parents will be notified for any temperature over 100° F, and the child will be dismissed. Parental contact for temperature under 100° F is not medically indicated per standard medical practice.

All dismissals from school due to illness must be consistent with school department policy.

PLEASE KEEP YOUR EMERGENCY CONTACT INFORMATION UP TO DATE AND NOTIFY THE RYAN SCHOOL OFFICE OF ANY CHANGES.

### COMMUNICABLE DISEASES

To comply with Massachusetts General Laws, Chapter 71, Section 56, if a child is found to be suffering from disease, injury, or illness requiring treatment, the parent/guardian or emergency contact will be notified by the school nurse, principal or designee to request the dismissal of his/her student to seek proper care. Any illness your child might have that could be transmitted to another student should be considered communicable. When in doubt, call your doctor. The child should remain at home until after 24 hours on antibiotics or the condition is cleared up. These conditions might be demonstrated by a fever, rash, skin infection, head lice, irritated or reddened eyes, pinworms, etc. If a child has been found to have head lice, he/she must be checked by the nurse before the student is readmitted to school. Please accompany your child to school that morning in case she/he needs to go home again. Please report any case of chicken pox to the school nurse, as this can be a serious problem for certain students with preexisting health problems. Contact the school nurse if you have any questions regarding the necessity for a doctor's note upon returning to school after an illness, or if you have any questions regarding school policy and child's health.

**2. Screenings:** State law mandates the following screenings:

- Height, weight and BMI measurements in grades 1, 4, 7 and 10. This information will be mailed home individually to the parents/guardians.
- Vision screening is conducted during the year in grades 1-5, 7 and 9. Parents/guardians will be informed if the child requires follow up. These are screenings are not to be used as diagnostic studies. Hearing screening is conducted during the year in grades K-3, 5, 7 and 9. Parents/guardians will be informed if the child requires follow up. These are screenings are not to be used as diagnostic studies.
- Postural Screening is conducted on all students in grades 5 - 9. This is mandated by the state of Massachusetts. You will be notified prior to the screening and if your child requires follow up.
- **A Parent /guardian may refuse any screening for their child in writing to the school nurse.**

**3. Physicals: State law in grades K, 4, 7, & 10 mandates school physicals.** Physical exam forms were sent out in the spring. In addition, most Doctor's offices have a similar form of their own, which is acceptable. Please return all completed forms by **October 1st**.

**4. Medication: State law** Please call the school nurse in your child's school for medication order and parental permission forms. **NO Medication, prescription or over the counter** can be administered without these forms. All medication must be in a pharmacy labeled container or original manufacturer's container. Please contact the school nurse for any medication administration including prescribed, over the counter medications, inhalers etc. Forms are currently available from the school nurse. Self - administration is not permitted for over the counter medications. **Inhalers require MD orders and written parent permission for self administration prior to review by the school nurse.**

**5. Illness, Injuries and Surgeries: Please call the school when your child is absent.** In the event of a physician documented contagious illness, it is important for the school nurse to know. This is for the protection of your child as well as the other students and staff that may be susceptible to infection. **A Doctor's note is required when the student returns to school when there are any restrictions in activity, including the nature of the restriction and the time/ length of the restriction especially in cases of hospitalization and surgery. Students should have documentation from a MD before returning to school, with splints, braces crutches, slings, and stitches etc.**

**6. Concussion and Head Injuries:** Head injuries/concussions must be reported to the school nurse, when reporting back to school. **Documentation from the health care provider must be provided to the school nurse that the student may return to school along with any restrictions in activity or academics that may be required. Please contact the school nurse prior to returning to school. Please visit [www.tewksbury.k12.ma.us](http://www.tewksbury.k12.ma.us) District Info Policy Manual to access TPS Policies regarding Concussion. Refer to File: JJIF**

**ATHLETIC CONCUSSION POLICY and File: JJIF-R ATHLETIC CONCUSSION REGULATIONS.**

## **7. When to keep your student home:**

1. Fever over 100 °F. Students may return to school when fever free for 24 hours without the use of fever reducing medications such as Tylenol or ibuprofen.
2. An unexplained vomiting episode, or 3 or more loose, watery stools or loss of control of stools. May return after 24 hours after last episode, and has returned to normal diet.
3. Conjunctivitis: Any drainage from the eye can signal infection. Please have it checked and provide written clearance from a health care provider. Keep the student home until 24 hours after the first dose of medication.
4. Antibiotics: these are prescribed for infections. Please avoid spreading infection by keeping the student home until 24 hours after the first dose of medication.

Please call your school nurse if the student requires medication, or has any change in their medical condition. If you are not sure, check with your nurse.

**Please call the school nurse at your child's school for any questions and for more information regarding these procedures.**

### **Medications**

- By law, all medication, prescription or over the counter, must have a written physician's order and written parental permission to be administered in the school setting. Tylenol and ibuprofen may be administered at the school nurse's discretion with established protocols developed by the consulting school physician when a parental permission form is on file in the health office.
- All other medication that may need to be taken during the school day, whether routine or as needed, must have a written physician's order as well as a completed parental permission form that can be downloaded from the school website or obtained at the health office. Every effort should be made to schedule medications outside the school day, such as daily meds and those given twice a day. If special circumstances prevail, please speak to the school nurse to establish a plan.
- Medication must be in a pharmacy labeled container or original manufacturer's container. Ask your pharmacist for a second prescription-labeled bottle if medication needs to be taken between home and school. Medication will not be given from any other type of container. Please notify the school nurse of any changes in medications or dosages.
- Medication must be taken in the nurse's office under the supervision of the school nurse. If special circumstances exist, please call the nurse to explain and to establish a plan for self-administration. Students with self-administration privileges must be capable of keeping the medication to themselves during the school day. Sharing medication with other students is not permitted.
- By law, students are allowed to carry emergency medications, including respiratory inhalers, insulin, and epi-pens with prior knowledge of the nurse. Please be sure to have the necessary physician and parent signed forms on file in the health office.

- Please call the school nurse's office at (978) 640-7847 or email with any questions you may have or to make an appointment.
- Failure to adhere to the above policies and procedures may result in suspension.

### **FOOD ALLERGY / ALLERGY**

If your child has a particular allergy (food or other), please contact our nurse and principal as soon as possible so that we may properly handle your particular situation. Please provide medical documentation from your health care provider to the school nurse. Provide the school with a signed Medication Order Form from the physician, signed parent permission for medication administration, and a signed medication plan. With permission, the following procedure will be followed:

- Staff members will be notified of those students who have allergies and the nature of the allergy.
- Information will be posted in the nurse's office and cafeteria.
- All staff will receive Epi-Pen training.
- Remind children of the no sharing / no trading food program.

*I understand and have explained to my son/daughter that because of the chance of fellow students having food allergies and negative reactions to the same, no food is to be exchanged with, given to, or accepted from another student or any person on the bus or at school.*

To view the complete Food Allergy Procedure, please visit our website: <http://www.tewksbury.k12.ma.us/>

### **HEALTH NOTES**

A registered nurse is generally in attendance during the school day. The nurse attends to ill or injured students during school hours and notifies parents when necessary. Please inform the nurse of any communicable diseases or health problems. The school department recommends that children do not come to school if they are ill. It is always advisable to keep a child at home if he/she has a sore throat, bad cold, rash or temperature. No student will be excused from Physical Education class or recess unless a directive is received from the student's physician that the student should not participate in that particular activity. No student will be allowed to participate in Physical Education class after being excused until a physician's note states participation is appropriate.

### **MEDICINES**

Requests made by parents/guardians for administration of medication shall be reviewed and approved by the principal or designee and administered in accordance with MA Department of Public Health regulations. Any medication (including aspirin, Tylenol, cough syrup, cough drops etc.) will be maintained in a secure area in the nurse's office.

Consistent with Massachusetts General law (105 CMR 210.000), the Tewksbury Public School district requires that the following forms be on file in your student's health record before we can begin to administer or allow self-administration of medication in school (This includes both prescription and non-prescription medications):

Parents should make every effort to give prescription and non-prescription medication at home. If this is not possible, the school nurse will administer the medication in accordance with the following policy:

- A written directive from a physician including diagnosis, medication, dosage and time required. A pharmacy labeled container may be used as the written doctor's order. If a student must keep the medication on his/her person, this must be authorized in writing by the physician (e.g. inhalers).
- A Written doctor's consent is necessary for ALL over the counter drugs as well.
- A signed consent form/note from the parent or guardian to issue the medication.



- A signed medication order. The written medication order form should be completed and signed by your child's physician. Medication orders are valid for one school year only. All changes in the medication dosage must be in writing from the physician.
- A signed medication plan by the school nurse and parent. Consent forms are available from the school nurse.

Self-administration is allowed in only certain circumstances and only with physician orders, parent permission and consultation and approval from the school nurse. No student is allowed to self-administer medication without approval, consultation and knowledge from the school nurse.

Medications must be delivered to the school in a pharmacy or manufacturer's labeled container by the parent or a responsible adult. Please ask your pharmacy to provide you with separate bottles for both home and school. No more than a thirty-day supply of medicine should be delivered to the school.

Medication will not be administered unless this process is complete. If you have any questions or concerns, please call your student's school.

## **PHYSICALS**

In compliance with Massachusetts State Law, the Tewksbury Public School System requires a complete physical examination with appropriate immunizations upon entering kindergarten, fourth grade, and every three years thereafter. Physical exam reports should be given to the nurse.

## **LOCKERS - STUDENT ASSIGNMENT AND USE**

### **LOCKERS AND VALUABLES**

Students are assigned a locker to store books, other school materials, coats and jackets at the beginning of each year. The school owns the locker and gives the student the use of it. A student may go to his/her locker before and after school and at the beginning of his/her lunch period as well as other times designated by the teachers. Money and/or items of value should not be brought to school. The school is not responsible for lost or stolen money or valuables.

Students should not bring large amounts of money or expensive items to school. Other items may be temporarily stored in the main office. **DO NOT LEAVE MONEY, WATCHES, RINGS, PURSES OR OTHER THINGS OF VALUE IN AN OPEN LOCKER OR CLASSROOM.**

Because the school is not responsible for items removed from a locker without the student's permission or knowledge, the combination to a locker should be kept secret. All items stored in a student's locker must be related to an authorized school activity. School officials may, without telling the student, examine the content of a student's locker when there is reason to believe that prohibited items may be located therein.

Students are assigned a locker for books, coats and jackets at the beginning of each year and are given a lock with a unique combination to use during the school year. Students can go to their

lockers before and after school, at the beginning of lunch period, and any additional times as decided by the team of teachers. Students should keep the combination to their locks a secret; the school is not responsible for items stolen from a locker. All items stored in lockers must be related to an authorized school activity. School officials may, without prior warning, examine the contents of a locker when there is reasonable suspicion to believe that the locker may contain prohibited items.

- Backpacks/book bags are not allowed to be carried from class to class; they must be placed in lockers and remain there throughout the school day. Teachers will schedule locker times that will allow students to access their belongings at various times throughout the day.
- Students are held responsible for the proper use and care of the locker assigned to them.
- Student must **never** leave locker combinations **unlocked**.
- The school assumes **NO** responsibility for lost articles.

### **VALUABLES**

Students should not bring large amounts of money or expensive items to school. If necessary, students may place money in a sealed, labeled envelope and store it temporarily in the safe in the main office. **DO NOT LEAVE** money, watches, rings, purses or other things of value in lockers or classrooms. A student may ask a Physical Education Teacher to hold valuables for a student during gym. Setting a locker combination or pegging a locker encourages theft. Students disregard these suggestions at their own risk.

### **LOST AND FOUND**

When a student finds something that isn't his/hers, bring it to the office. A student may look through "found" items in the cafeteria area to find something that was lost and turned in.

### **TELEPHONE USE**

No student will be called to the telephone during school hours. The office phone is for emergency use only. Students who telephone home requesting a parent to deliver something to the office are expected to check the office for the article and not have to be called from the classroom. We do not interrupt class work without substantial reason.

### **WALKING TO SCHOOL**

#### **WALKERS/BIKE RIDERS**

~~A student may walk or ride a bicycle to and from school provided a signed and dated permission note is received from the parent/guardian. Bicycles stored on school property are done so at the student's own risk and the school is not responsible for lost or stolen property.~~



Students may walk home from school if parents submit a letter granting the student permission to walk home that day. A parent may also write one letter that permits the student to walk home at any time during the school year. Students who are walking may leave at **first dismissal**.

### **RIDING A BICYCLE TO SCHOOL**

Students are permitted to ride a bicycle to school if they have turned in a ***Student Bicycle Riding Contract*** signed by student, parent/guardian and administrator which states, in part:

- In accordance with the Massachusetts Bicycle Helmet Law, **all individuals, 16 or younger, must wear a bike helmet when riding a bicycle to school.**
- Students riding a bicycle will leave on **first dismissal**.

### **FIELD TRIPS**

#### **FIELD TRIPS**

~~A permission slip by the parent/guardian is required for each student participating on a field trip. During the trip, the student will stay with his/her teacher or chaperone. Participation on a field trip is at the discretion of the school administration. A student may be excluded from a field trip if his/her behavior has been consistently inappropriate. Any parent volunteer accompanying a field trip must complete a CORI request form.~~

**(same message as above but reworded)**

A student's parent/guardian must complete a field trip form which must be given to the teacher before a student may get on the trip bus. During the trip students will stay with teachers or chaperones. A student may be excluded from a field trip if behavior has been consistently inappropriate. This decision will be made by the student's teachers and an Administrator. Any parent volunteer accompanying a field trip must complete a CORI request form.

### **EMERGENCY PROCEDURES AND SECURITY**

#### **FIRE ALARM DIRECTIONS**

Students should be aware that fire exit directions are posted in each classroom. Students should:

- Locate and consult these directions when entering each classroom or school area;
- Follow those directions quickly and quietly when the alarm sounds;
- Leave the school building immediately with teachers;
- Follow the prescribed route and ask teachers if there are any questions concerning the fire exit directions;
- Use alternate routes other than posted instructions in case the fire is blocking established routes, e.g. rear doors adjoining one class with another, outside exits, different staircases, etc.;
- Listen to any additional instructions given on the public address system and follow these;
- Not enter the building until directed to do so by a teacher;
- While outdoors, remain at least 50 feet from the school building with teachers;
- Treat every fire alarm as a real alarm.

**NOTE: Pulling a false alarm is an unlawful act and will be treated as a police matter.**

~~As an enhanced commitment to a safe and secure learning environment, a video security system is in operation at the Ryan School.~~

## **EVACUATION**

An evacuation of the building could be used by the administration to evacuate the building for any reason other than a fire. Evacuation for a fire will always be done via the fire alarm system. An alternate evacuation will begin with an announcement made over the intercom system. Students should be aware of the alternate evacuation route for the room that they are in. The evacuation route for each room will be posted next to the fire exit sign in each room. If there are any questions about the evacuation procedure, students should ask their teacher. When evacuating the building for any reason, it is important that it be done in a calm and orderly manner. Classes must stay together with their teachers so that an accounting of all students can be done.

## **LOCKOUT**

### **LOCKOUT**

~~Used as an indirect measured response often in response to a community event such as a robbery.~~

LOCKOUT is procedure to be used when dealing with a threat or potential threat to the school building or occupants from outside of the building.

The Administration or designee will initiate LOCKOUT over the intercom. Students will be instructed to go into their assigned room. All students will rejoin their class or activity.

## **LOCKDOWN**

### **LOCKDOWN**

• ~~Direct, Immediate Response~~

LOCKDOWN is a procedure to be employed when dealing with a threat or potential threat to the school building or occupants from within the building.

The Administration or designee will initiate LOCKDOWN over the school intercom. Students will be instructed to go to the nearest room and evacuate the hallways.

Students and staff will utilize this approach as part of the A.L.I.C.E response (see below).

## **A.L.I.C.E. PROTOCOL**

Students and staff are trained in the A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) protocol and are able to choose from the above response options in determining the most effective way of ensuring their physical safety when faced with an imminent threat. ~~Further information on this safety protocol may be found on the TPS website: <http://www.teewksbury.k12.ma.us>~~

## NEW STUDENT REGISTRATION

**ENTRANCE/REGISTRATIONS** ~~Please read full registration process and obtain forms at:~~  
<http://www.tewksbury.k12.ma.us/districtinfo.cfm?subpage=794335>

New students at the John F. Ryan School must appear with parent/guardian and bring the following at time of registration:

- proof that student lives in the school district (If a student is not living with parents, the school needs to know who the person is and what authority they have to be the guardian);
- copy of academic transcript from last school;
- transfer card from last school;
- medical/immunization record;
- most recent Educational Plan (if applicable);
- verification that student was not expelled from previous school; if student was expelled, it is possible that enrollment may not be permitted. **Note: Until all materials are obtained and verified, registration is incomplete.**

~~In the interest of students, it is critical that the school be able to contact parents at any time the child is at school. Therefore, it is essential that the school have on file a current address, home and business telephone numbers, and an available email address (if applicable). Emergency contacts with telephone numbers are needed in case a parent cannot be reached. Parents are required to notify the school of any changes of their address or the address of the student within five business days of the change~~

All students in the Tewksbury Public School System are required to meet Massachusetts General Laws Chapter 76, Section 5 pertaining to residency. Should a question arise concerning any student's residency elsewhere while attending the TPS, the student's residency will be subject to further inquiry and/or investigation. The procedures for residency requirements and enforcement can be viewed on the Tewksbury Public School district's webpage link: <http://www.tewksbury.k12.ma.us/districtinfo.cfm?subpage=794335>

### **CUSTODY/GUARDIANSHIP**

If a student resides with any person other than a natural parent, a certified copy of the court documents that establish legal guardianship will be required at the time of enrollment.

If custody of a minor child changes after enrollment, documents should be provided to the school as soon as possible after the change. Students cannot be withdrawn without this information.

The school system will give to non-custodial parents, upon request, all information required under the Family Educational Rights and Privacy Act unless there is a valid court order directing the school system not to divulge such information. If such an order exists, a certified copy must be delivered to the principal's office. Court orders that specifically authorize or direct the release of custody will be followed. The school system will not interject itself in a custody or visitation dispute between two parents. It is the responsibility of the parent to provide the school with current court documents.

### **WITHDRAWAL FROM SCHOOL**

~~When a student is withdrawn from school during the school year, a parent must complete withdrawal procedures through the school office. At the time of withdrawal, students must return all textbooks, library books and other school-owned items. Those items not returned will be paid for in accordance with school system rules.~~

## **POLICIES**

### **ACCEPTABLE USE OF COMPUTERS**

Before a student can use the school computers, he/she and a parent/guardian must read and sign the Acceptable Use Policy. Those policy forms will be distributed during the first week of school. Violation of the acceptable use policy could lead to disciplinary action including, but not limited to, loss of computer privileges, detention, or suspension.

### **AHERA**

As per the requirements of 40CFR 763 section 84 (f) of the AHERA regulation, Asbestos Inspections and Management Plans are available for review at the office of the building principal during normal working hours.

### **ALCOHOL AND OTHER DRUG POLICY**

A student will be suspended from school and may be subject to expulsion if he/she is found to be in possession of alcohol or other drugs (or under the influence of, or distributing) while on school premises, on school buses, or at school-sponsored events such as dances and athletic games. The school will report violators to the police. This policy also applies to any student found to be in possession of drug paraphernalia and drug facsimiles.

### **APPROPRIATE USE OF PERSONAL ELECTRONIC DEVICES**

#### **ELECTRONIC DEVICES**

Radios, iPods, tablets, cell phones and other personal electronic devices are prohibited in the school without consent from the Principal or as designated in a student's IEP or 504 plan. Students found in possession of such items will have them confiscated and parents/guardians may pick them up at the main office that same day.

#### **COMPUTER and INTERNET USE** (Please also see page 18 regarding electronic devices.)

~~Students are expected to read and sign the Tewksbury Public Schools Guidelines for Student Internet Use. This is the Acceptable Use Policy (AUP) for the utilization of the Internet in the school. Students will be prohibited from use of the Internet at the school if students and parents/guardians do not sign the AUP form. Students are expected to be responsible in the use of the Internet at all times.~~

~~For complete policy, visit our website: <http://www.tewksbury.k12.ma.us>~~

Use of a personal electronic device's audio or visual recording features is not permitted without prior approval of an administrator or teacher. Massachusetts law makes it a crime to secretly record an in-person or telephone conversation without the consent of all parties to the conversation. Failure to comply with the requirements of this policy will result in disciplinary action and may result in suspension.

Please remember that students who bring these devices to school do so at their own risk. The school is not responsible for the loss, damage or theft of a student's property at school, on the bus, or at school events. It is expected that all electronic devices are charged at home.

## **NONDISCRIMINATION**

### **NONDISCRIMINATION**

~~The Tewksbury Public Schools' policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; No person shall be excluded from 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. If you have a complaint or feel that you have been discriminated against in any of the District's educational activities because of your race, color, sex, gender identity, religion, national origin, sexual orientation or disability, register your complaint with the Title IX compliance officer, Mrs. Brenda Theriault-Regan, 139 Pleasant St., Tewksbury, MA 01876 (tel. 978-640-7800). (File: AC, ACA, ACAB in School Committee Policy).~~

Tewksbury Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation or disability in its admission of students in, or access of students to all programs or activities offered by Tewksbury Public Schools including athletics and other extracurricular activities.

Tewksbury Public Schools strives to prevent, oppose and prohibit harassment or discrimination based on a student's race, color, sex, gender identity, religion, national origin, sexual orientation or disability and will respond promptly and appropriately to any complaint or report of discrimination or harassment. (File: AC, ACA, ACAB in School Committee Policy)

### **FELONY COMPLAINT OR CONVICTION OF STUDENT (MGL: Ch71, S. 37H1/2)**

1. Upon issuance of a criminal complaint charging a student with a felony or upon issuance of a felony delinquency complaint, the principal may suspend such student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.
2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal may expel such student if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.



In both sections 1 and 2, a student and parents have the right of appeal to the Superintendent of Schools.

### **SPECIAL EDUCATION**

The Massachusetts special education law, popularly known as Chapter 766, aligns with the Federal Education law known as IDEA (Individuals with Disabilities Education Act). Both the state and federal laws require that every child between the ages of 3 and 22 be provided with a free and appropriate public education in the least restrictive environment. Tewksbury Public Schools has established a decentralized special education process. Special Education decision-making is conducted by the In-School Evaluation Team at the school. Parents are an integral part of each special education team. If a student is found to have special education needs in one or more areas, PL 94-142 requires School Systems to develop a special education program for that student which, to the maximum extent possible, allows the student to be educated with students who are not in need of special education. Questions about special education services and/or the TEAM process should be directed to Judi Melanes the Principal 978-640-7880, Cheryl Porcaro, the Case Manager 978-640-7880, or Richard Pelletier, Director of Student Services 978-640-7818.

## **PROCEDURES FOR STUDENTS WITH DISABILITIES SECTION 504**

### **504-POLICY**

The Tewksbury Public School District provides Equal Education Opportunity without regard to race, creed, color, national origin, sex, marital status, disability, or sexual orientation.

The School District complies with all applicable State and Federal Laws, including but not limited to, Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Massachusetts General Laws, c.151C and c.71B.

~~The School District has a duly appointed individual responsible for the overall monitoring, auditing and ensuring compliance with this policy as it pertains to students attending the Tewksbury Public Schools. For compliance issues, parents should contact: Brenda Theriault-Regan, Assistant Superintendent and Section 504 Coordinator, Tewksbury Public Schools, 139 Pleasant Street, Tewksbury, Massachusetts, 01876 (tel. 978-640-7800). Individuals who believe they have been discriminated against in any of the District's educational activities can file a written grievance with Mrs. Regan.~~

A student, parent/guardian or employee who believes that he/she has been discriminated against on the basis of his/her disability shall report such grievance to the principal, or in the alternative to the Superintendent of Schools. The procedure for filing such a grievance is set forth in the district's Section 504-grievance policy, a copy of which is available in the principal's office. In addition, if a complainant remains dissatisfied with the district's resolution of his/her complaint, he/she complaint, he/she may file a complaint with one or more of the following agencies. A statute of limitations of 180 days may apply to the filing of such complaint.

Office of Civil Rights  
United States Department of Education  
J. McCormack Post Off. And Courthouse  
Room 701  
Boston, MA 02109

Commonwealth of Massachusetts  
Commission Against Discrimination  
One Ashburton Place  
Boston, MA 02108

Commonwealth of Massachusetts  
Bureau of Special Education Appeals  
350 Main Street  
Malden, MA 02148

### **DISCRIMINATION, OTHER FORMS**

If a student believes that he or she has been subject to discrimination on the basis of race, color, religious creed, national origin, gender, sexual orientation, genetic information or ancestry, he or she may report such discrimination complaint using the same procedure set above for disability under Section 504.

### **DRUGS AND EDUCATIONAL REFORM**

A student can be expelled from school (or the school district) if said student is found to have any of these in his/her possession while on school property, on a school vehicle or at a school event such as an athletic game: a dangerous weapon (such as a gun or knife) or illegal drugs (such as marijuana, cocaine, and heroin). When a student is expelled, he/she has:

- the right to appeal the suspension to the Superintendent;
- ten (10) days from the date of the suspension to notify the Superintendent of intent to appeal;
- the right to have an attorney represent the student in the appeal.

Be aware in the appeal hearing that there may be a discussion of the student's conduct at the school which is not limited to the matter which caused the expulsion. If the student goes to another school the Superintendent must inform the principal as to the reasons for the expulsion.

### **EXPULSION**

By law the School Committee must give the student and parents/guardians a fair hearing before separating him/her permanently from the school for misconduct. The principal conducts this hearing and must provide the student with:

- Written notice of the charge of misconduct;
- Notice that he/she may be represented by an attorney or advocate (at student's expense);
- Adequate time to prepare for the hearing;
- Access to all documents the school intends to use at the hearing;
- The right to question witnesses; and,
- A reasonably prompt, written hearing decision supported by specific findings of fact.

### **HARASSMENT, CIVIL RIGHTS AND RESPECT**

"Harassment" is conduct that is personally offensive, degrading or threatening to others. It is strictly prohibited at the John F. Ryan School. The school's policy against harassment refers to/but is not limited to, insulting or harmful comments or actions based on a person's race, gender, sexual orientation, national origin, physical characteristics or disability. Examples of harassment include, but are not limited to, name calling, put downs, threats, sexually suggestive remarks, unsolicited physical contact, unwelcome and insulting comments and gestures, and the display or circulation of written materials or pictures that are degrading to any individual, or any ethnic, religious or gender group. All members of the Ryan School Community are expected to adhere to this policy and are strongly encouraged not to tolerate, even by silence, any violation of it by others. Consequences for violating this policy can include mandatory counseling, exclusion from school social events, and suspension from school ranging from one to ten days with notification to the police. Repeated or extreme forms of harassment may result in a recommendation of expulsion from the Ryan School.

Incidences of harassment may result in a hearing conducted by the principal. The parents will be contacted. The totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred will be investigated. After due process has been afforded, a decision will be rendered. Harassment will be treated on an equal basis with those incidents involving bias or hatred. Since harassment may involve state and/or federal law, the Tewksbury Police may be asked to offer assistance, clarification and/or direction. For compliance issues, parents should contact:

Brenda Theriault-Regan, Assistant Superintendent  
Tewksbury Public Schools  
139 Pleasant Street  
Tewksbury, MA 01876  
Telephone 978-640-7800

Judi McInnes, Principal  
John R. Ryan Elementary School  
135 Pleasant Street  
Tewksbury, MA 01876  
Telephone 978-640-7880

## HARASSMENT: SEXUAL

### HARASSMENT: SEXUAL

All students **Boys and girls** should show respect toward each other in the school setting. Bothering another person with unwanted verbal or physical advances of a sexual nature is unacceptable. Displays of affection are also not considered appropriate in the school setting or at school events. These behaviors may lead to disciplinary action.

For compliance issues, parents should contact:

<del>Brenda Theriault-Regan</del> <del>Assistant Superintendent of Schools</del> <del>Tewksbury Public Schools</del> <del>139 Pleasant Street</del> <del>Tewksbury, MA 01876</del> <del>Telephone 978-640-7800</del>	<del>Judi K. McInnes, Principal</del> <del>John F. Ryan Elementary School</del> <del>135 Pleasant Street</del> <del>Tewksbury, MA 01876</del> <del>Telephone 978-640-7880</del>
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A student who believes he or she has been subjected to sexual harassment should consult the district's sexual harassment complaint procedure, a copy of which is available in the principal's office.



An individual who feels that he/she has been sexually harassed may file a complaint with the following agency. A statute of limitations of 180 days may apply to the filing of such complaint.

Commonwealth of Massachusetts  
Commission Against Discrimination  
One Ashburton Place  
Boston, MA. 02108

### **HAZING LAW**

Massachusetts General Laws - Chapter 269

C. 269,S.17. Crime of Hazing: Definition: Penalty

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in section eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or any other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage or drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as defense to any prosecution under this action. Added by St. 1985,c.536; amended by St. 1987,c.665.

C.269,S.18. Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger of peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Added by St.1985,c.536; amended by St.1987,c.665.

**NOTE: If a student is found guilty of hazing at the Ryan School, he/she will be subject to possible expulsion.**

### **STUDENT RECORDS**

#### **STUDENT RECORDS**

In accordance with state and federal regulations, the school has established policies and procedures to ensure the confidentiality of student records. Any parent with questions concerning student record information maintained for his or her child should contact the principal. The practices observed concerning student records are described in the section: "Academic Record Information."

The Student Record Regulations adopted by the Board of Education apply to all public elementary and secondary schools in Massachusetts (They also apply to private day and residential schools that have state approval to provide publicly-funded special education services.) The regulations are designed to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

## **INSPECTION OF RECORDS**

A parent or an eligible student has the right to inspect all portions of the student record upon request. The record must be made available within two days after the request, unless the parent or student consent to a delay.

The parent and eligible student have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials.

The parent and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

Access of non-custodial parents to their child's student information is governed by Massachusetts General Laws, Chapter 71, Section 34H and the Department of Education's Regulations, at 603 CMR 23.07. A noncustodial parent shall submit a written request for records to the school principal annually. Upon receipt of the request, the school principal is required to notify the custodial parent of the receipt of the request. The custodial parent will be notified that the information requested will be provided to the non-custodial parent unless the principal is provided with documentation of a court order that prohibits the provision of such information to the non-custodial parent.

## **CONFIDENTIALITY OF RECORDS**

Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student.

### **AMENDMENT OF RECORDS**

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and eligible student have a right to request that information in the record be amended or deleted. They are entitled to meet with the principal (or the principal's designee) to discuss their objection to information that is in the records, and to receive a written decision. A parent or eligible student who is not satisfied with principal's decision may appeal to higher authorities in the school district.

### **DESTRUCTION OF RECORDS**

The regulations require school authorities to destroy a student's temporary record within five years after the student transfers, graduates or withdraws from the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

The above is only a summary of some of the more important provisions of the Student Record Regulations that relate to the rights of parents and eligible students. The Student Record Regulations are included in the code of Massachusetts Regulation at 603 CMR 23.00. For more detailed information, please review the regulations (copies of which should be available in every public school) and the Questions and Answers guide published by the Massachusetts Department of Education in 1995.

### **VISITORS AND VOLUNTEERS**

~~Visitors are welcome to our school. To minimize interruption, to assure safety for our students, and to preserve the educational environment of all students, ALL parents/guardians and visitors must stop at the main office to sign in, pick up a visitor's badge and receive permission to proceed to classrooms or other parts of the school building or property. Parents/guardians may not visit the classroom without a scheduled appointment.~~

~~Families and community members can be active participants in the educational process, not only by supporting our schools financially, but also by volunteering their time at the school. Please remember that a CORI check must be completed for all volunteers. All volunteers are to enter through the main entrance and sign in at the office. Please always wear a visitor's badge in the building.~~

### **STUDENT PICTURES**

~~Many times photographers or television crews or others may take still pictures or video of our students here at school during the course of the day. Due to the ever-increasing use of technology, student pictures and work may be posted on the Tewksbury Public Schools Website. (Please note: Last names are prohibited on the Internet.) If you do NOT give consent to have your student's picture published, simply leave the check box empty on the Student/Parent and Guardian Handbook Sign Off sheet at the front of this agenda.~~

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## **FURTHER POLICIES**

This Handbook is amended by any policy or procedure subsequently enacted by the Tewksbury School Committee.



## **Tewksbury Public Schools**

### **MEMORANDUM**

**To:** School Committee Members  
**From:** Chris Malone  
Superintendent of Schools  
**Date:** May 4, 2017  
**Re:** John W. Wynn Middle School Student Handbook

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#### **This Requires a Roll Call Vote**

I recommend the School Committee vote to approve changes for the 2017-2018 John W. Wynn Middle School's Student Handbook as presented.

## Wynn Handbook Edit Guide for Online Version

Please refer to original handbook and edit guide for history of changes. For the online version, the red text represents language and topics borrowed from the high school handbook, green text indicates areas that were reformatted, and blue text indicates new language and sections.



# John W. Wynn Middle School

"Do the Right Thing"



## Student Handbook 2017 - 2018

**John W. Wynn Middle School**

1 Griffin Way

Tewksbury, MA 01876

Phone (978) 640-7846 Main Office

Fax (978) 640-7853

Website [www.tewksbury.k12.ma.us](http://www.tewksbury.k12.ma.us)

John S. Weir  
Andrew J. Long

Principal  
Assistant Principal



## **WYNN MIDDLE SCHOOL MISSION STATEMENT**

*To provide a safe place where every day we build mind, body, and character.*

This handbook is periodically reviewed by the Principal, Assistant Principal, Faculty, and the WMS School Council to insure that policies and procedures relate to the normal governance of John W. Wynn Middle School.

### **STUDENT AND PARENT/GUARDIAN SIGNATURE PAGE**

Dear Student and Parent/Guardian:

Please carefully read and discuss the contents of this student handbook.

**Please read the following contract and check yes on Community Pass by Friday, September 8, 2017.**

Thank you for your cooperation.

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John W. Wynn Middle School  
*Student Handbook*  
**2017-2018**

**WYNN MIDDLE SCHOOL MISSION STATEMENT**

*To provide a safe place where every day we build mind, body, and character.*

**WYNN MIDDLE SCHOOL MOTTO**

*Do the right thing!*

This student handbook contains information, rules, and regulations pertaining to the life of a student at the John W. Wynn Middle School. Students and parents are responsible for reading and understanding the rules and policies of the middle school.

The Wynn Middle School promotes a positive atmosphere of respect for self and others through its core values of accountability, dignity, fairness, honesty, and responsibility.

The "Middle School Concept" is heavily based on respect for one another and mutual teaming of our efforts. Communication between students, parents, and staff is open and continuous.

This booklet has been prepared in this spirit of cooperation and respect among all teachers, parents and, most importantly, members of the student body. The rules and regulations are prepared to serve as a guideline for students in their efforts to become exemplary school citizens.

Have a productive and enjoyable school year!

The Administration and Staff  
of the John W. Wynn Middle School

## 2017 - 2018 SCHOOL CALENDAR

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

GENERAL NOTIFICATION: FAILURE TO COMPLY WITH ANY OF THE HANDBOOK REGULATIONS AS WELL AS WITH OTHER ACCEPTABLE BEHAVIOR NOT LISTED HEREIN MAY RESULT IN DISCIPLINARY CONSEQUENCES.

## STUDENTS' RIGHTS AND RESPONSIBILITIES

Our students are active learners in meeting our school's goals. The following outlines the expectations our students should have of their school and its staff. It also lists the responsibilities that our students should have toward their school, its staff, and their community as included in School Committee Regulation 5131.

<b>Rights</b>	<b>Responsibilities</b>
The best possible educational opportunities	Sustained effort to complete assigned lessons, including assignments missed because of absence, and asking for help from teacher when something is not understood
A staff which is sensitive and responsive to their individual needs	Regular and punctual attendance, and remaining on school grounds during the entire school day
Fair and just treatment from other students and staff	Respect for themselves, the rights of others, the staff and school property
A safe, clean, non-threatening environment	Behavior which will be a credit to themselves, their family, their school, and community, i.e. conformation to school rules at all times, during all school related activities
The right to hear only appropriate language	Honesty, courtesy, appropriate language and appropriate dress

## PARENT-SCHOOL PARTNERSHIP

Parents/guardians are extremely important in the educational process, especially at the high school level. Working with your student and the school will help to ensure the best possible

educational experience for him/her. Being supportive, providing a quiet place to study, checking the work of the student, and communicating with teachers are ways in which a parent can aid in his/her child's success. Sharing information enables us to better meet the needs of the student.

During the school year there are several scheduled occasions for parent/guardian and teacher interaction (see school calendar). The first is an open house, 6:30-8:30 PM, which provides parents/guardians the experience of following their sons' and daughters' schedules while each teacher explains the course outcomes and requirements along with specific classroom expectations. The remaining meetings are designated for parent/guardian and teacher conferences to allow the parent/guardian the opportunity to confer with faculty members and administrators concerning all aspects of the school's programs and the student's progress. Conference evenings are scheduled from 6:30-8:30 PM. Parents will be able to make individual appointments.

Parents may request a conference at any time by contacting the main office at (978) 640-7846.

Parents are encouraged to join such groups as the Parent Advisory Council and the School Council to help with support and direction. We welcome your involvement.

## **ACADEMIC INFORMATION**

### **PROGRESS REPORTS**

- All students have access to their grades, assignments, and attendance records through the online **Aspen X2 Student Data Portal**.
- Parents/guardians will be notified at midterm to access the Aspen Portal for their Student's midterm grades. A separate notification will be sent to parents/guardians of students who are averaging a seventy percent or below in a course.

### **REPORT CARDS**

Report cards will be issued to the student at the end of each marking term. End-of-the-year report cards will be mailed home.

### **GRADE CONVERSION TABLE**

A+ = 97 to 100	C = 73 to 76
A = 93 to 96	C- = 70 to 72
A- = 90 to 92	D+= 67 to 69
B+ = 87 to 89	D = 63 to 66
B = 83 to 86	D- = 60 to 62
B- = 80 to 82	F = 59 and below

C+ = 77 to 79

Students receive grades in Effort and Behavior on a scale of 1 to 4. A grade of 4 is the highest and 1 is the lowest.

### LEVELS OF INSTRUCTION

Students are heterogeneously grouped with the exception of math. In grade 8 there are 2 levels of instruction: Math 8 and Honors Math 8. Student placement is determined by the following criteria: common assessments, placement exam, and seventh grade class performance.

### PROMOTION REQUIREMENTS AND RETENTION

A **grade 7 student** who receives a failing grade (F) in two or more core courses (English, Mathematics, Science, Social Studies) will not be promoted to the next grade. That student may have the opportunity to attend summer school, and upon successful completion, may be promoted to the 8<sup>th</sup> grade. Alternatively, a student may be transferred to the 8<sup>th</sup> grade if an academic plan is developed by the guidance staff and teaching team and agreed to by student and parent/guardian. If a student does not meet the requirements for promotion for two years in succession, said student will be retained until he/she meets the requirements for each grade.

A **grade 8 student** who has not passed two or more major subjects for the year, will be **required** to attend summer school to remediate academic deficiencies before moving on to the ninth grade. If the student does not attend summer school, he/she will be retained in the eighth grade. ***No grade 8 student, who has failed all four major subjects will be promoted to the 9th grade.***

### EXTRA HELP

Students should seek extra help from a teacher if they are experiencing difficulty in the subject area or if they have been absent. Students should speak with the teacher and schedule an extra help session for before or after school according to the teacher's scheduled extra help time. Transportation is the responsibility of the parent/guardian. [Late buses may be available, and if so, a late bus schedule will be published on our website.](#)

A teacher may request a student to stay before or after school if it is apparent that the student is having difficulty with his/her work. This is not to be thought of as a punishment, but as a desire by the teacher to help the student make necessary progress.

### HOMEWORK POLICY

Teachers assign homework on a regular basis and in all areas of the Curriculum. The objectives of homework are:

- To help students develop independent work study habits.
- To reinforce learning that has taken place in school.



- To increase potential for home/school communication.
- To increase opportunities for enrichment activities.
- To correlate school learning with outside interest.
- To develop within each student the responsibility for completing and returning homework assignments.

### ROLE OF THE SCHOOL/TEACHER

The teacher will:

- Assign on a consistent basis homework which may include written assignments, reading assignments, scientific experiments or other projects that reinforce a student's understanding of the curriculum.
- Assign homework to all students geared to the individual.
- Ensure that students understand the homework assignments.
- Review students' homework in a timely manner.
- Consider homework as a factor in the calculation of the student's semester grade.
- Ensure that no class time is allocated for the completion of homework.

### ROLE OF THE STUDENT

The student should:

- Ask the teacher to clarify any assignment that is unclear.
- Write down all assignments in his/her agenda.
- Complete all assignments within the time-frame given.
- Let parent/guardian know what the homework is and ask them for assistance whenever needed.

### ROLE OF THE PARENT/GUARDIAN

The parent/guardian should:

- Provide the student a consistent time and a suitable place for study.
- Review homework with the student to monitor its completion and the student's understanding of the work completed.
- Monitor agenda to ensure that homework has been written in on a daily basis and completed.
- Communicate with teacher(s) whenever the student appears to have difficulty with homework or when clarification is needed.

### TIME GUIDELINES FOR HOMEWORK

**Grades 7-8: 90 to 120 minutes per day**

### **HOMEWORK REQUESTS**

When a student is out of school for two or more consecutive days, parents/guardians can telephone **640-7846** before 8:30am to request homework assignments. Homework will be available at the office one-half hour prior to the end of school. It is helpful for students to have a classmate obtain assignments for shorter absences.

## MAKEUP WORK

When a student is absent, he/she is responsible for making up the work missed. The student must meet with the teacher to schedule make-up work missed during the absence. Tests/quizzes will be scheduled at the convenience of the teacher. All makeup work should be completed within a period equal to the number of days absent, plus one.

If a student receives a school suspension, it is the student's responsibility to make up missed work or tests within a reasonable number of days (Reasonable number of days will be equal to the number of days of the suspension, plus one).

## HONOR ROLL

The John W. Wynn Middle School is pleased to acknowledge three levels of achievement earned by students:

1. **"Wynn Winners"**: students who have received all 3s and 4s in Effort and Behavior. These are students who come to school each day and put forth their best effort and behavior.
2. **High Academic Honors**: students who have attained all A's in all subject areas.
3. **Academic Honors**: students who have attained all A's and/or B's in all subject areas.

## PRESIDENT'S AWARDS

### President's Awards for Educational Excellence--Gold

To qualify, a student needs an A- or better for a final average in all subjects in grade seven, and through the first three quarters of grade eight.

### President's Awards for Educational Achievement--Silver

To qualify, a student needs to show **Outstanding Commitment** by achieving all 3s and 4s in effort for the first, second and third terms of 8th grade AND by obtaining a minimum of a B-average in English, Math, Science, and Social Studies for the first, second and third marking periods of 8<sup>th</sup> grade.

## CHEATING AND PLAGIARISM

"Plagiarism is passing off a source of information, ideas or words as your own by omitting to acknowledge the source - an act of lying, cheating and stealing." (Harvey, Gordon. Writing with Sources: a guide for Harvard Students, Hacket Publishing Company, Inc., Indianapolis, Cambridge, 1998). Cheating and plagiarism undermine the basic relationship of trust between a student and teacher. Cheating and plagiarism prevent the proper evaluation of a student's work and detract from the achievement of all students in the class. They are among the most serious offenses a student can commit. Any cheating infractions including plagiarism may be brought to the attention of Guidance and Administration.

Students who are found cheating on a test or assignment will receive a grade of zero (0) for that assignment which cannot be made up. The teacher will inform the parent/guardian of the incident

and detention will be assigned. If a student is caught copying another student's work with the second student's consent, the second student will receive the same consequence.

## STUDENT ACTIVITIES INFORMATION

Students are encouraged to participate in the extracurricular activities offered at the Wynn Middle School. All students participating in clubs/activities are encouraged to register at Community Pass. Late buses may be available, and if so, a late bus schedule will be published on our website.

In order to participate in Clubs/Activities, a student must pay a user fee of \$30 per club. At the Wynn there is a \$60 cap per student and a \$120 cap per family. Activities can be joined at no cost once the cap has been reached. User fees can be paid using Community Pass.

(<https://register.communitypass.net/reg/index.cfm>)

Some Clubs and Activities change from year to year. The following is a list of clubs that have run in recent years:

Adventure Club	Math Team
Art Club	Mural Club
Basketball	Quidditch
Cricket	Robotics/Coding Club
Debate Club	Running Club
Drama Club	School Newspaper
Eco-Geo Club	Science Club
Flag Football	Ski and Boarding Club
Homework Club	S.M.I.L.E.
Knowledge Bowl	Student Council
Literary Magazine	Ultimate Frisbee
	Volleyball
	Yearbook

## STUDENT CONDUCT

### EXPECTATIONS FOR STUDENTS

Students are expected to behave in ways that facilitate their and others' intellectual, emotional, social and physical well-being. This includes being in class on time, having all required materials, and completing all work on time and at the required standards. Any behavior that jeopardizes the safety or self-esteem of others or interferes with the teaching/learning process will not be tolerated.

You are responsible for the following:

- **Doing Quality Work:** do your best each day to complete assigned lessons, including

homework and assignments missed because of absence;

- **Knowing School Rules:** learn our school's Code of Conduct and respect the adults who have a duty to enforce it;
- **Regular Attendance:** arrive on time; remain on school grounds the whole school day; don't leave without permission; bring a note from your parents (or guardian) explaining any absence to the satisfaction of your homeroom teacher;
- **Respect for Others:** treat them as you would like them to treat you, and show the same respect to their property;
- **High Personal Standards:** dress appropriately; meet standards of health and cleanliness; be honest, courteous and moral; only use acceptable language; refrain from actions that seem insubordinate or unruly.

This Code of Conduct lets you know what the John W. Wynn Middle School expects of you and what it will do to ensure that you receive the education you are guaranteed by the Constitution of the Commonwealth of Massachusetts. As a Student, you must do your part to make the most of the opportunities you are given here to receive an education. At a minimum, you need to come to school on time and on a regular basis. You need to behave in a way that allows your fellow students to learn. Your success is up to you.

The Wynn Middle School Code of Conduct exists to ensure that the Tewksbury Public Schools' mission statement is met in a safe environment in which the students and staff feel secure and protected. The purpose of the code is to foster an atmosphere of dignity and respect in order to help students grow into self-disciplined, responsible, and accountable individuals. The Wynn Middle School community hopes to achieve this through clearly defined standards and consequences that are applied with fairness and consistency.

This Code of Conduct lets you and your parents/guardians know what to expect when disciplinary problems arise during the school day. If it is a minor problem, teachers may simply talk it out with you. If the problem is more significant or if you have repeated behavior issues, you might serve a teacher detention, an office detention or be suspended from school. Please become familiar with this Code of Conduct.

## **BEHAVIORAL EXPECTATIONS**

The following list is not exhaustive, but provides guidance to students with respect to school rules and behavioral expectations. The Wynn Middle School Administration reserves the right to impose discipline that it deems appropriate under the circumstances. This handbook shall be used as a guide in making such determinations.

### **Level I Infractions**

(Dealt with by teachers)

- Tardiness to class
- Any violation of an individual teacher's rules of conduct (non-cooperation, cheating, classroom disturbance, use of profanity, etc.)

### **Potential Level I Infraction Penalties**

- Communication with Parent/Guardian

- Teacher detention

## **Level II Infractions**

(Dealt with by an administrator)

- Failure to report to teacher detention
- Violation of Dress Code
- Refusal to obey a reasonable request
- Defacing school property
- Stealing (minor)
- Refusing to do work in class
- Bullying or harassing behavior (see Bullying and Harassment policies in this handbook)
- Any act which the staff member justifiably considers intolerable
- Disrespecting fellow student(s) or staff
- Violating the school's cell phone/electronics policy
- Excessive tardiness to school and/or class
- Riding or attempting to ride another bus without permission
- Cheating
- Unwarranted physical contact
- Skipping a teacher or team detention
- Destroying or defacing another's personal property
- Cutting class
- Leaving class without permission
- Refusal to give unauthorized item to teacher
- Swearing or inappropriate language
- Misbehavior in the cafeteria and/or lunch recess (see Cafeteria Behavior and Expectations)
- Running and/or pushing in corridors
- Talking back
- Repeated failure to bring required materials to class
- Being in areas of the building without teacher permission
- Disruption of the learning environment
- Gum chewing
- Public displays of affection
- Possession and/or use of water pistols, yo-yos, toys, laser pointers and other items inappropriate for school use. These items will be confiscated and discarded unless a parent picks them up within the next 5 school days. It is the student's responsibility to inform the parent if he/she wishes to have the item returned.

## **Potential Level II Infraction Penalties**

- Detention
- Multiple Detentions
- Suspension

### **Level III Infractions**

(Dealt with by Administration)

- Refusal to do school work in class as requested by a teacher;
- Frequent violation of school rules;
- Direct insubordination following a warning by a staff member
- Stealing (major);
- Possession or use of alcoholic or other controlled substance in school, on the school bus, or at any school function;
- Defacing school property through vandalism, graffiti or "tagging";
- Possession or use of tobacco products in school, on school property or on a school bus;
- Leaving the building without permission;
- Possessing, using and/or selling drugs in school, on school grounds, or at any school function;
- Setting off firecrackers or "stink bombs" on school property;
- Violation of Bullying and/or Harassment policy;
- Improper behavior while on a field trip or while representing the school off school property;
- Fighting in the school building, on school grounds, or on the bus;
- Activating a fire alarm under false pretenses;
- Possession or use of drug/smoking paraphernalia and drug facsimiles;
- "Pantsing."
- Improper use of the Internet;
- Violation of a local, state or federal law;
- Possession of items used for gambling, betting or lottery purposes, including playing cards, dice, lottery tickets, etc.;
- Possession of a weapon;
- Possession of a cigarette lighter, matches or any other incendiary device;
- Truancy from class;
- Presence in school while intoxicated or under the influence of drugs or alcohol;
- Inappropriate physical contact;
- Physical and/or verbal abuse;
- Failure to report to detention or office when instructed by a teacher;
- Using crude, offensive, vulgar, or obscene gestures and/or language (verbal or written) on school property;
- Instigating, encouraging or being part of a group that encourages a fight;
- Recording, videotaping, or photographing anyone during the school day;
- Planning a fight during school that will occur after school or off school property
- Threatening or resorting to physical violence (punching, hitting, kicking, tripping, etc...)
- Damage or destruction of school property
- Violation of the Bullying and/or Harassment Policy

### **Potential Level III Infraction Penalties**

- Multiple Detentions
- Suspension
- Expulsion

## DETENTION

Team or teacher detentions generally occur on Tuesdays, Wednesdays, and Thursdays and normally last for 1 hour following the dismissal of students. **Office detentions** are issued by an administrator, are held on Tuesdays and Thursdays, and last until 3:00pm. Any student failing to report to an office detention will receive an additional office detention. Failure to report to both detentions may result in a suspension from school. **A student may be asked to serve a Friday detention for academic or behavioral reasons.**

A student will be assigned a **Friday Afternoon Detention** when he/she has been tardy a total of six (6) times in a quarter. Additional Friday detentions will be assigned for every two (2) tardies after the 6. Any student failing to report to Friday detention will be suspended for the following school day. Friday detention meets from 2:00 PM until 4:00 PM.

Examples of student behavior that warrant office detentions include, but are not limited to those listed under Level Two Infractions.

## SUSPENSION

This policy is pursuant to MGL Chapter 71; Section 37H3/4.

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H3~4>

Any student who is suspended from school for more than 10 days has the right to appeal to the Superintendent. The appeal must be submitted in writing to the Superintendent within five (5) calendar days of the effective date of the long term suspension. Students may be suspended from school for serious infractions of school regulations.

These actions may include, but are not limited to, the offenses listed under Level Two and Three Infractions.

School administrators are authorized to conduct investigations into school related disciplinary matters, including student interviews.

A suspension may not be imposed without providing the student or the parent oral and written notice (in English or the primary language of the home), along with an opportunity for a hearing on the charge and an opportunity for the parent to participate in the hearing.

A parent/guardian must come with the student to meet with the school administration before that student can be readmitted. While on suspension, a student loses school privileges and may not attend /participate in all school activities, including athletics and social affairs.

Students will be provided with an opportunity to earn credits, make up assignments, tests, papers, and other school work missed while serving the suspension.

## CAFETERIA BEHAVIOR AND EXPECTATIONS

When eating in the cafeteria, it is expected that students will:



- Behave in an appropriate manner
- Select one seat for the entire lunch period
- Clean their table and floor areas
- Dispose of trash properly
- Ask permission to leave the table (use restroom, get a utensil, etc.)
- **Enter and exit the cafeteria in an orderly fashion**
- Not throw objects or food
- Not make excessive noise
- Not push or cut in the lunch line
- Not move from table to table

Any student whose account is at the charge limit and does not bring a lunch from home will be offered an alternative cold reimbursable meal (i.e., sandwich or yogurt, with fruit, vegetable and milk).

If parent or guardian continues to carry a balance or doesn't provide lunch money to a student who does not qualify for the free or reduced meal benefits, the Principal or Business Manager will be informed by Food Service to determine course of action.

If a student violates cafeteria rules, he/she will be disciplined accordingly. Consequences may include, but are not limited to, seating change or suspension of cafeteria privileges.

### **CONDUCT ON SCHOOL BUSES**

Pupils who use school buses are subject to school rules while on the bus and at bus stops. Riding the school bus is a privilege which may be suspended whenever a student fails to follow bus rules. Severe or continuous misbehavior may result in permanent bus suspension.

Students should be at their stop 5 minutes prior to scheduled pick-up. Buses leave school on or about 2:00pm. There are no late buses if a student stays for an activity, detention, or extra help. Students are **not allowed** to switch buses except for significant extenuating circumstances. In such cases, requests must be made in writing and permission must be granted from administration and transportation director.

### **RULES FOR BUS CONDUCT**

- Students must obey all directions of the bus driver quickly and courteously;
- Students may not throw any objects in or out of the bus;
- Students may not open windows or doors without the driver's permission nor put arms, head or hands outside the window;
- Students may not do anything which will disturb or distract the driver;
- Horseplay or roughhousing is forbidden;
- Students must pay for any damage that they have caused on the bus;
- Students may not open emergency exit doors unless instructed to do so by driver;
- Stairs and aisles must be kept free of musical instruments and other large objects;



- Students must remain seated;
- Eating and/or drinking are not allowed;
- The use of any tobacco products is forbidden;
- The use of obscene or inappropriate language is forbidden

***Examples of major bus offenses which may result in an immediate bus suspension include:***

- lighting matches/smoking/tobacco use;
- throwing objects in or out of bus;
- hanging out windows;
- using obscene language;
- having or using drugs or alcohol;
- tampering with bus equipment;
- destroying property, i.e. tearing seats, breaking windows, etc.;
- fighting;
- physical abuse to others;
- verbal abuse to others.

These procedures apply when a bus discipline problem occurs:

- The bus driver will provide the administration with a **School Bus Incident Report**. The administration will then issue a consequence to the student including, but not limited to: warning, written assignment, detention, temporary bus suspension, permanent bus suspension.
- Students will be suspended from the bus for three (3) consecutive days for 3 minor offenses or three (3) consecutive days for one major offense. The administration will rule as to the type of offense.
- Continuous misbehavior will result in additional consequences and may lead to permanent bus suspension.
- When a student is suspended from the bus, parent/guardians are responsible for transportation to and from school.

### **SECURITY VIDEO CAMERAS ON SCHOOL BUSES –**

The Tewksbury school committee has implemented a policy regarding Security Video Cameras on School Buses. Please refer to Tewksbury Public Schools Policy Manual, Section EEAEF/ECAF – Use of Video Cameras on School Buses.

## **BULLYING**

Bullying behavior is not tolerated at the John W. Wynn Middle School. Massachusetts General Law (M.G.L. c. 71), as added by Chapter 92 of the Acts of 2010, outlines a bullying prevention and intervention plan. All school policies and procedures regarding bullying and cyberbullying behavior will follow our school handbook, state law, and the policy and procedures of the Tewksbury School Committee.

### **BULLYING**

is defined as:

The repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the educational process or the orderly operation of a school.

### **CYBERBULLYING**

is defined as:

Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by more than one person, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Students with differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnancy or parenting status, sexual orientation (lesbian, gay, bisexual, transgender, questioning), mental, physical, developmental or sensory disability or who by association with a person who has or is perceived to have one or more of these characteristics, will be provided support and anti-bullying skills knowledge and strategies needed to prevent or respond to bullying or harassment of the student with differentiating characteristic(s) and the peer group.

Anyone wishing to report a suspected act of bullying may fill out a Bully Report Form available in the Wynn Middle School office. In addition, a suspected act of bullying may be reported by

telephone to any staff member. All reports will be fully investigated by the Wynn Middle School staff.

### **CARE OF SCHOOL PROPERTY**

Students are responsible for the safe keeping of all books, supplies and other school equipment. If a student willfully damages such school property he/she will be required to pay for its replacement and will face disciplinary action. Parents/guardians will be notified and, possibly, the police department as well. The school may either sue the student or have the police bring charges against the student for the repair of damage. Lost books must be paid for before the student leaves in June for summer vacation. Failure to pay for lost materials could also result in disciplinary action.

### **CORRIDOR PASSES**

A teacher will issue a pass in order for a student to leave class. It will show the destination, time the student leaves, and time the student returns to class. The student must also sign in and out of the class on the class log.

### **DRESS CODE**

It is our belief that school is a place of business: the business of teaching and learning. As such, dress is expected to be in good taste, appropriate for academic work and consistent with safety standards. Student dress is a matter of personal pride as well as an indication of respect for the learning environment. Thus, clothing such as pajamas and beach attire are not appropriate for school. While clothing styles will change over time and specific articles of dress and accessories will emerge and require further review, we provide the following general guidelines:

Shirts/items which make reference to sex, violence, gangs, drugs, alcohol or tobacco, or shirts/items with crude or offensive language are inappropriate attire for school.

Sunglasses (without a doctor's note) are not considered appropriate for the classroom. Hats or head coverings of any type, except those worn for religious or medical purposes, shall not be worn.

Garments that do not sufficiently cover the torso, chest, legs, or back are not appropriate. Garments must be opaque and not see through.

Any display of undergarments is prohibited. Pants or shorts must be worn so as not to expose underclothing such as boxer shorts or other types of underwear.

Students will be asked to change the article in question by any staff member. This dress code is in effect for all school events.

Issues relating to dress code will be handled in a discreet and respectful manner. Parents will be notified and may need to be available in the event that appropriate school attire is needed.

### **DISCIPLINE OF STUDENTS ON EDUCATIONAL PLANS**

All students are expected to meet the requirements for behavior set forth in this handbook. Chapter 71B of the Massachusetts General Laws (also known as Chapter 766) requires that additional provisions be made for children with special needs. The following additional requirements apply with respect to discipline of students with special needs.

1. The Individual Educational Program (IEP) for a special needs student will indicate whether the student is expected to meet the regular discipline code or if the student's condition requires a modification. Any modification will be described in the student's IEP.
2. For special needs students who may be removed from their educational program for more than ten days, cumulatively, in a school year, a review of the relationship between the misconduct and the student's disability will be conducted.
3. If, after conducting such review, the student's special education Team determines that the behavior was a manifestation of the student's disability, the Team will discuss a modified program for the student. If the Team determines that the student's behavior was not a manifestation of his/her disability, the student may then be subject to the school's disciplinary code. In that event, an alternative setting for the student for the student to receive instruction will be determined.
4. A Functional Behavioral Assessment will also be conducted with respect to a special needs student whose behavior violates the school's disciplinary code.
5. If a student's conduct involves weapons or drugs, the team may place the student in an alternative educational setting.

When a student is on an educational plan he/she must abide by the Wynn Middle School rules and regulations unless his/her plan states otherwise. Suspensions will be reported to the Administrator of Special Education. Plans will be reviewed by a special education team when a student has accumulated 10 days of suspension from classes in a school year.

### **SAFE SCHOOLS LEGISLATION**

The School Committee intends that the administration and school principals be given a full range of authority in accordance with the guidelines of the Educational Reform Act of 1993 in order to prevent, address, and hold accountable those responsible for school related violence and other behavior that is not conducive with attendance in a public school.

Two important pieces of legislation related to safe schools are summarized as follows:

#### **MGL Chapter 71; Section 37H**

- Any student who is found on school premises, on school buses, or at school sponsored or school- related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or knife; or a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- Any student who is charged with a violation of either of the preceding paragraphs shall be notified in writing of an opportunity for a hearing: provided however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either of the preceding paragraphs.
- Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the superintendent of the appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

#### **MGL Chapter 71; Section 37H1/2**

- Upon the issuance of a criminal complaint charging a student with a felony, or upon the issuance of a felony delinquency complaint against a student, a principal may suspend such student for a period of time determined to be appropriate by said principal if said principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for suspension prior to the suspension taking effect. The student shall also receive written notification of the right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five (5) calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or

guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The superintendent shall have the right to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

- Upon a student's being convicted of a felony or upon adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal may expel said student if such principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. (Due process procedures including notification, request for appeal and appeal hearing mirror those procedures outlined in the first paragraph above). Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

#### **STUDENT CONDUCT AFFECTED BY THE EDUCATION REFORM ACT**

(Violent Behavior, Possession of Weapons and Controlled Substances, and Violations of Others' Civil Rights)

(A.) If a student is involved in fighting or other violent behavior or is involved in acts of vandalism or violation of other students' civil rights, on school premises, on school buses, or at school-sponsored events, including athletic games, said student will be immediately suspended for an indefinite period of time, and may be subject to expulsion from school.

(B.) If a student is found on school premises or at school-related events, including athletic games, to be in possession of a dangerous weapon, including but not limited to, a gun or a knife; possession of ammunition for a weapon; or of a controlled substance as defined in chapter 44C (including, but not limited to, marijuana, cocaine, and heroin) said student will be immediately suspended for an indefinite period of time, and, may be subject to expulsion from the school or school district by the principal.

(C.) If a student assaults anyone on school premises or at school sponsored or school-related events, including athletic games, said student will be immediately suspended for an indefinite period of time and may be subject to expulsion from the school or school district by the principal.

#### **STATE AND FEDERAL LAWS**

Students are expected to abide by all State and Federal Laws, and any violation of these laws will be cause for disciplinary action, including police involvement.

#### **SEARCH AND SEIZURE**

School officials balance a student's legitimate right to privacy against their need to provide a safe environment in which others can learn. We can search student lockers, desks, and other school



areas without a warrant as long as there is a reasonable suspicion that the search is necessary to find contraband or to preserve public safety.

If we find contraband we will confiscate it and turn it over to the police. We will also notify parents/guardians and begin procedures which may lead to a student suspension from school.

[In the interest of the safety of all students, police with K-9 dogs may conduct random searches of school property.](#)

## GENERAL INFORMATION

### ATTENDANCE AND ABSENCES

#### Excused Absences

***Exempt Absence:*** A student's absence is classified as excused or "exempt" for the following reasons:

- A medical reason or hospitalization (health care provider documentation or receipts required)
- A court appearance (court documentation required)
- A religious observance (parent/guardian call or note required)
- A death in the immediate family: parent, grandparent, sister brother, aunt, uncle (parent, guardian call or note required)
- Suspension from school

This type of absence does not count toward the total number of unexcused absences.

Aspen Code: AE-with reason

#### Unexcused Absences

***Absent Confirmed (non-exempt):*** For an absence to be confirmed, a parent/guardian must call the child's school on the morning of the absence or email the administrative assistants at [jkearns@tewksbury.k12.ma.us](mailto:jkearns@tewksbury.k12.ma.us) or [pnapoli@tewksbury.k12.ma.us](mailto:pnapoli@tewksbury.k12.ma.us) and/or the student must present a note from the parent/guardian upon return to school. It is considered an unexcused absence until it satisfies one of the reasons above.

An absent confirmed still counts toward the total number of accumulated unexcused absences.

Aspen Code: AC

***Absent (Truant, non-exempt):*** When a student is absent from school and no phone call, email, or note has been received from a parent/guardian, the student's absence is classified as unexcused or truant.

This type of absence or truancy also counts toward the total number of accumulated unexcused absences.

Aspen Code: A

Performance of household or babysitting duties, school visits, and family travel or vacation are considered **unexcused** absences.

### ***Absenteeism and the Massachusetts General Laws:***

- The parents or guardians of each pupil shall, annually, at the commencement of each school year, be sent a notice instructing them to call a designated telephone number at a designated time to inform the school of the absence of a pupil and the reason therefor. Said notice shall also require such parent or guardian to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. If a pupil is absent and the school has not been notified by the designated time, the school shall call the telephone number or numbers furnished to inquire about said absence.
  - (Massachusetts General Law Title XII, Chapter 76, Section 1A)
- Following the 5th unexcused absence, a letter will be generated from the Principal's office, or the Principal's designee, notifying the parent/guardian, in writing, of the student's absence, and requesting a meeting with the parent/guardian to discuss the student's attendance. The letter will direct the parent/guardian to contact the Principal's office, or the Principal's designee, within 5 school days to schedule a meeting. If the parent/guardian does not contact the Principal's office or the Principal's designee, within 5 school days, the Principal's office, or the Principal's designee, will call the parent or guardian for purposes of scheduling a meeting. At the meeting, the Principal (Assistant Principal or other designee), the parent/guardian and the student must develop action steps to address the student's attendance. Other relevant school personnel and officials from public safety, health and human services, housing and nonprofit agencies, may offer input into the development of action steps.
  - (Massachusetts General Law Title XII, Chapter 76, Section 1B)
- Following non-exempt absences of seven (7) full days or fourteen (14) half-days within any period of six (6) months, a supervisor of attendance may choose to file a "failure to send" complaint against the parent or guardian in the juvenile court.
  - (Massachusetts General Law Title XII, Chapter 76, Section 2)
- Whoever induces or attempts to induce a minor to absent himself unlawfully from school, or unlawfully employs him or harbors a minor who, while school is in session, is absent unlawfully therefrom, shall be punished by a fine of not more than two hundred dollars.
  - (Massachusetts General Law Title XII, Chapter 76, Section 4)
- Following the eighth (8th) non-exempt absence in one quarter, the Principal or designee may choose to file a "Habitual Truant" Child Requiring Assistance (CRA) in the juvenile court to support the student in attending school.
  - (Massachusetts General Law Title XVII, Chapter 119, Section 39 E&G)

### **Attendance Protocol in the Tewksbury Public Schools:**

1. Following the fifth (5th) unexcused absence, a letter will be sent home to parents or guardians notifying them of their child's attendance and a copy of the letter will be placed in the student's file.



This may be accompanied by a phone call home expressing concern to arrange a meeting with the Principal or designee and/or the School Guidance Counselor.

2. Following unexcused absences of seven (7) full days or fourteen (14) half-days within any period of six (6) months, a supervisor of attendance may choose to file a "failure to send" complaint in the juvenile court. (Massachusetts General Law Title XII, Chapter 76, Section 2)
3. Following the twelfth (12th) unexcused absence, a second letter will be sent home to the parent/guardian notifying them of their child's attendance and a copy will be placed in the student's file.
4. Between twelve to fifteen (12-15) absences the School Attendance Officer may make phone contact or visit the home of the parent/guardians.
5. Following the eighth (8th) unexcused absence in one quarter, the Principal or designee may choose to file a Child Requiring Assistance (CRA) in the juvenile court to support the student in attending school. (Massachusetts General Law Title XVII, Chapter 119, Section 39 E&G)

**Please be advised that students who received attendance interventions in the previous school year(s) may be subject to more serious and immediate interventions should signs of continued attendance concerns be observed during the current school year.**

### **TUTORING SERVICES**

If a student is absent because of **extended illness** (14 school days) the parent/guardian should telephone the Office of Special Education (978 640-7818) to request a form for a physician to sign so that the school can provide a tutor to help the student keep up with class assignments.

### **TRUANCY**

Truancy, which is absence from school without permission, is against the law. Any student who has been proven to be truant will be disciplined by the school and may be referred to a higher authority for action.

### **TARDINESS**

Students must be in their homeroom seats at 7:35am. If tardy, students must obtain an admission slip from the office. Tardy students should also bring a note, have a parent call, or have a parent accompany him/her to the office.

Please be aware of the following disciplinary actions regarding tardies within one quarter:

- At three (3) tardies a student will receive an office detention.
- At six (6) tardies a student will receive a Friday afternoon detention.
- For each additional two (2) tardies a student will receive another Friday detention.
- If a student fails to report to Friday detention he/she will be suspended for the next school day.
- A student will receive an excused tardy only if he/she has a doctor's note or if the bus has been delayed.

### **DISMISSALS**

- Dismissal notes should be given to the homeroom teacher and state the following: Student's first name, last name, homeroom, time of dismissal, reason for dismissal, room number where the student will be at that time, and parent signature.

- No student will be dismissed from school unless a responsible adult is available to escort him/her home.
- A student dismissed before 10:30am is considered absent unless the student returns to school.

**Under no circumstance should a student when feeling ill use a cell phone to contact a parent/guardian to be picked up from school without first reporting to the nurse's office. During the school day, cell phones are not to be used without teacher permission. If the nurse is unavailable, the student is to report to the main office.**

### **EARLY ARRIVAL**

Students who do not take the bus in the morning will be unable to enter the building prior to 7:15am. Teacher supervision begins at this time and we are unfortunately unable to guarantee the safety of students who arrive earlier. Upon arrival after 7:15am students should report to the cafeteria and wait for the 7:20am bell to ring prior to reporting to homeroom.

### **VACATIONS DURING THE SCHOOL YEAR**

December, February and April vacations are included in the school calendar. Family vacation taken while school is in session is contrary to Student Attendance Policy voted by the School Committee and is strongly discouraged. It has been our experience that students do not complete work while on such vacations. Should a student miss school because of a vacation, makeup work will be assigned upon his/her return to school. Teachers may, at their discretion, assign work before students leave on vacation.

### **NO SCHOOL/DELAYED OPENING 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@tpsdistrict, 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.

### **GUIDANCE DEPARTMENT**

Guidance services are available to every student in the school. These services include course planning, study assistance, and counseling in the areas of academics, social issues, and home concerns. Guidance counselors meet with all students throughout the year in an effort to get to

know them. A student can make an appointment to see a counselor; the counselor will make arrangements to meet with the student at a mutually agreeable time.

### **HEALTH SERVICES**

**1. ACCIDENT/ILLNESS Forms:** Please correct and return as soon as possible. Any recent health problem that is not reflected in your child's health record should be brought to the school nurse's attention immediately. The importance of correct forms cannot be overemphasized. Please update the school with any changes during the school year.

**2. Screenings:** State law mandates the following screenings:

- Height, weight and BMI measurements in grades 1, 4, 7 and 10. This information will be mailed home individually to the parents/guardians.
- Vision screening is conducted during the year in grades 1-5, 7 and 9. Parents/guardians will be informed if the child requires follow up. These screenings are not to be used as diagnostic studies.
- Hearing screening is conducted during the year in grades K-3, 5, 7 and 9. Parents/guardians will be informed if the child requires follow up. These screenings are not to be used as diagnostic studies.
- Postural Screening is conducted on all students in grades 5 - 9. This is mandated by the state of Massachusetts. You will be notified prior to the screening and if your child requires follow up.
- **A Parent /guardian may refuse any screening for their child in writing to the school nurse.**

**3. Physical and Immunizations:** State law mandates that students entering into the 7th grade require a TDAP booster vaccine before the beginning of seventh grade.

In addition to the required immunization, state law also mandates a complete physical after January 1 of the year entering 7th grade. Please submit all required medical documentation to the school nurse.

~~Physical exam forms were sent out in the spring. In addition, most Doctor's offices have a similar form of their own, which is acceptable. Please return all completed forms by October 1st.~~

**4. Medication:** State law Please call the school nurse in your child's school for medication order and parental permission forms. **NO Medication, prescription or over the counter** can be administered without these forms. All medication must be in a pharmacy labeled container or **an unopened** original manufacturer's container. Please contact the school nurse for any medication administration including prescribed, over the counter medications, inhalers etc. Forms are currently available from the school nurse. Self - administration is not permitted for over the counter medications. **Inhalers require MD orders and written parent permission for self administration prior to review by the school nurse.**

**5. Illness, Injuries and Surgeries: Please call the school when your child is absent.** In the event of a physician documented contagious illness, it is important for the school nurse to know. This is for the protection of your child as well as the other students and staff that may be susceptible to infection. **A Doctor's note is required when the student returns to school when there are any restrictions in activity, including the nature of the restriction and the time/ length of the restriction especially in cases of hospitalization and surgery. Students should have documentation from a MD before returning to school, with splints, braces crutches, slings, and stitches etc.**

**6. Concussion and Head Injuries:** Head injuries/concussions must be reported to the school nurse, when reporting back to school. **Documentation from the health care provider must be provided to the school nurse that the student may return to school along with any restrictions in activity or academics that may be required. Please contact the school nurse prior to returning to school. Please visit [www.tewksbury.k12.ma.us](http://www.tewksbury.k12.ma.us) District Info Policy Manual to access TPS Policies regarding Concussion. Refer to File: JJIF ATHLETIC CONCUSSION POLICY and File: JJIF-R ATHLETIC CONCUSSION REGULATIONS.**

**7. Services for Pregnant Students:** A student may take a leave of absence relating to pregnancy and childbirth for any period of time deemed medically necessary by the student's physician. Following any such leave, the student will be reinstated to the status she held when the leave began.

School-age mothers will be encouraged to continue their education. The district does not require the student to obtain a physician's certificate that the student is able to remain in school. Pregnant students are permitted to remain in regular education classes and participate in extracurricular activities throughout their pregnancy. Exceptions will be made only when a physician expressly prohibits the student's participation.

Pregnant students will be permitted to continue in school in all instances. The district will provide reasonable accommodations for students with medical conditions relating to pregnancy to the extent such accommodations are provided to students with other temporary medical conditions. The student in cooperation with the school staff will develop an appropriate educational plan if it is agreed she should no longer attend school regularly.

Every effort will be made to see

- that the educational program of the student is disrupted as little as possible;
- that health counseling services, as well as instruction are offered;
- that return to school after delivery is encouraged;
- that every opportunity to complete high school is provided.

After giving birth, the student is permitted and encouraged to return to the same academic and extracurricular activities as before the pregnancy leave.

## 8. When to keep your student home:

1. Fever over 100 °F. Students may return to school when **fever free for 24 hours without** the use of fever reducing medications such as Tylenol or ibuprofen.
2. An unexplained vomiting episode, or 3 or more loose, watery stools or loss of control of stools. May return after **24 hours after last episode**, and has returned to normal diet.
3. Conjunctivitis: Any drainage from the eye can signal infection. Please have it checked and provide written clearance from a health care provider. Keep the student home until **24 hours after the first dose of medication**.
4. Antibiotics: these are prescribed for infections. Please avoid spreading infection by keeping the student home **until 24 hours** after the first dose of medication.

Please call your school nurse if the student requires medication, or has any change in their medical condition. If you are not sure, check with your nurse.

**Please call the school nurse at your child's school for any questions and for more information regarding these procedures.**

## MEDICATIONS

- By law, all medication, prescription or over the counter, must have a written physician's order and written parental permission to be administered in the school setting. Tylenol and ibuprofen may be administered at the school nurse's discretion with established protocols developed by the consulting school physician when a **signed** parental permission form is on file in the health office.
- All other medication that may need to be taken during the school day, whether routine or as needed, must have a written physician's order as well as a completed parental permission form that can be downloaded from the school website or obtained at the health office. Every effort should be made to schedule medications outside the school day, such as daily meds and those given twice a day. If special circumstances prevail, please speak to the school nurse to establish a plan.
- Medication must be in a pharmacy labeled container or **unopened** original manufacturer's container. Ask your pharmacist for a second prescription-labeled bottle if medication needs to be taken between home and school. Medication will not be given from any other type of container. Please notify the school nurse of any changes in medications or dosages.
- Medication must be taken in the nurse's office under the supervision of the school nurse. If special circumstances exist, please call the nurse to explain and to establish a plan for self-administration. Students with self-administration privileges must be capable of keeping the medication to themselves during the school day. Sharing medication with other students is not permitted.
- By law, students are allowed to carry emergency medications, including respiratory inhalers, insulin, and epi-pens with prior knowledge of the nurse. Please be sure to have the necessary physician and parent signed forms on file in the health office.

- Please call the school nurse's office at (978) 640-7846 or email with any questions you may have or to make an appointment.
- Failure to adhere to the above policies and procedures may result in suspension.

### **LOCKERS - STUDENT ASSIGNMENT AND USE**

Students are assigned a locker for books, coats and jackets at the beginning of each year and are given a lock with a unique combination to use during the school year. Students can go to their lockers before and after school, at the beginning of lunch period, and any additional times as decided by the team of teachers. Students should keep the combination to their locks a secret; the school is not responsible for items stolen from a locker. The lockers are school property. If a student loses a lock he/she must pay for its replacement. All items stored in lockers must be related to an authorized school activity. School officials may, without prior warning, examine the contents of a locker when there is reasonable suspicion to believe that the locker may contain prohibited items.

- Backpacks/book bags are not allowed to be carried from class to class; they must be placed in lockers and remain there throughout the school day. Teachers will schedule locker times that will allow students to access their belongings at various times throughout the day.
- Students are held responsible for the proper use and care of the locker assigned to them.
- Student must **never** leave locker combinations **unlocked**.
- The school assumes **NO** responsibility for lost articles.

### **VALUABLES**

Students should not bring large amounts of money or expensive items to school. If necessary, students may place money in a sealed, labeled envelope and store it temporarily in the safe in the main office. **DO NOT LEAVE** money, watches, rings, purses or other things of value in lockers or classrooms. A student may ask a Physical Education Teacher to hold valuables for a student during gym. Setting a locker combination or pegging a locker encourages theft. Students disregard these suggestions at their own risk.

### **LOST AND FOUND**

Students are encouraged to bring "found" items to the guidance office. Students may look through "found" items in the guidance office to search for an item that they have lost.

### **RESTROOM USE**

Student use of the restrooms without a pass is restricted to before and after school and the beginning of the lunch period. We ask that students do their best to keep them clean. Those who loiter, write on walls or damage the facilities hurt everybody. Students should use the gym restrooms only when they are scheduled for gym.



### TELEPHONE USE

No student will be called to the telephone during school hours. The office phone is for emergency use only. Students who telephone home requesting a parent to deliver something to the office are expected to check the office for the article and not have to be called from the classroom. We do not interrupt class work without substantial reason.

### WALKING TO SCHOOL

Students may walk home from school if parents submit a letter granting the student permission to walk home that day. A parent may also write one letter that permits the student to walk home at any time during the school year. The student will be issued a ***Walking Pass*** from the office. Students who are walking may leave at **second dismissal**.

### RIDING A BICYCLE TO SCHOOL

Students are permitted to ride a bicycle to school if they have turned in a ***Student Bicycle Riding Contract*** signed by student, parent/guardian and administrator which states, in part:

- In accordance with the Massachusetts Bicycle Helmet Law, **all individuals, 16 or younger, must wear a bike helmet when riding a bicycle to school.**
- Students riding a bicycle will leave on **second dismissal**.

### DANCES

The administration and staff sponsor dances for 7th and 8th graders to reward students who follow school rules and procedures. These dances begin at 7:00pm and end at 9:00pm. If a student has been suspended from school, given a bus suspension, served an office detention, or otherwise has not followed the rules and procedures set forth in the Student Handbook, he/she may not be permitted to attend the next school dance. A "NO DANCE" list will be issued on the day of the dance. If a student's name appears on the "NO DANCE" list and he/she appears at the dance, the student will be sent home and not allowed to attend the next dance.

The following rules govern student conduct at school dances:

- Students will not be admitted after 7:30 p.m. without a note from parent/guardian.
- Students may not leave the dance unless they are picked up by a parent.
- Students may be excluded from the next dance if not picked up by 9:15pm.
- Parents picking up students should be in the upper parking lot by 9:00pm.
- Only 7th and 8th grade students enrolled at the John W. Wynn Middle School may attend the dances.
- A student may not attend the dance if absent from school on the day of the dance.
- Students who are dismissed on the day of the dance will be unable to attend the dance; a doctor's note citing a medical appointment must be presented prior to the dance if the reason for dismissal is medical.
- Student dress must be consistent with the school dress code with the Student Handbook.
- All rules that apply during the school day must be followed during the dance.

- Students not attending the dance are not allowed on school grounds during the dance; students will be considered trespassing and the police department may be called.
- The school administration reserves the right to ask any student who is not following acceptable rules of behavior to leave the dance. These rules include, but are not limited to, inappropriate dancing or public displays of affection.
- Students cannot record or take photos in the cafeteria during a dance.

### **FIELD TRIPS**

A student's parent/guardian must complete a field trip form which must be given to the teacher before a student may get on the trip bus. During the trip students will stay with teachers or chaperones. A student may be excluded from a field trip if behavior has been consistently inappropriate. This decision will be made by the student's teachers and an Administrator. Any parent volunteer accompanying a field trip must complete a CORI request form.

### **EMERGENCY PROCEDURES**

#### **FIRE ALARM DIRECTIONS**

- Students should be aware that fire exit directions are posted in each classroom. Students should:
- Locate and consult these directions when entering each classroom or school area;
- Follow those directions quickly and quietly when the alarm sounds;
- Leave the school building immediately with teachers;
- Follow the prescribed route and ask teachers if there are any questions concerning the fire exit directions;
- Use alternate routes other than posted instructions in case the fire is blocking established routes, e.g. rear doors adjoining one class with another, outside exits, different staircases, etc.;
- Listen to any additional instructions given on the public address system and follow these;
- Not enter the building until directed to do so by a teacher;
- While outdoors, remain at least 50 feet from the school building with teachers;
- Treat every fire alarm as a real alarm.

**NOTE: Pulling a false alarm is an unlawful act and will be treated as a police matter.**

### **EVACUATION**

An evacuation of the building could be used by the administration to evacuate the building for any reason other than a fire. Evacuation for a fire will always be done via the fire alarm system. An alternate evacuation will begin with an announcement made over the intercom system. Students should be aware of the alternate evacuation route for the room that they are in. The evacuation route for each room will be posted next to the fire exit sign in each room. If there are any questions about the evacuation procedure, students should ask their teacher. When evacuating the building for any reason, it is important that it be done in a calm and orderly manner. Classes must stay together with their teachers so that an accounting of all students can be done.



## LOCKOUT

LOCKOUT is procedure to be used when dealing with a threat or potential threat to the school building or occupants from outside of the building.

The Administration or designee will initiate LOCKOUT over the intercom. Students will be instructed to go into their assigned room. All students will rejoin their class or activity.

## LOCKDOWN

LOCKDOWN is a procedure to be employed when dealing with a threat or potential threat to the school building or occupants from within the building.

The Administration or designee will initiate LOCKDOWN over the school intercom. Students will be instructed to go to the nearest room and evacuate the hallways.

Students and staff will utilize this approach as part of the A.L.I.C.E response (see below).

## A.L.I.C.E. PROTOCOL

Students and staff are trained in the A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) protocol and are able to choose from the above response options in determining the most effective way of ensuring their physical safety when faced with an imminent threat.

## NEW STUDENT REGISTRATION

New students at the John W. Wynn Middle School must appear with parent/guardian and bring the following at time of registration:

- proof that student lives in the school district (If a student is not living with parents, the school needs to know who the person is and what authority they have to be the guardian);
- copy of academic transcript from last school;
- transfer card from last school;
- medical/immunization record;
- most recent Educational Plan (if applicable);
- verification that student was not expelled from previous school; if student was expelled, it is possible that enrollment may not be permitted. **Note: Until all materials are obtained and verified, registration is incomplete.**

## POLICIES

### ACCEPTABLE USE OF COMPUTERS

Before a student can use the school computers, he/she and a parent/guardian must read and sign the Acceptable Use Policy. Those policy forms will be distributed during the first week of school. Violation of the acceptable use policy could lead to disciplinary action including, but not limited to, loss of computer privileges, detention, or suspension.

## **AHERA**

As per the requirements of 40CFR 763 section 84 (f) of the AHERA regulation, Asbestos Inspections and Management Plans are available for review at the office of the building principal during normal working hours.

## **ALCOHOL AND OTHER DRUG POLICY**

A student will be suspended from school and may be subject to expulsion if he/she is found to be in possession of alcohol or other drugs (or under the influence of, or distributing) while on school premises, on school buses, or at school-sponsored events such as dances and athletic games. The school will report violators to the police. This policy also applies to any student found to be in possession of drug paraphernalia and drug facsimiles.

## **APPROPRIATE USE OF PERSONAL ELECTRONIC DEVICES**

During the school day, students may have in their possession a silenced personal electronic device such as, but not necessarily limited to, a cellular/mobile telephone, smartphone, audio-visual player/recorder, or laptop/tablet/handheld/pen-based computer. The use of communication features of such devices during instructional time is prohibited, unless the classroom teacher or other school official has provided authorization for their use. Students accessing the internet through the use of cellular wireless technology are expected to adhere to their signed acceptable use policy for the internet.

Notwithstanding the foregoing, students may use the communication features of such devices during their designated lunch period within the cafeteria and the cafeteria lobby only; provided, however, that the Principal or his designee shall have the right to prohibit or otherwise regulate the use of such devices within the cafeteria and cafeteria lobby.

Students who utilize such personal electronic devices in the halls, in classes without permission, or in a manner that is disruptive will have their device taken and held at the Administrator's office to be picked up by a parent or lawful guardian. [This includes taking pictures or videos, playing games, posting or checking on social media sites, and texting, emailing or messaging anyone either inside or outside of school.](#) Use of a personal electronic device's audio or visual recording features is not permitted without prior approval of an administrator or teacher.

Massachusetts law makes it a crime to secretly record an in-person or telephone conversation without the consent of all parties to the conversation.

Failure to comply with the requirements of this policy will result in disciplinary action and may result in suspension.

[Please remember that students who bring these devices to school do so at their own risk. The school is not responsible for the loss, damage or theft of a student's property at school, on the bus, or at school events. It is expected that all electronic devices are charged at home.](#)

## **NONDISCRIMINATION**

Tewksbury Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation or disability in its admission of students in, or access of

students to all programs or activities offered by Tewksbury Public Schools including athletics and other extracurricular activities.

Tewksbury Public Schools strives to prevent, oppose and prohibit harassment or discrimination based on a student's race, color, sex, gender identity, religion, national origin, sexual orientation or disability and will respond promptly and appropriately to any complaint or report of discrimination or harassment. (File: AC, ACA, ACAB in School Committee Policy)

#### **FELONY COMPLAINT OR CONVICTION OF STUDENT (MGL: Ch71, S. 37H1/2)**

1. Upon issuance of a criminal complaint charging a student with a felony or upon issuance of a felony delinquency complaint, the principal may suspend such student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.
2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal may expel such student if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

In both sections 1 and 2, a student and parents have the right of appeal to the Superintendent of Schools.

#### **PROCEDURES FOR STUDENTS WITH DISABILITIES SECTION 504**

A student, parent/guardian or employee who believes that he/she has been discriminated against on the basis of his/her disability shall report such grievance to the principal, or in the alternative to the Superintendent of Schools. The procedure for filing such a grievance is set forth in the district's Section 504-grievance policy, a copy of which is available in the principal's office. In addition, if a complainant remains dissatisfied with the district's resolution of his/her complaint, he/she complaint, he/she may file a complaint with one or more of the following agencies. A statute of limitations of 180 days may apply to the filing of such complaint.

Office of Civil Rights  
United States Department of Education  
J. McCormack Post Off. And Courthouse  
Room 701  
Boston, MA 02109

Commonwealth of Massachusetts  
Commission Against Discrimination  
One Ashburton Place  
Boston, MA 02108

Commonwealth of Massachusetts  
Bureau of Special Education Appeals  
350 Main Street  
Malden, MA 02148

#### **DISCRIMINATION, OTHER FORMS**

If a student believes that he or she has been subject to discrimination on the basis of race, color, religious creed, national origin, gender, sexual orientation, genetic information or ancestry, he or she may report such discrimination complaint using the same procedure set above for disability under Section 504.

#### **DRUGS AND EDUCATIONAL REFORM**

A student can be expelled from school (or the school district) if said student is found to have any of these in his/her possession while on school property, on a school vehicle or at a school event such

as an athletic game: a dangerous weapon (such as a gun or knife) or illegal drugs (such as marijuana, cocaine, and heroin). When a student is expelled, he/she has:

- the right to appeal the suspension to the Superintendent;
- ten (10) days from the date of the suspension to notify the Superintendent of intent to appeal;
- the right to have an attorney represent the student in the appeal.

Be aware in the appeal hearing that there may be a discussion of the student's conduct at the school which is not limited to the matter which caused the expulsion. If the student goes to another school the Superintendent must inform the principal as to the reasons for the expulsion.

### **EXPULSION**

By law the School Committee must give the student and parents/guardians a fair hearing before separating him/her permanently from the school for misconduct. The principal conducts this hearing and must provide the student with:

- Written notice of the charge of misconduct;
- Notice that he/she may be represented by an attorney or advocate (at student's expense);
- Adequate time to prepare for the hearing;
- Access to all documents the school intends to use at the hearing;
- The right to question witnesses; and,
- A reasonably prompt, written hearing decision supported by specific findings of fact.

### **HARASSMENT, CIVIL RIGHTS AND RESPECT**

"Harassment" is conduct that is personally offensive, degrading or threatening to others. It is strictly prohibited at the John W. Wynn Middle School. The school's policy against harassment refers to/but is not limited to, insulting or harmful comments or actions based on a person's race, gender, sexual orientation, national origin, physical characteristics or disability. Examples of harassment include, but are not limited to, name calling, put downs, threats, sexually suggestive remarks, unsolicited physical contact, unwelcome and insulting comments and gestures, and the display or circulation of written materials or pictures that are degrading to any individual, or any ethnic, religious or gender group. All members of the Wynn Middle School Community are expected to adhere to this policy and are strongly encouraged not to tolerate, even by silence, any violation of it by others. Consequences for violating this policy can include mandatory counseling, exclusion from school social events, and suspension from school ranging from one to ten days with notification to the police. Repeated or extreme forms of harassment may result in a recommendation of expulsion from the Wynn Middle School.

Incidences of harassment may result in a hearing conducted by the principal. The parents will be contacted. The totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred will be investigated. After due process has been afforded, a decision will be rendered. Harassment will be treated on an equal basis with those incidents involving bias or hatred. Since harassment may involve state and/or federal law, the Tewksbury Police may be asked to offer assistance, clarification and/or direction. For compliance issues, parents should contact:

Brenda Theriault-Regan, Assistant Superintendent  
Tewksbury Public Schools  
139 Pleasant Street  
Tewksbury, MA 01876  
Telephone 978-640-7800

John Weir, Principal  
John W. Wynn Middle School  
1 Griffin Way  
Tewksbury, MA 01876  
Telephone 978-640-7847

### **HARASSMENT: SEXUAL**

Boys and girls should show respect toward each other in the school setting. Bothering another person with unwanted verbal or physical advances of a sexual nature is unacceptable. Displays of affection are also not considered appropriate in the school setting or at school events. These behaviors may lead to disciplinary action.

A student who believes he or she has been subjected to sexual harassment should consult the district's sexual harassment complaint procedure, a copy of which is available in the principal's office.

An individual who feels that he/she has been sexually harassed may file a complaint with the following agency. A statute of limitations of 180 days may apply to the filing of such complaint.

Commonwealth of Massachusetts  
Commission Against Discrimination  
One Ashburton Place  
Boston, MA. 02108

### **HAZING LAW**

Massachusetts General Laws - Chapter 269

C. 269,S.17. Crime of Hazing: Definition: Penalty

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in section eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or any other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage or drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.



Notwithstanding any other provisions of this section to the contrary, consent shall not be available as defense to any prosecution under this action. Added by St. 1985,c.536; amended by St. 1987,c.665.

#### C.269,S.18. Duty to Report Hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to be extent that such person can do so without danger of peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Added by St.1985,c.536; amended by St.1987,c.665.

**NOTE: If a student is found guilty of hazing at the Wynn Middle School, he/she will be subject to possible expulsion.**

#### **STUDENT RECORDS**

The Student Record Regulations adopted by the Board of Education apply to all public elementary and secondary schools in Massachusetts (They also apply to private day and residential schools that have state approval to provide publicly-funded special education services.) The regulations are designed to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

#### **INSPECTION OF RECORDS**

A parent or an eligible student has the right to inspect all portions of the student record upon request. The record must be made available within two days after the request, unless the parent or student consent to a delay.

The parent and eligible student have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials.

The parent and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

Access of non-custodial parents to their child's student information is governed by Massachusetts General Laws, Chapter 71, Section 34H and the Department of Education's Regulations, at 603 CMR 23.07. A noncustodial parent shall submit a written request for records to the school principal annually. Upon receipt of the request, the school principal is required to notify the custodial parent of the receipt of the request. The custodial parent will be notified that the information requested will be provided to the non-custodial parent unless the principal is provided with documentation of a court order that prohibits the provision of such information to the non-custodial parent.

### **CONFIDENTIALITY OF RECORDS**

Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student.

### **AMENDMENT OF RECORDS**

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and eligible student have a right to request that information in the record be amended or deleted. They are entitled to meet with the principal (or the principal's designee) to discuss their objection to information that is in the records, and to receive a written decision. A parent or eligible student who is not satisfied with principal's decision may appeal to higher authorities in the school district.

### **DESTRUCTION OF RECORDS**

The regulations require school authorities to destroy a student's temporary record within five years after the student transfers, graduates or withdraws from the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

The above is only a summary of some of the more important provisions of the Student Record Regulations that relate to the rights of parents and eligible students. The Student Record Regulations are included in the code of Massachusetts Regulation at 603 CMR 23.00. For more detailed information, please review the regulations (copies of which should be available in every public school) and the Questions and Answers guide published by the Massachusetts Department of Education in 1995.

### **FURTHER POLICIES**

This Handbook is amended by any policy or procedure subsequently enacted by the Tewksbury School Committee.

# Minutes



# Payroll

TEWKSBURY PUBLIC SCHOOLS  
Tewksbury, Massachusetts

Date 5/4/2017

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 **\$1,202,805.78**

**GRANTS**

\$23,918.78	2016-2017	Special Ed 240 Grant
	2016-2017	Collaborative Partnerships
\$10,183.71	2016-2017	Title I Grant
\$32.04	2016-2017	Title II Grant
	2016-2017	Special Ed Improvement
	2016-2017	After School Out of School Time
\$508.50	2016-2017	Academic Support
	2016-2017	Literacy Partnerships
\$1,043.95	2016-2017	Early Childhood
	2016-2017	Early Childhood Improvement

**REVOLVING ACCOUNTS**

\$24,496.09	2016-2017	Ext Day Program
\$3,080.37	2016-2017	Ext Day Preschool Program
\$5,085.19	2016-2017	Adult Education Program
\$237.50	2016-2017	New Start
\$18,957.82	2016-2017	Lunch Program
	2016-2017	TMHS Clubs
	2016-2017	Athletic Revolving
	2016-2017	Circuit Breaker
\$488.61	2016-2017	Hanover Funds
\$166.04	2016-2017	Recreation
	2016-2017	Community Services Recreation
\$1,163.32	2016-2017	Facilities
\$404.12	2016-2017	Parking Fees
\$3,053.69	2016-2017	Preschool
	2016-2017	Ryan Clubs
	2016-2017	Wynn Clubs
	2016-2017	Recreation Maintenance
<b>\$92,819.73</b>	<b>SUB TOTAL - NON LEA FUNDS</b>	

**LEA FUNDS**

\$1,109,986.05	2016-2017	School Department Account
----------------	-----------	---------------------------

**\$1,109,986.05 SUB TOTAL - LEA FUNDS**

**\$1,202,805.78 TOTAL**

# Superintendent/ Staff /School Committee Reports

# Consent Agenda



# JOIN US FOR A SWEET CELEBRATION

## MEET MINGLE & MAIN

While enjoying your delicious cold treat, come experience some engaging grade level math activities and play some games. Learning fun for the whole family!

Friday, May 12<sup>th</sup> from 6:00 PM to 8:00 PM  
North Street School



## Staff Development PD Survey SY 2018

Please complete this survey to help us prepare for the professional learning sessions during the next school year. In responding to this survey, please consider that these sessions would include, but are not limited to, summer courses, school-day professional learning opportunities, scheduled in-service PD and workshop days, curriculum team meetings, after-school programs, and weekend sessions. PLEASE NOTE: THIS IS A NON-EVALUATIVE SURVEY.

Your email address ([bregan@tewksbury.k12.ma.us](mailto:bregan@tewksbury.k12.ma.us)) will be recorded when you submit this form. Not bregan? [Sign out](#)

\* Required

**LAST NAME**

**FIRST NAME**

**SCHOOL \***

**YOUR ROLE \***

- ☐ Teacher
- ☐ SISIP (or other TTA Bargaining Unit Member)
- ☐ TPS Aide
- ☐ Nurse
- ☐ School-Based Office Staff
- ☐ Administrator
- ☐ Other:

**GRADE LEVEL \***

What grade level will you be assigned to during SY 2017?

- ☐ PK
- ☐ K-4
- ☐ 5-6
- ☐ 7-8
- ☐ 9-12
- ☐ MULTIPLE

**DISTRICT WIDE GOALS (2012-2017) \***

HAVE YOU ACCESSED INFORMATION ON THE DISTRICT'S 5 YEAR GOALS?

- ☐ YES
- ☐ NO

**DISTRICT WIDE GOALS CLARITY \***

DO YOU NEED FURTHER CLARITY ON THE DISTRICT GOALS?

- ☐ YES
- ☐ NO

**SCHOOL IMPROVEMENT PLAN \***

HAVE YOU ACCESSED INFORMATION ON YOUR SCHOOL'S IMPROVEMENT GOALS?

- ☐ YES
- ☐ NO

**SCHOOL IMPROVEMENT PLAN \***

DO YOU NEED FURTHER CLARITY ON YOUR SCHOOL'S IMPROVEMENT PLAN?

- ☐ YES
- ☐ NO

**SCHOOL CURRICULUM ACCOMMODATION PLAN \***

How are you utilizing the District or your school's curriculum accommodation plan?

- ☐ For any student
- ☐ For student success plans
- ☐ For my information only
- ☐ I seldom access it
- ☐ Other:

**TPSASCI SITE \***

The TPSASCI site holds valuable information for TPS educators. For what KEY CATEGORIES and/or purpose(s) do you access the TPSASCI site?



## CURRICULUM PLANNING & ASSESSMENT (INCLUDING DIGITAL LEARNING & INSTRUCTION TOOLS) \*

Understanding that all professional learning activities should align with the district goals and implementations, school goals, and the curriculum accommodation plan, please rate your level of proficiency on the topics below. (Please note: This is a non-evaluative survey.) 1=LOW PROFICIENCY, 2=SOME PROFICIENCY, 3=PROFICIENT, 4=EXPERT PROFICIENCY

	1 - LOW TO NONE	2 - FAIR	3 - GOOD	4 - EXPERT	NOT APPLICABLE TO ME
CREATING & ANALYZING					
FORMATIVE ASSESSMENTS					
FOR IMPROVED LEARNING					
MASTERY CONNECT (GR. 5-12					
ONLY)					
USING					
iPADS/NETBOOKS/CHROMEB					
OOKS IN DAY TO DAY					
LESSONS					
FLIPPED CLASSROOM					
NEW SMART BOARD TOOLS					
(Equation editor, SMART Lab,					
& more)					
USING THINK CENTRAL (K-6)					
JOURNEYS ONLINE					
INTERVENTIONS (K-6)					
GO MATH ONLINE					
INTERVENTIONS (K-6)					
MATH FLUENCY STRATEGIES					
(K-6)					
NG SCIENCE & NEW SCIENCE					
UNITS (K-12)					
GMAIL & GOOGLE CALENDAR					
GOOGLE FORMS & OTHER					
STUDENT POLLING APPS					
(SOCRATIVE, POLL ME,					
SMART Responders ETC.)					
GOOGLE DRIVE (DOCS,					
SHEETS, SLIDES, ETC)					
GOOGLE CLASSROOM					
GOOGLE SITES (CREATING					
WEBPAGES)					

## TEACHING ALL STUDENTS \*

Understanding that all professional learning activities should align with the district goals and implementations, school goals, and the curriculum accommodation plan, please rate your level of proficiency on the topics below. (Please note: This is a non-evaluative survey.) 1=LOW PROFICIENCY, 2=SOME PROFICIENCY, 3=PROFICIENT, 4=EXPERT PROFICIENCY

	1 - LOW TO NONE	2 - FAIR	3 - GOOD	4 - EXPERT	NOT APPLICABLE TO ME
Sp. Ed. IEP's 101 (How to be a confident contributor in the team process.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CO-TEACHING IN AN INCLUSION CLASSROOM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DATA DRIVEN INSTRUCTION & GOAL SETTING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WORKING WITH STUDENTS AT RISK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEL & PBIS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DI FOR THE DIVERSE CLASSROOM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DI FOR THE HIGH ACHIEVING STUDENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEI- (Strategies for English language learners)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CULTURAL PROFICIENCY (MEETING THE NEEDS LGBTQ STUDENTS & MORE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LANGUAGE BASED LITERACY DEVELOPMENT (For the struggling student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DCAP & MTSS (ACCOMMODATIONS & INTERVENTIONS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UDL (UNIVERSAL DESIGN FOR LEARNING)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## PROFESSIONAL RESPONSIBILITIES \*

Understanding that all professional learning activities should align with the district goals and implementations, school goals, and the curriculum accommodation plan, please rate your level of proficiency on the topics below. (Please note: This is a non-evaluative survey.) 1=LOW PROFICIENCY, 2=SOME PROFICIENCY, 3=PROFICIENT, 4=EXPERT PROFICIENCY

	1 - LOW TO NONE	2 - FAIR	3 - GOOD	4 - EXPERT	NOT APPLICABLE TO ME
ASPEN GRADEBOOK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASPEN PD PLANNER (& IPDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TEACHPOINT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MANDATED TRAININGS (Policies & Law)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### DEPARTMENTAL OR GRADE LEVEL WORK (Optional)

If we were to offer an opportunity for your department or grade level to collaborate (up to 6 hours), what topic or activity would you propose? Please list only 1 topic here.

#### DEPARTMENTAL OR GRADE LEVEL WORK (Optional)

If we were to offer an opportunity for your department or grade level to collaborate (up to 6 hours), what topic or activity would you propose? Please list only 1 topic here.

#### OTHER (OPTIONAL)

Do you have a Professional Learning Activity or PD topic you would like to suggest? Please list 1 topic here.

#### OTHER (OPTIONAL)

Do you have a Professional Learning Activity or PD topic you would like to suggest? Please list 1 topic here.

#### INTERESTED IN CONDUCTING A WORKSHOP? \*

We value your expertise as an educator! Teachers teaching teachers is a most rewarding and authentic experience for all. Are you interested in sharing your successful methodologies and learning strategies with your colleagues?

- ☐ Yes  
☐ Maybe  
☐ No

Continue »

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**TEWKSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE  
MONTHLY EXPENDITURE REPORT (GAAP)  
MAY 2017**

<b>FY 17 Budget Account</b>	<b>FY 17 Appropriation</b>	<b>Transfers Adjustments</b>	<b>Adjusted Balance</b>	<b>Expended</b>	<b>Encumbered</b>	<b>Account Balance</b>
11 - Dewing School	\$ 3,585,050.00	\$ 6,962.72	\$ 3,592,012.72	\$ 2,535,717.80	\$ 970,069.63	\$ 86,225.29
13 - Heath Brook School	\$ 2,171,528.00	\$ 101,812.50	\$ 2,273,340.50	\$ 1,593,035.08	\$ 621,474.33	\$ 58,831.09
15 - Ryan School	\$ 4,628,429.00	\$ (6,578.96)	\$ 4,621,850.04	\$ 3,291,734.11	\$ 1,290,238.83	\$ 39,877.10
16 - North Street School	\$ 2,278,076.00	\$ (59,688.62)	\$ 2,218,387.38	\$ 1,570,005.72	\$ 554,424.50	\$ 93,957.16
17 - Trahan School	\$ 1,927,645.00	\$ (26,775.00)	\$ 1,900,870.00	\$ 1,321,429.17	\$ 477,426.47	\$ 102,014.36
21 - Wynn Middle School	\$ 4,869,240.00	\$ 65,457.10	\$ 4,934,697.10	\$ 3,429,526.92	\$ 1,332,132.22	\$ 173,037.96
31 - Memorial High School	\$ 7,389,371.00	\$ (12,247.22)	\$ 7,377,123.78	\$ 5,256,410.45	\$ 1,888,962.16	\$ 231,751.17
84 - School Committee	\$ 204,600.00	\$ (12,713.00)	\$ 191,887.00	\$ 115,827.06	\$ 18,409.49	\$ 57,650.45
86 - Administration	\$ 1,001,816.00	\$ (4,352.19)	\$ 997,463.81	\$ 811,464.14	\$ 156,515.37	\$ 29,484.30
88 - Technology Department	\$ 714,619.00	\$ 84,208.00	\$ 798,827.00	\$ 606,700.88	\$ 91,730.83	\$ 100,395.29
89 - Transportation	\$ 2,794,261.00	\$ 56,086.92	\$ 2,850,347.92	\$ 2,227,222.50	\$ 398,053.42	\$ 225,072.00
91 - Athletics	\$ 521,113.00	\$ 11,019.44	\$ 532,132.44	\$ 474,888.87	\$ 24,099.49	\$ 33,144.08
94 - Sped In-District	\$ 2,525,184.00	\$ 44,429.08	\$ 2,569,613.08	\$ 1,702,191.82	\$ 542,894.01	\$ 324,527.25
95 - Sped Out of District	\$ 4,139,704.00	\$ 36,018.75	\$ 4,175,722.75	\$ 3,269,427.14	\$ 885,347.17	\$ 20,948.44
97 - Buildings & Grounds	\$ 2,401,801.00	\$ 292,523.46	\$ 2,694,324.46	\$ 2,031,368.65	\$ 589,373.54	\$ 73,582.27
98 - Systemwide	\$ 1,302,524.00	\$ 234,906.00	\$ 1,537,430.00	\$ 850,701.90	\$ 355,083.60	\$ 331,644.50
<b>FY 17 BUDGET BALANCES</b>	<b>\$ 42,454,961.00</b>	<b>\$ 811,068.98</b>	<b>\$ 43,266,029.98</b>	<b>\$ 31,087,652.21</b>	<b>\$ 10,196,235.06</b>	<b>\$ 1,982,142.71</b>

Tewksbury Public Schools  
Monthly Expenditure Report (GAAP)  
May 2017

		ORIGINAL		REVISED	YTD		AVAILABLE
		APPROP	TRANSFERS	BUDGET	EXPENDED	ENCMBRNC	BUDGET
<b>11 DEWING</b>							
1000-2210-300-307-11-01-000-1-600050-	DEW PRIN/ASST PRIN	\$206,540.00	\$261.00	\$206,801.00	\$176,591.42	\$30,209.42	\$0.16
1000-2800-300-316-11-01-000-1-600084-	DEW PSYCHOLOGIST	\$58,523.00	\$0.00	\$58,523.00	\$40,515.84	\$18,007.04	\$0.12
1000-2357-300-317-11-01-000-1-600070-	DEW PROF DEV STIPEND	\$5,000.00	\$0.00	\$5,000.00	\$1,322.24	\$0.00	\$3,677.76
1000-2310-300-343-11-01-000-1-600059-	DEW MOD SPED TEACHERS	\$557,102.00	\$2,720.00	\$559,822.00	\$383,486.15	\$169,229.59	\$7,106.26
1000-2315-300-343-11-01-000-1-600083-	DEW CASE MANAGER	\$84,456.00	\$0.00	\$84,456.00	\$55,830.42	\$24,813.52	\$3,812.06
1000-2305-300-350-11-01-000-1-600052-	DEW TEACHERS SALARIES	\$1,600,307.00	\$0.00	\$1,600,307.00	\$1,112,567.79	\$480,183.54	\$7,555.67
1000-2310-300-350-11-01-000-1-600061-	DEW SPECIALIST	\$71,753.00	-\$8,981.00	\$62,772.00	\$33,062.47	\$15,042.14	\$14,667.39
1000-2210-300-307-11-02-000-1-600011-	DEW CLERICAL SALARIES	\$48,920.00	\$0.00	\$48,920.00	\$34,007.13	\$11,082.98	\$3,829.89
1000-2325-300-343-11-03-000-1-600089-	DEW ISET AIDES	\$2,895.00	\$0.00	\$2,895.00	\$2,160.33	\$0.00	\$734.67
1000-2330-300-343-11-03-000-1-600055-	DEW SPECIAL ED AIDES	\$200,980.00	-\$12,020.00	\$188,960.00	\$125,146.10	\$54,740.32	\$9,073.58
1000-2330-300-344-11-03-000-1-600058-	DEW TECHNOLOGY AIDE	\$15,514.00	\$69.00	\$15,583.00	\$10,603.80	\$4,773.56	\$205.64
1000-2330-300-349-11-03-000-1-600056-	DEW KINDERGARTEN AIDE	\$111,432.00	\$9,000.00	\$120,432.00	\$89,658.44	\$24,102.88	\$6,670.68
1000-2325-300-350-11-03-000-1-601029-	DEW LONG TRM SUB	\$6,000.00	\$0.00	\$6,000.00	\$2,223.76	\$0.00	\$3,776.24
1000-2325-300-350-11-03-000-1-601311-	DEW DAILY SUB TEACHERS	\$22,000.00	\$6,000.00	\$28,000.00	\$24,358.39	\$0.00	\$3,641.61
1000-2325-300-350-11-03-000-1-601312-	DEW DAILY SUB AIDE	\$13,000.00	\$0.00	\$13,000.00	\$7,806.00	\$0.00	\$5,194.00
1000-2330-300-350-11-03-000-1-600060-	DEW LUNCH/RECESS	\$28,816.00	\$0.00	\$28,816.00	\$22,452.25	\$0.00	\$6,363.75
1000-4110-300-360-11-03-000-1-600116-	DEW CUSTODIAL SALARIES	\$131,387.00	\$0.00	\$131,387.00	\$108,958.89	\$22,429.29	-\$1.18
1000-4110-300-360-11-03-000-1-600117-	DEW CUSTODIAL OVERTIME	\$10,459.00	\$300.00	\$10,759.00	\$10,480.69	\$0.00	\$278.31
1000-4110-300-360-11-03-000-1-600118-	DEW CUST BUILDING CHECK	\$7,000.00	-\$300.00	\$6,700.00	\$5,978.30	\$0.00	\$721.70
1000-2357-300-317-11-04-000-2-601023-	DEW PROF DEV PRESENTER	\$5,900.00	\$0.00	\$5,900.00	\$2,502.00	\$2,502.00	\$896.00
1000-2420-300-318-11-04-000-2-601002-	DEW COPIER CONTRACTS	\$7,432.00	\$0.00	\$7,432.00	\$7,431.12	\$0.00	\$0.88
1000-2330-300-343-11-04-000-2-601032-	DEW SPED STUD SPEC AIDE	\$307,914.00	\$0.00	\$307,914.00	\$205,498.34	\$102,415.66	\$0.00
1000-4220-300-360-11-04-000-2-601191-	DEW ELEVATOR MAINT	\$670.00	\$0.00	\$670.00	\$669.65	\$0.00	\$0.35
1000-2210-300-307-11-05-000-2-601000-	DEW OFFICE SUPPLIES	\$5,000.00	\$500.00	\$5,500.00	\$4,592.63	\$500.00	\$407.37
1000-2415-300-313-11-05-000-2-601034-	DEW LIBRARY MEDIA SUPP	\$3,000.00	\$365.00	\$3,365.00	\$3,214.09	\$150.00	\$0.91
1000-2720-300-316-11-05-000-2-601209-	DEW TEST & ASSESS	\$4,250.00	\$2,102.00	\$6,352.00	\$3,961.24	\$2,390.10	\$0.66
1000-2420-300-318-11-05-000-2-601003-	DEW COPY SUPPLIES	\$4,500.00	\$2,821.00	\$7,321.00	\$6,340.79	\$0.00	\$980.21
1000-2410-300-318-11-05-000-2-601043-	DEW TEXTBOOKS	\$13,000.00	\$384.77	\$13,384.77	\$11,661.33	\$1,697.45	\$25.99
1000-2430-300-343-11-05-000-2-601074-	DEW SUPPLIES - SPED	\$7,500.00	\$186.00	\$7,686.00	\$7,590.26	\$0.00	\$95.74
1000-2451-300-344-11-05-000-2-601201-	DEW INSTR TECH EQUIP	\$10,000.00	-\$2,337.00	\$7,663.00	\$5,578.53	\$129.99	\$1,954.48
1000-2430-300-350-11-05-000-2-601077-	DEW SUPPLIES - TEACHING	\$20,000.00	\$7,960.95	\$27,960.95	\$23,477.86	\$4,240.15	\$242.94
1000-2210-300-307-11-06-000-2-601007-	DEW PRINC DUES	\$550.00	\$48.00	\$598.00	\$598.00	\$0.00	\$0.00
1000-2210-300-307-11-06-000-2-601009-	DEW PRINC CONFER	\$1,000.00	-\$48.00	\$952.00	\$155.00	\$0.00	\$797.00
1000-2415-300-313-11-06-000-2-601035-	DEW LIBRARY MEDIA	\$1,250.00	\$0.00	\$1,250.00	\$759.52	\$0.00	\$490.48
1000-2357-300-317-11-06-000-2-601020-	DEW COURSE REIMB	\$9,000.00	-\$2,069.00	\$6,931.00	\$4,443.00	\$1,430.00	\$1,058.00
1000-2353-300-317-11-06-000-2-601009-	DEW PD CONFERENC	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00
1000-2440-300-350-11-06-000-2-601021-	DEW MILEAGE REIM	\$500.00	\$0.00	\$500.00	\$34.03	\$0.00	\$465.97
<b>TOTAL DEWING</b>		<b>\$3,585,050.00</b>	<b>\$6,962.72</b>	<b>\$3,592,012.72</b>	<b>\$2,535,717.80</b>	<b>\$970,069.63</b>	<b>\$86,225.29</b>
<b>13 HEATH BROOK</b>							
1000-2210-300-307-13-01-000-1-600050-	HB PRINCIPAL SAL	\$103,759.00	\$0.00	\$103,759.00	\$87,796.06	\$15,962.92	\$0.02
1000-2800-300-316-13-01-000-1-600084-	HB PSYCHOLOGIST	\$84,686.00	\$0.00	\$84,686.00	\$58,628.70	\$26,037.97	\$19.33
1000-2357-300-317-13-01-000-1-600070-	HB PROF DEV STIP	\$5,000.00	\$0.00	\$5,000.00	\$735.64	\$0.00	\$4,264.36
1000-2310-300-343-13-01-000-1-600059-	HB MODERATE SPEC	\$138,687.00	\$3,064.00	\$141,751.00	\$97,989.05	\$33,967.61	\$9,794.34
1000-2305-300-350-13-01-000-1-600052-	HB TEACHERS SALA	\$1,221,874.00	\$79,400.00	\$1,301,274.00	\$900,852.36	\$400,381.80	\$39.84
1000-2305-300-350-13-01-000-1-600088-	HEAD TEACHER	\$2,874.00	\$0.00	\$2,874.00	\$1,989.72	\$884.32	-\$0.04
1000-2310-300-350-13-01-000-1-600061-	HB SPECIALIST	\$39,848.00	-\$7,878.00	\$31,970.00	\$21,972.28	\$9,997.30	\$0.42
1000-2315-300-343-13-01-000-1-600083-	HB CASE MANAGERS SALARY	\$79,645.00	\$0.00	\$79,645.00	\$50,406.00	\$24,505.84	\$4,733.16
1000-2210-300-307-13-02-000-1-600011-	HB CLERICAL SALA	\$47,420.00	\$0.00	\$47,420.00	\$29,971.60	\$11,236.86	\$6,211.54
1000-2325-300-343-13-03-000-1-600089-	HB ISET AIDES	\$2,953.00	\$0.00	\$2,953.00	\$1,593.89	\$0.00	\$1,359.11
1000-2330-300-343-13-03-000-1-600055-	HB SPECIAL ED AI	\$46,547.00	\$0.00	\$46,547.00	\$32,224.14	\$14,321.84	\$1.02
1000-2330-300-344-13-03-000-1-600058-	HB TECHNOLOGY AI	\$15,614.00	\$143.00	\$15,757.00	\$10,952.21	\$4,804.32	\$0.47
1000-2330-300-349-13-03-000-1-600056-	HB KINDERGARTEN	\$88,220.00	\$14,000.00	\$102,220.00	\$66,962.91	\$30,877.36	\$4,379.73
1000-2325-300-350-13-03-000-1-601029-	HB LONG TRM SUB	\$9,000.00	-\$5,911.00	\$3,089.00	\$468.16	\$0.00	\$2,620.84
1000-2325-300-350-13-03-000-1-601311-	HB DAILY SUB TCH	\$11,000.00	\$4,000.00	\$15,000.00	\$11,492.39	\$0.00	\$3,507.61
1000-2325-300-350-13-03-000-1-601312-	HB DAILY SUB AID	\$5,000.00	\$0.00	\$5,000.00	\$4,101.50	\$0.00	\$898.50
1000-2330-300-350-13-03-000-1-600060-	HB LUNCH/RECESS	\$28,000.00	\$0.00	\$28,000.00	\$20,071.59	\$0.00	\$7,928.41
1000-4110-300-360-13-03-000-1-600116-	HB CUSTODIAL SAL	\$135,396.00	\$0.00	\$135,396.00	\$112,291.93	\$23,104.21	-\$0.14
1000-4110-300-360-13-03-000-1-600117-	HB CUSTODIAL OVE	\$5,000.00	\$0.00	\$5,000.00	\$1,581.94	\$0.00	\$3,418.06
1000-4110-300-360-13-03-000-1-600118-	HB CUST BUILDING	\$7,500.00	\$0.00	\$7,500.00	\$6,878.65	\$0.00	\$621.35
1000-2357-300-317-13-04-000-2-601023-	HB PROF DEV PRES	\$5,900.00	\$0.00	\$5,900.00	\$2,502.00	\$2,502.00	\$896.00
1000-2420-300-318-13-04-000-2-601002-	HB COPIER CONTRA	\$4,955.00	\$0.00	\$4,955.00	\$4,954.08	\$0.00	\$0.92
1000-2330-300-343-13-04-000-2-601032-	HB SPED STUD SPE	\$21,161.00	\$0.00	\$21,161.00	\$11,614.58	\$9,546.42	\$0.00
1000-2210-300-307-13-05-000-2-601000-	HB OFFICE SUPPLI	\$4,000.00	\$1,497.50	\$5,497.50	\$2,179.14	\$1,242.20	\$2,076.16
1000-2415-300-313-13-05-000-2-601034-	HB LIBRARY MEDIA	\$3,000.00	\$262.00	\$3,262.00	\$2,747.61	\$514.36	\$0.03

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1000-2430-300-343-13-05-000-2-601074-	HB SUPPLIES-SPECIAL ED	\$2,000.00	\$0.00	\$2,000.00	\$486.70	\$0.00	\$1,513.30
1000-2720-300-316-13-05-000-2-601209-	HB TEST & ASSESS	\$4,500.00	-\$500.00	\$4,000.00	\$2,082.37	\$0.00	\$1,917.63
1000-2420-300-318-13-05-000-2-601003-	HB COPY SUPPLIES	\$4,500.00	\$0.00	\$4,500.00	\$4,281.80	\$0.00	\$218.20
1000-2410-300-318-13-05-000-2-601043-	HB TEXTBOOKS	\$13,000.00	\$649.00	\$13,649.00	\$13,648.58	\$0.00	\$0.42
1000-2451-300-344-13-05-000-2-601201-	HB INSTR TECH EQ	\$7,700.00	\$1,911.00	\$9,611.00	\$1,567.94	\$8,043.00	\$0.06
1000-2430-300-350-13-05-000-2-601077-	HB SUPPLIES-TEAC	\$13,000.00	\$8,851.00	\$21,851.00	\$21,769.24	\$0.00	\$81.76
1000-2210-300-307-13-06-000-2-601007-	HB PRINC DUES	\$639.00	\$0.00	\$639.00	\$0.00	\$0.00	\$639.00
1000-2210-300-307-13-06-000-2-601009-	HB PRINC CONFERE	\$400.00	\$0.00	\$400.00	\$155.50	\$0.00	\$244.50
1000-2415-300-313-13-06-000-2-601035-	HB LIBRARY MEDIA	\$1,250.00	\$0.00	\$1,250.00	\$1,029.52	\$0.00	\$220.48
1000-2357-300-317-13-06-000-2-601020-	HB COURSE REIMB	\$6,000.00	\$2,324.00	\$8,324.00	\$4,785.00	\$3,544.00	-\$5.00
1000-2353-300-317-13-06-000-2-601009-	HB PD CONFERENCE	\$1,000.00	\$0.00	\$1,000.00	\$270.30	\$0.00	\$729.70
1000-2440-300-350-13-06-000-2-601021-	HB MILEAGE REIMB	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00
<b>TOTAL HEATH BROOK</b>		<b>\$2,171,528.00</b>	<b>\$101,812.50</b>	<b>\$2,273,340.50</b>	<b>\$1,593,035.08</b>	<b>\$621,474.33</b>	<b>\$58,831.09</b>
<b>15 RYAN</b>							
1000-2210-300-307-15-01-000-1-600050-	RY PRIN/ASST PRI	\$210,612.00	\$0.00	\$210,612.00	\$178,210.34	\$32,401.88	-\$0.22
1000-2800-300-316-15-01-000-1-600084-	RY PSYCHOLOGIST	\$164,164.00	\$0.00	\$164,164.00	\$113,652.00	\$50,512.00	\$0.00
1000-2357-300-317-15-01-000-1-600070-	RY PROF DEV STIP	\$5,000.00	\$0.00	\$5,000.00	\$425.60	\$0.00	\$4,574.40
1000-2310-300-343-15-01-000-1-600059-	RY MODERATE SPEC	\$689,708.00	\$0.00	\$689,708.00	\$476,506.35	\$211,754.96	\$1,446.69
1000-2315-300-343-15-01-000-1-600081-	RYAN CASE MANAGE	\$2,874.00	\$0.00	\$2,874.00	\$1,989.72	\$884.32	-\$0.04
1000-2315-300-343-15-01-000-1-600083-	RYAN CASE MANAGER SALARY	\$0.00	\$1,443.00	\$1,443.00	\$980.73	\$461.52	\$0.75
1000-2310-300-350-15-01-000-1-600061-	RY SPECIALIST	\$160,353.00	\$0.00	\$160,353.00	\$111,012.84	\$49,339.04	\$1.12
1000-2305-300-350-15-01-000-1-600052-	RY TEACHERS SALA	\$2,575,690.00	-\$45,500.00	\$2,530,190.00	\$1,773,860.42	\$755,797.64	\$531.94
1000-2305-300-350-15-01-000-1-600097-	RY TEAM LEADERS	\$15,736.00	\$0.00	\$15,736.00	\$10,833.24	\$4,559.48	\$343.28
1000-2210-300-307-15-02-000-1-600011-	RY CLERICAL SALA	\$84,834.00	\$0.00	\$84,834.00	\$62,986.90	\$17,979.72	\$3,867.38
1000-2325-300-343-15-03-000-1-600089-	RY ISET AIDES	\$7,140.00	\$0.00	\$7,140.00	\$6,582.53	\$0.00	\$557.47
1000-2330-300-343-15-03-000-1-600055-	RY SPECIAL ED AI	\$201,167.00	-\$4,900.00	\$196,267.00	\$141,597.75	\$56,442.46	-\$1,773.21
1000-2325-300-350-15-03-000-1-601029-	RY LONG TRM SUB	\$15,000.00	\$0.00	\$15,000.00	\$10,804.94	\$0.00	\$4,195.06
1000-2325-300-350-15-03-000-1-601311-	RYAN DAILY SUB T	\$26,000.00	\$0.00	\$26,000.00	\$21,341.02	\$0.00	\$4,658.98
1000-2325-300-350-15-03-000-1-601312-	RYAN DAILY SUB A	\$8,500.00	\$0.00	\$8,500.00	\$1,937.00	\$0.00	\$6,563.00
1000-3520-300-350-15-03-000-1-600085-	RYAN APPX B ADVI	\$1,192.00	\$0.00	\$1,192.00	\$975.24	\$216.72	\$0.04
1000-4110-300-360-15-03-000-1-600116-	RY CUSTODIAL SAL	\$176,106.00	\$0.00	\$176,106.00	\$145,962.82	\$30,064.99	\$78.19
1000-4110-300-360-15-03-000-1-600117-	RY CUSTODIAL OVE	\$8,500.00	\$0.00	\$8,500.00	\$8,373.31	\$0.00	\$126.69
1000-4110-300-360-15-03-000-1-600118-	RY CUST BUILDING	\$5,000.00	\$0.00	\$5,000.00	\$3,829.55	\$0.00	\$1,170.45
1000-2357-300-317-15-04-000-2-601023-	RY PROF DEV PRES	\$5,900.00	\$0.00	\$5,900.00	\$3,211.43	\$0.00	\$2,688.57
1000-2420-300-318-15-04-000-2-601002-	RY COPIER CONTRA	\$7,432.00	\$0.00	\$7,432.00	\$7,431.12	\$0.00	\$0.88
1000-2330-300-343-15-04-000-2-601032-	RY SPED STUD SPE	\$167,108.00	\$41,169.00	\$208,277.00	\$141,200.45	\$67,076.55	\$0.00
1000-4220-300-360-15-04-000-2-601191-	RYAN ELEVATOR MA	\$3,526.00	\$0.00	\$3,526.00	\$3,525.87	\$0.00	\$0.13
1000-2210-300-307-15-05-000-2-601000-	RY OFFICE SUPPLI	\$7,812.00	\$0.00	\$7,812.00	\$7,254.61	\$115.00	\$442.39
1000-2415-300-313-15-05-000-2-601034-	RY LIBRARY MEDIA	\$3,000.00	-\$619.00	\$2,381.00	\$845.22	\$0.00	\$1,535.78
1000-2720-300-316-15-05-000-2-601209-	RY TEST & ASSESS	\$2,500.00	\$0.00	\$2,500.00	\$2,071.45	\$0.00	\$428.55
1000-2420-300-318-15-05-000-2-601003-	RY COPY SUPPLIES	\$5,000.00	\$1,000.00	\$6,000.00	\$5,269.80	\$0.00	\$730.20
1000-2410-300-318-15-05-000-2-601043-	RY TEXTBOOKS	\$13,000.00	\$0.00	\$13,000.00	\$12,989.09	\$0.00	\$10.91
1000-2430-300-343-15-05-000-2-601074-	RY SUPPLIES-SPEC	\$2,000.00	\$0.00	\$2,000.00	\$1,507.51	\$390.06	\$102.43
1000-2451-300-344-15-05-000-2-601201-	RY INSTR TECH EQ	\$16,625.00	\$4,315.00	\$20,940.00	\$16,543.32	\$4,396.00	\$0.68
1000-2410-300-350-15-05-000-2-601058-	RY REBINDING	\$500.00	\$111.00	\$611.00	\$610.15	\$0.00	\$0.85
1000-2430-300-350-15-05-000-2-601077-	RY SUPPLIES-TEAC	\$20,000.00	-\$5,669.96	\$14,330.04	\$9,795.55	\$355.49	\$4,179.00
1000-2210-300-307-15-06-000-2-601007-	RY PRINC DUES	\$600.00	\$0.00	\$600.00	\$534.00	\$0.00	\$66.00
1000-2210-300-307-15-06-000-2-601009-	RY PRINC CONFERE	\$1,500.00	\$0.00	\$1,500.00	\$77.50	\$0.00	\$1,422.50
1000-2415-300-313-15-06-000-2-601035-	RY LIBRARY MEDIA	\$1,250.00	\$619.00	\$1,869.00	\$1,797.74	\$0.00	\$71.26
1000-2357-300-317-15-06-000-2-601020-	RY COURSE REIMB	\$11,000.00	\$1,453.00	\$12,453.00	\$4,962.00	\$7,491.00	\$0.00
1000-2353-300-317-15-06-000-2-601009-	RY PD CONFERENCE	\$1,600.00	\$0.00	\$1,600.00	\$245.00	\$0.00	\$1,355.00
1000-2440-300-350-15-06-000-2-601021-	RY MILEAGE REIMB	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00
<b>TOTAL RYAN</b>		<b>\$4,628,429.00</b>	<b>-\$6,578.96</b>	<b>\$4,621,850.04</b>	<b>\$3,291,734.11</b>	<b>\$1,290,238.83</b>	<b>\$39,877.10</b>
<b>16 NORTH ST</b>							
1000-2210-300-307-16-01-000-1-600050-	NS PRINCIPAL SAL	\$101,539.00	\$0.00	\$101,539.00	\$85,917.70	\$15,621.40	-\$0.10
1000-2800-300-316-16-01-000-1-600084-	NS PSYCHOLOGIST	\$64,085.00	\$0.00	\$64,085.00	\$44,366.58	\$19,718.48	-\$0.06
1000-2357-300-317-16-01-000-1-600070-	NS PROF DEV STIP	\$5,000.00	\$0.00	\$5,000.00	\$617.39	\$0.00	\$4,382.61
1000-2310-300-343-16-01-000-1-600059-	NS MODERATE SPEC	\$363,227.00	\$1,628.00	\$364,855.00	\$252,599.13	\$112,255.20	\$0.67
1000-2305-300-350-16-01-000-1-600052-	NS TEACHERS SALA	\$1,000,687.00	-\$1,443.00	\$999,244.00	\$698,058.59	\$265,740.02	\$35,445.39
1000-2305-300-350-16-01-000-1-600088-	NS HEAD TEACHER	\$2,874.00	\$542.00	\$3,416.00	\$2,531.20	\$386.89	\$497.91
1000-2310-300-350-16-01-000-1-600061-	NS SPECIALIST	\$124,732.00	-\$5,000.00	\$119,732.00	\$77,224.29	\$26,934.32	\$15,573.39
1000-2315-300-343-16-01-000-1-600083-	NS CASE MNGRS SALARY	\$80,645.00	-\$80,000.00	\$645.00	\$0.00	\$0.00	\$645.00
1000-2325-300-343-16-03-000-1-600089-	NS ISET AIDES	\$0.00	\$49.00	\$49.00	\$48.06	\$0.00	\$0.94



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1000-2210-300-307-16-02-000-1-600011-	NS CLERICAL SALA	\$39,420.00	\$0.00	\$39,420.00	\$24,994.24	\$11,082.99	\$3,342.77
1000-2330-300-343-16-03-000-1-600055-	NS SPECIAL ED AI	\$98,503.00	\$448.00	\$98,951.00	\$74,309.05	\$24,641.70	\$0.25
1000-2330-300-344-16-03-000-1-600058-	NS TECHNOLOGY AI	\$15,614.00	\$143.00	\$15,757.00	\$10,951.85	\$4,804.32	\$0.83
1000-2325-300-350-16-03-000-1-601029-	NS LONG TRM SUB	\$8,000.00	\$0.00	\$8,000.00	\$5,308.74	\$0.00	\$2,691.26
1000-2325-300-350-16-03-000-1-601311-	NS DAILY SUB TCH	\$11,000.00	\$0.00	\$11,000.00	\$9,694.03	\$0.00	\$1,305.97
1000-2325-300-350-16-03-000-1-601312-	NS DAILY SUB AID	\$4,000.00	\$0.00	\$4,000.00	\$1,631.50	\$0.00	\$2,368.50
1000-2330-300-350-16-03-000-1-600060-	NS LUNCH/RECESS	\$19,000.00	\$0.00	\$19,000.00	\$15,174.50	\$0.00	\$3,825.50
1000-4110-300-360-16-03-000-1-600116-	NS CUSTODIAL SAL	\$80,373.00	\$0.00	\$80,373.00	\$66,379.73	\$13,566.07	\$427.20
1000-4110-300-360-16-03-000-1-600117-	NS CUSTODIAL OVE	\$9,000.00	\$0.00	\$9,000.00	\$5,829.57	\$0.00	\$3,170.43
1000-4110-300-360-16-03-000-1-600118-	NS CUST BUILDING	\$8,700.00	\$0.00	\$8,700.00	\$6,217.90	\$0.00	\$2,482.10
1000-2357-300-317-16-04-000-2-601023-	NS PROF DEV PRES	\$5,900.00	\$0.00	\$5,900.00	\$4,555.43	\$1,344.00	\$0.57
1000-2420-300-318-16-04-000-2-601002-	NS COPIER CONTRA	\$4,955.00	\$0.00	\$4,955.00	\$4,954.08	\$0.00	\$0.92
1000-2330-300-343-16-04-000-2-601032-	NS SPED STUD SPE	\$172,250.00	\$22,697.00	\$194,947.00	\$137,903.44	\$57,043.56	\$0.00
1000-2210-300-307-16-05-000-2-601000-	NS OFFICE SUPPLI	\$3,500.00	\$0.00	\$3,500.00	\$3,083.49	\$142.65	\$273.86
1000-2415-300-313-16-05-000-2-601034-	NS LIBRARY MEDIA	\$3,000.00	\$1,247.38	\$4,247.38	\$2,723.93	\$0.00	\$1,523.45
1000-2720-300-316-16-05-000-2-601209-	NS TEST & ASSESS	\$2,500.00	\$183.00	\$2,683.00	\$2,481.68	\$200.34	\$0.98
1000-2420-300-318-16-05-000-2-601003-	NS COPY SUPPLIES	\$4,500.00	\$0.00	\$4,500.00	\$4,281.80	\$0.00	\$218.20
1000-2410-300-318-16-05-000-2-601043-	NS TEXTBOOKS	\$13,000.00	\$0.00	\$13,000.00	\$7,526.33	\$0.00	\$5,473.67
1000-2430-300-343-16-05-000-2-601074-	NS SUPPLIES-SPEC	\$2,375.00	\$1,759.00	\$4,134.00	\$4,133.15	\$0.00	\$0.85
1000-2451-300-344-16-05-000-2-601201-	NS INSTR TECH EQ	\$8,170.00	-\$1,759.00	\$6,411.00	\$1,370.75	\$0.00	\$5,040.25
1000-2430-300-350-16-05-000-2-601077-	NS SUPPLIES-TEAC	\$12,277.00	\$0.00	\$12,277.00	\$11,051.57	\$517.56	\$707.87
1000-2210-300-307-16-06-000-2-601007-	NS PRINC DUES	\$700.00	-\$183.00	\$517.00	\$299.00	\$0.00	\$218.00
1000-2210-300-307-16-06-000-2-601009-	NS PRINC CONFERE	\$750.00	\$0.00	\$750.00	\$177.50	\$0.00	\$572.50
1000-2415-300-313-16-06-000-2-601035-	NS LIBRARY MEDIA	\$1,250.00	\$0.00	\$1,250.00	\$759.52	\$0.00	\$490.48
1000-2357-300-317-16-06-000-2-601020-	NS COURSE REIMB	\$5,500.00	\$0.00	\$5,500.00	\$2,850.00	\$425.00	\$2,225.00
1000-2353-300-317-16-06-000-2-601009-	NS PD CONFERENCE	\$750.00	\$0.00	\$750.00	\$0.00	\$0.00	\$750.00
1000-2440-300-350-16-06-000-2-601021-	NS MILEAGE REIMB	\$300.00	\$0.00	\$300.00	\$0.00	\$0.00	\$300.00
<b>TOTAL NORTH ST</b>		<b>\$2,278,076.00</b>	<b>-\$59,688.62</b>	<b>\$2,218,387.38</b>	<b>\$1,570,005.72</b>	<b>\$554,424.50</b>	<b>\$93,957.16</b>
<b>17 TRAHAN</b>							
1000-2210-300-307-17-01-000-1-600050-	TR PRINCIPAL SAL	\$103,759.00	\$0.00	\$103,759.00	\$87,796.06	\$15,962.92	\$0.02
1000-2800-300-316-17-01-000-1-600084-	TR PSYCHOLOGIST	\$40,791.00	\$0.00	\$40,791.00	\$25,030.08	\$11,124.48	\$4,636.44
1000-2357-300-317-17-01-000-1-600070-	TR PROF DEV STIP	\$5,000.00	\$0.00	\$5,000.00	\$136.62	\$0.00	\$4,863.38
1000-2310-300-343-17-01-000-1-600059-	TR MODERATE SPEC	\$199,018.00	\$0.00	\$199,018.00	\$148,113.72	\$50,904.32	-\$0.04
1000-2305-300-350-17-01-000-1-600052-	TR TEACHERS SALA	\$1,042,496.00	-\$22,884.00	\$1,019,612.00	\$701,811.35	\$303,197.78	\$14,602.87
1000-2305-300-350-17-01-000-1-600088-	TR HEAD TEACHER	\$2,874.00	\$0.00	\$2,874.00	\$1,989.72	\$884.32	-\$0.04
1000-2310-300-350-17-01-000-1-600061-	TR SPECIALIST	\$118,497.00	\$0.00	\$118,497.00	\$92,695.68	\$25,800.68	\$0.64
1000-2210-300-307-17-02-000-1-600011-	TR CLERICAL SALA	\$46,920.00	\$0.00	\$46,920.00	\$27,369.09	\$11,082.95	\$8,467.96
1000-2330-300-343-17-03-000-1-600055-	TR SPECIAL ED AI	\$96,781.00	-\$8,000.00	\$88,781.00	\$51,645.91	\$23,280.72	\$13,854.37
1000-2330-300-344-17-03-000-1-600058-	TR TECHNOLOGY AI	\$15,514.00	\$69.00	\$15,583.00	\$10,603.98	\$4,773.56	\$205.46
1000-2325-300-350-17-03-000-1-601029-	TR LONG TRM SUB	\$9,000.00	\$0.00	\$9,000.00	\$0.00	\$0.00	\$9,000.00
1000-2325-300-350-17-03-000-1-601311-	TR DAILY SUB TCH	\$11,000.00	\$4,000.00	\$15,000.00	\$12,003.00	\$0.00	\$2,997.00
1000-2325-300-350-17-03-000-1-601312-	TR DAILY SUB AID	\$2,200.00	\$154.00	\$2,354.00	\$2,353.75	\$0.00	\$0.25
1000-2330-300-350-17-03-000-1-600054-	TR INST AIDES SA	\$21,119.00	-\$154.00	\$20,965.00	\$10,845.19	\$5,183.68	\$4,936.13
1000-2330-300-350-17-03-000-1-600060-	TR LUNCH/RECESS	\$17,000.00	\$0.00	\$17,000.00	\$10,395.00	\$0.00	\$6,605.00
1000-4110-300-360-17-03-000-1-600116-	TR CUSTODIAL SAL	\$88,373.00	\$0.00	\$88,373.00	\$73,290.47	\$15,083.56	-\$1.03
1000-4110-300-360-17-03-000-1-600117-	TR CUSTODIAL OVE	\$8,917.00	\$0.00	\$8,917.00	\$2,935.15	\$0.00	\$5,981.85
1000-4110-300-360-17-03-000-1-600118-	TR CUST BUILDING	\$7,400.00	\$0.00	\$7,400.00	\$6,713.94	\$0.00	\$686.06
1000-2357-300-317-17-04-000-2-601023-	TR PROF DEV PRES	\$5,900.00	\$0.00	\$5,900.00	\$2,502.00	\$2,502.00	\$896.00
1000-2420-300-318-17-04-000-2-601002-	TR COPIER CONTRA	\$7,432.00	\$0.00	\$7,432.00	\$7,431.12	\$0.00	\$0.88
1000-2330-300-343-17-04-000-2-601032-	TR SPED STUD SPEC AIDE	\$21,425.00	\$0.00	\$21,425.00	\$15,703.44	\$5,721.56	\$0.00
1000-2210-300-307-17-05-000-2-601000-	TR OFFICE SUPPLI	\$3,500.00	\$40.00	\$3,540.00	\$3,261.02	\$90.25	\$188.73
1000-2415-300-313-17-05-000-2-601034-	TR LIBRARY MEDIA	\$3,000.00	\$0.00	\$3,000.00	\$586.50	\$0.00	\$2,413.50
1000-2720-300-316-17-05-000-2-601209-	TR TEST & ASSESS	\$2,500.00	\$0.00	\$2,500.00	\$1,274.40	\$0.00	\$1,225.60
1000-2420-300-318-17-05-000-2-601003-	TR COPY SUPPLIES	\$4,500.00	\$2,000.00	\$6,500.00	\$5,310.06	\$0.00	\$1,189.94
1000-2410-300-318-17-05-000-2-601043-	TR TEXTBOOKS	\$13,000.00	-\$2,000.00	\$11,000.00	\$4,085.80	\$149.82	\$6,764.38
1000-2430-300-343-17-05-000-2-601074-	TR SUPPLIES-SPEC	\$1,172.00	\$0.00	\$1,172.00	\$1,056.30	\$0.00	\$115.70
1000-2451-300-344-17-05-000-2-601201-	TR INSTR TECH EQ	\$7,030.00	\$0.00	\$7,030.00	\$3,003.94	\$1,600.00	\$2,426.06
1000-2430-300-350-17-05-000-2-601077-	TR SUPPLIES-TEAC	\$12,277.00	\$0.00	\$12,277.00	\$6,227.02	\$83.87	\$5,966.11
1000-2210-300-307-17-06-000-2-601007-	TR PRINC DUES	\$550.00	\$0.00	\$550.00	\$534.00	\$0.00	\$16.00
1000-2210-300-307-17-06-000-2-601009-	TR PRINC CONFERE	\$700.00	\$0.00	\$700.00	\$149.00	\$0.00	\$551.00
1000-2415-300-313-17-06-000-2-601035-	TR LIBRARY MEDIA	\$1,250.00	\$0.00	\$1,250.00	\$1,047.33	\$0.00	\$202.67
1000-2357-300-317-17-06-000-2-601020-	TR COURSE REIMB	\$5,500.00	\$0.00	\$5,500.00	\$3,272.00	\$0.00	\$2,228.00
1000-2353-300-317-17-06-000-2-601009-	TR PD CONFERENCE	\$750.00	\$0.00	\$750.00	\$218.51	\$0.00	\$531.49
1000-2440-300-350-17-06-000-2-601021-	TR MILEAGE REIMB	\$500.00	\$0.00	\$500.00	\$38.02	\$0.00	\$461.98
<b>TOTAL TRAHAN</b>		<b>\$1,927,645.00</b>	<b>-\$26,775.00</b>	<b>\$1,900,870.00</b>	<b>\$1,321,429.17</b>	<b>\$477,426.47</b>	<b>\$102,014.36</b>

Tewksbury Public Schools  
Monthly Expenditure Report (GAAP)  
May 2017

		ORIGINAL		REVISED	YTD		AVAILABLE
		APPROP	TRANSFERS	BUDGET	EXPENDED	ENCMBRNC	BUDGET
<b>21 WYNN</b>							
1000-2210-300-307-21-01-000-1-600050-	WMS PRIN/ASST PR	\$213,735.00	\$0.00	\$213,735.00	\$180,852.76	\$32,882.32	-\$0.08
1000-2710-300-316-21-01-000-1-600071-	WMS GUIDANCE COU	\$134,636.00	\$0.00	\$134,636.00	\$93,208.86	\$41,426.16	\$0.98
1000-2800-300-316-21-01-000-1-600084-	WMS PSYCHOLOGIST	\$84,789.00	\$0.00	\$84,789.00	\$58,700.16	\$26,088.96	-\$0.12
1000-2357-300-317-21-01-000-1-600070-	WMS PROF DEV STIP	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00
1000-2315-300-318-21-01-000-1-600020-	WMS CURR COOR	\$17,984.00	\$0.00	\$17,984.00	\$12,450.24	\$5,533.44	\$0.32
1000-2305-300-337-21-01-000-1-600052-	WMS TEACHERS SAL	\$2,877,882.00	\$3,000.00	\$2,880,882.00	\$1,983,993.69	\$842,982.37	\$53,905.94
1000-2310-300-343-21-01-000-1-600059-	WMS MODERATE SPED	\$641,341.00	-\$13,000.00	\$628,341.00	\$435,620.88	\$183,820.92	\$8,899.20
1000-2310-300-343-21-01-000-1-600062-	WMS SPECIAL ED T	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00
1000-2315-300-343-21-01-000-1-600081-	WMS CASE MGR STIPD	\$2,874.00	-\$2,764.00	\$110.00	\$110.54	\$0.00	-\$0.54
1000-2315-300-343-21-01-000-1-600083-	WMS CASE MANAGER	\$80,478.00	\$2,764.00	\$83,242.00	\$57,594.76	\$25,646.80	\$0.44
1000-2315-300-351-21-01-000-1-600097-	WMS TEAM LEADERS	\$17,992.00	\$0.00	\$17,992.00	\$12,537.55	\$5,453.41	\$1.04
1000-2340-300-313-21-01-000-1-600067-	WMS MEDIA SPECIALIST	\$0.00	\$72,000.00	\$72,000.00	\$20,668.83	\$23,621.52	\$27,709.65
1000-2210-300-307-21-02-000-1-600011-	WMS CLERICAL SAL	\$85,834.00	\$0.00	\$85,834.00	\$64,334.21	\$18,287.41	\$3,212.38
1000-2325-300-343-21-03-000-1-600089-	WMS ISET AIDES	\$7,140.00	\$0.00	\$7,140.00	\$6,718.02	\$0.00	\$421.98
1000-2330-300-343-21-03-000-1-600055-	WMS SPECIAL ED AIDE	\$155,535.00	-\$3,000.00	\$152,535.00	\$105,192.12	\$41,607.33	\$5,735.55
1000-2325-300-351-21-03-000-1-601029-	WMS LONG TRM SUB	\$16,428.00	-\$3,000.00	\$13,428.00	\$11,821.04	\$0.00	\$1,606.96
1000-2325-300-351-21-03-000-1-601311-	WMS DAILY SUB TEACH	\$32,000.00	\$0.00	\$32,000.00	\$28,341.94	\$0.00	\$3,658.06
1000-2325-300-351-21-03-000-1-601312-	WMS DAILY SUB AIDE	\$3,000.00	\$6,000.00	\$9,000.00	\$7,927.50	\$0.00	\$1,072.50
1000-3520-300-351-21-03-000-1-600085-	WMS APPX B ADVIS	\$20,797.00	\$0.00	\$20,797.00	\$13,611.19	\$6,267.76	\$918.05
1000-2305-300-351-21-03-000-1-600102-	WMS BUS LUNCH SUP	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00
1000-4110-300-360-21-03-000-1-600116-	WMS CUSTODIAL SAL	\$173,208.00	-\$8,513.00	\$164,695.00	\$134,781.53	\$27,913.77	\$1,999.70
1000-4110-300-360-21-03-000-1-600117-	WMS CUSTODIAL OT	\$5,596.00	\$3,000.00	\$8,596.00	\$7,218.94	\$0.00	\$1,377.06
1000-4110-300-360-21-03-000-1-600118-	WMS CUST BUILDING	\$5,000.00	\$0.00	\$5,000.00	\$2,941.95	\$0.00	\$2,058.05
1000-2357-300-317-21-04-000-2-601023-	WMS PROF DEV PRES	\$5,900.00	\$0.00	\$5,900.00	\$0.00	\$0.00	\$5,900.00
1000-2420-300-318-21-04-000-2-601002-	WMS COPIER CONT	\$9,909.00	\$0.00	\$9,909.00	\$9,908.16	\$0.00	\$0.84
1000-2330-300-343-21-04-000-2-601032-	WMS SPED STUD SPEC	\$146,113.00	\$5,513.00	\$151,626.00	\$106,121.44	\$45,504.56	\$0.00
1000-2440-300-351-21-04-000-2-601234-	WMS INSTR EQUIP	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00
1000-4220-300-360-21-04-000-2-601191-	WMS ELEVATOR MAIN	\$3,530.00	\$389.00	\$3,919.00	\$3,918.16	\$0.00	\$0.84
1000-2210-300-307-21-05-000-2-601000-	WMS OFFICE SUPP	\$22,686.00	-\$2,389.00	\$20,297.00	\$1,283.55	\$0.00	\$19,013.45
1000-2415-300-313-21-05-000-2-601034-	WMS LIBRY MEDIA SUPP	\$3,000.00	\$458.10	\$3,458.10	\$993.47	\$0.00	\$2,464.63
1000-2720-300-316-21-05-000-2-601209-	WMS TEST & ASSESS	\$2,500.00	\$0.00	\$2,500.00	\$1,042.13	\$0.00	\$1,457.87
1000-2420-300-318-21-05-000-2-601003-	WMS COPY SUPPLIES	\$6,000.00	\$2,000.00	\$8,000.00	\$6,257.80	\$0.00	\$1,742.20
1000-2410-300-318-21-05-000-2-601043-	WMS TEXTBOOKS	\$13,000.00	\$0.00	\$13,000.00	\$8,558.87	\$0.00	\$4,441.13
1000-2430-300-343-21-05-000-2-601074-	WMS SUPP-SPED	\$5,000.00	\$0.00	\$5,000.00	\$2,212.57	\$0.00	\$2,787.43
1000-2451-300-344-21-05-000-2-601201-	WMS INSTR TECH EQU	\$17,765.00	\$0.00	\$17,765.00	\$16,018.99	\$0.00	\$1,746.01
1000-2410-300-351-21-05-000-2-601058-	WMS REBINDING	\$588.00	\$0.00	\$588.00	\$121.65	\$0.00	\$466.35
1000-2430-300-351-21-05-000-2-601077-	WMS SUPP-TEACHING	\$30,000.00	\$0.00	\$30,000.00	\$24,756.39	\$15.39	\$5,228.22
1000-2210-300-307-21-06-000-2-601007-	WMS PRINC DUES	\$2,000.00	\$0.00	\$2,000.00	\$530.00	\$0.00	\$1,470.00
1000-2210-300-307-21-06-000-2-601009-	WMS PRINC CONFER	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00
1000-2415-300-313-21-06-000-2-601035-	WMS LIBRARY MEDIA OTHER	\$1,250.00	\$0.00	\$1,250.00	\$759.52	\$0.00	\$490.48
1000-2357-300-317-21-06-000-2-601020-	WMS COURSE REIMB	\$12,000.00	\$2,999.00	\$14,999.00	\$8,035.00	\$5,080.10	\$1,883.90
1000-2353-300-317-21-06-000-2-601009-	WMS PD CONFERENC	\$750.00	\$0.00	\$750.00	\$382.51	\$0.00	\$367.49
1000-2440-300-351-21-06-000-2-601021-	WMS MILEAGE REIM	\$500.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00
<b>TOTAL WYNN</b>		<b>\$4,869,240.00</b>	<b>\$65,457.10</b>	<b>\$4,934,697.10</b>	<b>\$3,429,526.92</b>	<b>\$1,332,132.22</b>	<b>\$173,037.96</b>
<b>31 HIGH SCHOOL</b>							
1000-2210-300-307-31-01-000-1-600050-	TMHS PRIN/ADST P	\$341,953.00	\$0.00	\$341,953.00	\$289,345.10	\$52,608.20	-\$0.30
1000-2340-300-313-31-01-000-1-600066-	TMHS LIBRARIAN	\$90,921.00	\$0.00	\$90,921.00	\$62,456.58	\$27,975.68	\$488.74
1000-2340-300-313-31-01-000-1-600067-	TMHS MEDIA SPECI	\$66,833.00	\$188.00	\$67,021.00	\$55,558.44	\$11,462.24	\$0.32
1000-2710-300-316-31-01-000-1-600071-	TMHS GUIDANCE CO	\$373,237.00	\$3,105.00	\$376,342.00	\$260,543.70	\$115,797.40	\$0.90
1000-2710-300-316-31-01-000-1-600072-	GUIDANCE DEPT HE	\$7,154.00	\$0.00	\$7,154.00	\$4,952.70	\$2,201.20	\$0.10
1000-2800-300-316-31-01-000-1-600084-	TMHS PSYCHOLOGIS	\$81,582.00	\$6,276.00	\$87,858.00	\$62,755.40	\$25,102.16	\$0.44
1000-2357-300-317-31-01-000-1-600070-	TMHS PROF DEV ST	\$5,000.00	\$0.00	\$5,000.00	\$342.70	\$0.00	\$4,657.30
1000-2305-300-331-31-01-000-1-600052-	TEACHERS SALARY	\$4,408,895.00	-\$63,102.00	\$4,345,793.00	\$3,012,910.88	\$1,265,878.01	\$67,004.11
1000-2310-300-343-31-01-000-1-600059-	TMHS MODERATE SP	\$308,246.00	-\$20,000.00	\$288,246.00	\$187,603.85	\$84,988.80	\$15,653.35
1000-2310-300-343-31-01-000-1-600062-	TMHS SPECIAL ED	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00
1000-2315-300-343-31-01-000-1-600083-	TMHS CASE MANAGE	\$79,645.00	\$0.00	\$79,645.00	\$55,138.14	\$24,505.84	\$1.02
1000-2220-300-352-31-01-000-1-600052-	NEW START TEACHE	\$11,000.00	\$0.00	\$11,000.00	\$8,517.38	\$0.00	\$2,482.62
1000-2220-300-352-31-01-000-1-600072-	TMHS DEPT HEAD	\$40,546.00	\$0.00	\$40,546.00	\$27,894.81	\$12,175.24	\$475.95
1000-3600-300-352-31-01-000-1-600033-	TMHS SECURITY MO	\$10,507.00	\$0.00	\$10,507.00	\$7,273.98	\$3,232.92	\$0.10
1000-3600-300-352-31-01-000-1-600087-	RESOURCE OFFICER	\$108,113.00	\$5,143.00	\$113,256.00	\$113,256.03	\$0.00	-\$0.03
1000-2210-300-307-31-02-000-1-600011-	TMHS CLERICAL SA	\$100,751.00	\$0.00	\$100,751.00	\$72,944.07	\$20,923.45	\$6,883.48
1000-2710-300-307-31-02-000-1-600011-	THMS GUIDANCE SE	\$37,120.00	\$496.00	\$37,616.00	\$26,655.52	\$10,959.97	\$0.51
1000-1230-300-305-31-03-000-1-600006-	TMHS FACILITY MG	\$80,801.00	\$0.00	\$80,801.00	\$66,928.28	\$13,872.49	\$0.23

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		ORIGINAL		REVISED	YTD		AVAILABLE
		APPROP	TRANSFERS	BUDGET	EXPENDED	ENCMBRNC	BUDGET
1000-2325-300-343-31-03-000-1-600089-	TMHS ISET AIDES	\$4,000.00	\$0.00	\$4,000.00	\$0.00	\$0.00	\$4,000.00
1000-2330-300-343-31-03-000-1-600055-	TMHS SPECIAL ED	\$253,168.00	\$0.00	\$253,168.00	\$175,864.12	\$68,895.25	\$8,408.63
1000-2330-300-344-31-03-000-1-600058-	TMHS TECHNOLOGY	\$25,828.00	\$0.00	\$25,828.00	\$17,881.02	\$7,947.12	-\$0.14
1000-2325-300-352-31-03-000-1-600090-	TMHS IN SERVICE	\$30,000.00	\$0.00	\$30,000.00	\$11,638.48	\$0.00	\$18,361.52
1000-2325-300-352-31-03-000-1-601029-	TMHS LONG TRM SU	\$15,000.00	\$0.00	\$15,000.00	\$10,884.72	\$0.00	\$4,115.28
1000-2325-300-352-31-03-000-1-601311-	TMHS DAILY SUB T	\$39,000.00	\$0.00	\$39,000.00	\$32,587.76	\$0.00	\$6,412.24
1000-2325-300-352-31-03-000-1-601312-	TMHS DAILY SUB A	\$3,400.00	\$0.00	\$3,400.00	\$3,371.50	\$0.00	\$28.50
1000-3510-300-352-31-03-000-1-600127-	TMHS INTRAMURALS	\$2,126.00	\$500.00	\$2,626.00	\$2,385.00	\$0.00	\$241.00
1000-3520-300-352-31-03-000-1-600085-	TMHS APPX B ADVI	\$79,481.00	\$2,000.00	\$81,481.00	\$52,197.50	\$17,957.80	\$11,325.70
1000-2305-300-352-31-03-000-1-600093-	TMHS LUNCH DUTY	\$19,000.00	-\$500.00	\$18,500.00	\$9,515.88	\$0.00	\$8,984.12
1000-4110-300-360-31-03-000-1-600116-	TMHS CUSTODIAL S	\$341,844.00	\$0.00	\$341,844.00	\$273,068.49	\$56,998.78	\$11,776.73
1000-4110-300-360-31-03-000-1-600117-	TMHS CUSTODIAL O	\$33,000.00	\$0.00	\$33,000.00	\$32,365.34	\$0.00	\$634.66
1000-4110-300-360-31-03-000-1-600118-	TMHS CUST BUILDI	\$4,000.00	\$0.00	\$4,000.00	\$1,639.23	\$0.00	\$2,360.77
1000-2440-300-307-31-04-000-2-601147-	TMHS RENAISSANCE	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00
1000-2440-300-307-31-04-000-2-601148-	TMHS NHS CEREMON	\$3,000.00	\$0.00	\$3,000.00	\$1,499.00	\$294.00	\$1,207.00
1000-2415-300-313-31-04-000-2-601015-	TMHS GUID COMPUT	\$5,000.00	\$38.00	\$5,038.00	\$0.00	\$5,038.00	\$0.00
1000-2357-300-317-31-04-000-2-601023-	TMHS PROF DEV PR	\$7,000.00	\$0.00	\$7,000.00	\$3,595.90	\$0.00	\$3,404.10
1000-2420-300-318-31-04-000-2-601002-	TMHS COPIER CONT	\$19,817.00	\$0.00	\$19,817.00	\$19,816.32	\$0.00	\$0.68
1000-2330-300-343-31-04-000-2-601032-	TMHS SPED STUD S	\$97,233.00	\$17,690.00	\$114,923.00	\$74,381.37	\$22,851.63	\$17,690.00
1000-4220-300-360-31-04-000-2-601191-	TMHS ELEVATOR MA	\$7,081.00	\$995.00	\$8,076.00	\$7,080.72	\$995.00	\$0.28
1000-2210-300-307-31-05-000-2-601000-	TMHS OFFICE SUPP	\$12,000.00	\$698.38	\$12,698.38	\$10,446.07	\$2,228.03	\$24.28
1000-2440-300-307-31-05-000-2-601142-	TMHS GRADUATION	\$16,500.00	\$251.18	\$16,751.18	\$4,726.40	\$5,243.50	\$6,781.28
1000-2415-300-313-31-05-000-2-601034-	TMHS LIBRARY MED SUPPLIES	\$20,000.00	\$361.68	\$20,361.68	\$17,691.59	\$2,670.09	\$0.00
1000-2415-300-313-31-06-000-2-601035-	TMHS LIBRARY MED OTHER	\$0.00	\$760.00	\$760.00	\$759.52	\$0.00	\$0.48
1000-2720-300-316-31-05-000-2-601209-	TMHS TEST & ASSE	\$10,000.00	-\$3,890.00	\$6,110.00	\$3,016.71	\$54.00	\$3,039.29
1000-2710-300-316-31-05-000-2-601000-	TMHS GUID SUPPLIES	\$5,000.00	\$0.00	\$5,000.00	\$2,824.41	\$1,128.05	\$1,047.54
1000-2720-300-316-31-03-000-1-600085-	TMHS TESTING PROCTORS	\$0.00	\$2,660.00	\$2,660.00	\$2,659.32	\$0.00	\$0.68
1000-2420-300-318-31-05-000-2-601003-	TMHS COPY SUPPLI	\$9,000.00	\$0.00	\$9,000.00	\$7,245.80	\$0.00	\$1,754.20
1000-2410-300-318-31-05-000-2-601043-	TMHS TEXTBOOKS	\$20,000.00	\$10,872.49	\$30,872.49	\$16,401.31	\$11,442.46	\$3,028.72
1000-2430-300-343-31-05-000-2-601074-	TMHS SUPPLIES-SPED	\$5,509.00	\$0.00	\$5,509.00	\$3,043.51	\$1,090.08	\$1,375.41
1000-2451-300-344-31-05-000-2-601201-	TMHS INSTR TECH	\$25,000.00	\$5,870.69	\$30,870.69	\$26,776.32	\$0.00	\$4,094.37
1000-2430-300-347-31-05-000-2-601305-	TMHS SUPPLIES - VHS	\$21,000.00	\$0.00	\$21,000.00	\$21,000.00	\$0.00	\$0.00
1000-2410-300-352-31-05-000-2-601058-	TMHS REBINDING	\$700.00	\$0.00	\$700.00	\$201.40	\$0.00	\$498.60
1000-2430-300-352-31-05-000-2-601077-	TMHS SUPPLIES-TEACHING	\$65,000.00	\$14,292.36	\$79,292.36	\$75,491.48	\$2,533.77	\$1,267.11
1000-3520-300-352-31-06-000-2-601007-	TMHS STUDENT DUES	\$2,410.00	\$275.00	\$2,685.00	\$2,135.00	\$550.00	\$0.00
1000-2210-300-307-31-06-000-2-601007-	TMHS PRINC DUES	\$6,200.00	\$0.00	\$6,200.00	\$5,075.00	\$750.00	\$375.00
1000-2210-300-307-31-06-000-2-601009-	TMHS PRINC CONFE	\$4,100.00	\$423.00	\$4,523.00	\$4,522.12	\$0.00	\$0.88
1000-2210-300-307-31-06-000-2-601012-	TMHS POSTAGE	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00
1000-2357-300-317-31-06-000-2-601020-	TMHS COURSE REIM	\$15,000.00	\$2,349.00	\$17,349.00	\$6,735.00	\$8,530.00	\$2,084.00
1000-2353-300-317-31-06-000-2-601009-	TMHS PD CONFEREN	\$1,750.00	\$0.00	\$1,750.00	\$225.00	\$81.00	\$1,444.00
1000-2440-300-352-31-06-000-2-601021-	TMHS MILEAGE REI	\$920.00	\$0.00	\$920.00	\$584.58	\$0.00	\$335.42
<b>TOTAL HIGH SCHOOL</b>		<b>\$7,389,371.00</b>	<b>-\$12,247.22</b>	<b>\$7,377,123.78</b>	<b>\$5,256,410.45</b>	<b>\$1,888,962.16</b>	<b>\$231,751.17</b>
<b>84 SCHOOL COMMITTEE</b>							
1000-1110-300-305-84-02-000-1-600029-	SCHOOL COMM SECY	\$8,000.00	\$0.00	\$8,000.00	\$7,026.85	\$0.00	\$973.15
1000-1110-300-305-84-03-000-1-600000-	SCHOOL COMM SAL	\$13,000.00	\$417.00	\$13,417.00	\$12,124.85	\$1,291.65	\$0.50
1000-1110-300-305-84-04-000-2-601006-	LEGAL FEES	\$120,000.00	-\$13,321.00	\$106,679.00	\$52,503.39	\$17,012.84	\$37,162.77
1000-1110-300-305-84-04-000-2-601010-	ADVERTISING	\$18,000.00	-\$5,530.00	\$12,470.00	\$3,443.42	\$0.00	\$9,026.58
1000-1110-300-305-84-04-000-2-601190-	MEDICAIDE PROCES	\$9,000.00	\$2,721.00	\$11,721.00	\$11,720.77	\$0.00	\$0.23
1000-1110-300-305-84-05-000-2-601027-	SCHOOL COMM SUPP	\$5,000.00	\$0.00	\$5,000.00	\$1,185.15	\$0.00	\$3,814.85
1000-1110-300-305-84-06-000-2-601007-	DUES	\$9,300.00	\$0.00	\$9,300.00	\$8,222.39	\$0.00	\$1,077.61
1000-1110-300-305-84-06-000-2-601009-	SCHOOL COMM CONF	\$2,300.00	\$0.00	\$2,300.00	\$1,200.00	\$105.00	\$995.00
1000-1110-300-305-84-06-000-2-601024-	MEDICAL EXPENSES	\$20,000.00	\$0.00	\$20,000.00	\$15,400.24	\$0.00	\$4,599.76
1000-1435-300-305-84-06-000-2-601290-	LEGAL SETTLEMENTS	\$0.00	\$3,000.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00
<b>TOTAL SCHOOL COMMITTEE</b>		<b>\$204,600.00</b>	<b>-\$12,713.00</b>	<b>\$191,887.00</b>	<b>\$115,827.06</b>	<b>\$18,409.49</b>	<b>\$57,650.45</b>
<b>86 ADMINISTRATION</b>							
1000-1210-300-305-86-01-000-1-600001-	ADMIN SUPERINTEN	\$183,330.00	\$0.00	\$183,330.00	\$145,922.02	\$29,224.79	\$8,183.19
1000-1220-300-305-86-01-000-1-600002-	ADMIN ASST SUPT	\$136,168.00	\$0.00	\$136,168.00	\$112,759.23	\$23,408.77	\$0.00
1000-3100-300-305-86-01-000-1-600032-	ADMIN ATTENDENCE	\$5,500.00	\$0.00	\$5,500.00	\$4,530.24	\$823.68	\$146.08
1000-3300-300-305-86-01-000-1-600007-	ADMIN TRANSPORTA	\$37,895.00	-\$76.00	\$37,819.00	\$31,329.17	\$6,489.39	\$0.44
1000-1230-300-305-86-01-000-1-600006-	ADMIN FACILITIES	\$37,781.00	\$38.00	\$37,819.00	\$31,329.17	\$6,489.38	\$0.45
1000-1410-300-306-86-01-000-1-600003-	BUS OFF BUSINESS	\$124,380.00	\$0.00	\$124,380.00	\$102,044.66	\$21,124.42	\$1,210.92
1000-1420-300-306-86-01-000-1-600220-	HUMAN RESOURCES	\$48,307.00	\$5,317.00	\$53,624.00	\$44,309.16	\$9,313.93	\$0.91
1000-1210-300-305-86-02-000-1-600030-	ADMIN SUPT SECRE	\$55,748.00	\$1,431.00	\$57,179.00	\$49,546.05	\$10,252.04	-\$2,619.09

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1000-1220-300-305-86-02-000-1-600031-	ADMIN ASST SUPT SECT	\$56,878.00	\$382.00	\$57,260.00	\$49,576.42	\$10,301.50	-\$2,617.92
1000-1410-300-306-86-02-000-1-600011-	BUS OFF CLERICAL	\$88,306.00	-\$17,477.00	\$70,829.00	\$56,218.23	\$10,470.74	\$4,140.03
1000-1410-300-306-86-02-000-1-600012-	BUS OFF PAYROLL	\$64,052.00	-\$14,392.00	\$49,660.00	\$40,832.23	\$7,815.15	\$1,012.62
1000-1410-300-306-86-02-000-1-600013-	BUS OFF ACCT PAY	\$37,572.00	\$9,075.00	\$46,647.00	\$38,459.19	\$8,187.22	\$0.59
1000-1210-300-305-86-04-000-2-601002-	SUPT OFF COPIER	\$3,588.00	\$1,062.00	\$4,650.00	\$3,587.04	\$1,062.48	\$0.48
1000-1210-300-305-86-04-000-2-601013-	SUPT OFFICE PRIN	\$4,000.00	-\$2,500.00	\$1,500.00	\$1,215.00	\$0.00	\$285.00
1000-1210-300-305-86-04-000-2-601192-	SUPT - CONT SERV	\$11,000.00	\$5,059.00	\$16,059.00	\$16,058.28	\$0.00	\$0.72
1000-1410-300-306-86-04-000-2-601002-	BUS OFF COPIER C	\$7,432.00	\$0.00	\$7,432.00	\$7,431.12	\$0.00	\$0.88
1000-1410-300-306-86-04-000-2-601013-	BUSINESS OFFICE	\$3,700.00	\$0.00	\$3,700.00	\$980.79	\$1,119.21	\$1,600.00
1000-1410-300-306-86-04-000-2-601192-	BUS OFFICE - CONT SERV	\$7,000.00	\$3,325.00	\$10,325.00	\$5,325.00	\$5,000.00	\$0.00
1000-1210-300-305-86-05-000-2-601000-	SUPT OFFICE SUPPLIES	\$7,500.00	-\$1,714.21	\$5,785.79	\$3,280.07	\$140.05	\$2,365.67
1000-1210-300-305-86-05-000-2-601003-	SUPT - COPY SUPPLIES	\$3,287.00	\$0.00	\$3,287.00	\$2,305.80	\$0.00	\$981.20
1000-1220-300-305-86-05-000-2-601000-	ASST SUPT OFFICE SUPP	\$4,492.00	\$0.00	\$4,492.00	\$3,526.54	\$132.13	\$833.33
1000-1410-300-306-86-05-000-2-601000-	BUS OFFICE SUPPLIES	\$9,800.00	\$1,425.02	\$11,225.02	\$6,735.29	\$432.07	\$4,057.66
1000-1410-300-306-86-05-000-2-601003-	BUS OFFICE - COPY SUPPLIES	\$6,000.00	\$0.00	\$6,000.00	\$3,293.80	\$988.00	\$1,718.20
1000-1210-300-305-86-06-000-2-601007-	SUPT/ASST SUPT DUES	\$11,500.00	\$2,331.00	\$13,831.00	\$13,831.00	\$0.00	\$0.00
1000-1210-300-305-86-06-000-2-601008-	SUBSCRIPTIONS	\$500.00	\$0.00	\$500.00	\$46.00	\$0.00	\$454.00
1000-1210-300-305-86-06-000-2-601009-	SUPT CONFERENCE	\$3,000.00	\$1,554.00	\$4,554.00	\$4,553.49	\$0.00	\$0.51
1000-1220-300-305-86-06-000-2-601009-	ASST SUPT CONFER	\$2,500.00	\$0.00	\$2,500.00	\$2,495.53	\$0.00	\$4.47
1000-1230-300-306-86-06-000-2-601007-	BUS OFFICE - DUES	\$1,500.00	\$585.00	\$2,085.00	\$2,085.00	\$0.00	\$0.00
1000-1230-300-306-86-06-000-2-601009-	BUS OFF CONFERENCE	\$3,500.00	\$0.00	\$3,500.00	\$1,137.13	\$0.00	\$2,362.87
1000-1230-300-306-86-06-000-2-601012-	POSTAGE	\$25,000.00	\$0.00	\$25,000.00	\$17,222.13	\$2,417.34	\$5,360.53
1000-1230-300-306-86-06-000-2-601021-	MILEAGE REIMB	\$10,600.00	\$223.00	\$10,823.00	\$9,499.36	\$1,323.08	\$0.56
<b>TOTAL ADMINISTRATION</b>		<b>\$1,001,816.00</b>	<b>-\$4,352.19</b>	<b>\$997,463.81</b>	<b>\$811,464.14</b>	<b>\$156,515.37</b>	<b>\$29,484.30</b>
<b>88 INFORMATION SYST</b>							
1000-1450-300-310-88-01-000-1-600005-	INFOSYS DATA PRO	\$37,781.00	\$38.00	\$37,819.00	\$31,330.24	\$6,489.57	-\$0.81
1000-1450-300-310-88-01-000-1-600015-	INFOSYS NETWORK	\$90,051.00	\$0.00	\$90,051.00	\$76,237.78	\$15,613.14	-\$1,799.92
1000-1450-300-310-88-02-000-1-600019-	INFOSYS STUDENT	\$48,224.00	\$5,215.00	\$53,439.00	\$44,128.57	\$9,310.37	\$0.06
1000-1450-300-310-88-03-000-1-600016-	INFOSYS COMPUTER	\$281,363.00	\$0.00	\$281,363.00	\$230,109.11	\$34,414.87	\$16,839.02
1000-1450-300-310-88-04-000-2-601016-	INFOSYS TECH CON	\$129,600.00	\$0.00	\$129,600.00	\$117,000.02	\$9,656.00	\$2,943.98
1000-1450-300-310-88-04-000-2-601017-	INFORMATION SYST	\$20,000.00	\$10,000.00	\$30,000.00	\$12,004.01	\$0.00	\$17,995.99
1000-1450-300-310-88-04-000-2-601265-	INTERNET CONNECT	\$57,280.00	\$0.00	\$57,280.00	\$38,158.23	\$2,789.01	\$16,332.76
1000-1450-300-310-88-04-000-2-601400-	NETWORK MAINTENE	\$4,800.00	\$0.00	\$4,800.00	\$4,745.00	\$0.00	\$55.00
1000-1450-300-310-88-04-000-2-601401-	EMAIL	\$3,620.00	\$0.00	\$3,620.00	\$3,620.00	\$0.00	\$0.00
1000-1450-300-310-88-04-000-2-601402-	WEB PAGE	\$0.00	\$21,523.00	\$21,523.00	\$8,000.00	\$12,000.00	\$1,523.00
1000-1450-300-310-88-04-000-2-601403-	TSS AND SMS	\$2,500.00	\$0.00	\$2,500.00	\$2,296.00	\$0.00	\$204.00
1000-1450-300-310-88-04-000-2-601404-	TECH EQUIPMENT M	\$3,300.00	\$0.00	\$3,300.00	\$1,350.82	\$150.00	\$1,799.18
1000-1450-300-310-88-05-000-2-601027-	INFOSYS SUPPLIES	\$35,000.00	\$47,432.00	\$82,432.00	\$36,668.12	\$1,307.87	\$44,456.01
1000-1450-300-310-88-06-000-2-601007-	INFO SYSTEMS DUE	\$1,100.00	\$0.00	\$1,100.00	\$1,052.98	\$0.00	\$47.02
<b>TOTAL INFORMATION SYST</b>		<b>\$714,619.00</b>	<b>\$84,208.00</b>	<b>\$798,827.00</b>	<b>\$606,700.88</b>	<b>\$91,730.83</b>	<b>\$100,395.29</b>
<b>89 TRANSPORTATION</b>							
1000-2440-300-311-89-04-000-2-601120-	TRANSPRTN AFTER SCHOOL	\$0.00	\$46,000.00	\$46,000.00	\$19,080.00	\$0.00	\$26,920.00
1000-3300-300-311-89-03-000-1-600197-	TRANS MONITORS	\$8,100.00	\$4,000.00	\$12,100.00	\$10,394.53	\$0.00	\$1,705.47
1000-2440-300-311-89-04-000-2-601279-	TRANSPRTN FIELD	\$20,480.00	\$0.00	\$20,480.00	\$12,239.00	\$0.00	\$8,241.00
1000-3300-300-311-89-04-000-2-601007-	TRANSPORTATION D	\$200.00	\$0.00	\$200.00	\$200.00	\$0.00	\$0.00
1000-3300-300-311-89-04-000-2-601015-	TRANSPRTN COMPUT	\$2,500.00	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00
1000-3300-300-311-89-04-000-2-601036-	TRANSPRTN TRANS-	\$1,277,550.00	\$0.00	\$1,277,550.00	\$1,128,115.00	\$149,435.00	\$0.00
1000-3300-300-311-89-04-000-2-601039-	TRANSPRTN TRANS-	\$60,000.00	-\$810.00	\$59,190.00	\$38,759.34	\$11,280.00	\$9,150.66
1000-3300-300-311-89-04-000-2-601040-	TRANS- VOCATIONA	\$19,440.00	\$810.00	\$20,250.00	\$14,962.50	\$5,287.50	\$0.00
1000-3300-300-343-89-04-000-2-601037-	SPED TRANS-I/D D	\$432,370.00	\$0.00	\$432,370.00	\$379,016.00	\$53,354.00	\$0.00
1000-3300-300-343-89-04-000-2-601038-	SPED TRANS-O/D D	\$973,621.00	\$6,086.92	\$979,707.92	\$621,956.13	\$178,696.92	\$179,054.87
<b>TOTAL TRANSPORTATION</b>		<b>\$2,794,261.00</b>	<b>\$56,086.92</b>	<b>\$2,850,347.92</b>	<b>\$2,227,222.50</b>	<b>\$398,053.42</b>	<b>\$225,072.00</b>
<b>91 ATHLETICS</b>							
1000-3510-300-314-91-01-000-1-600004-	ATHL DIR/TMHS FA	\$23,200.00	\$0.00	\$23,200.00	\$19,270.55	\$3,929.64	-\$0.19
1000-3510-300-314-91-01-000-1-600122-	ATHL DEPT ATHLET	\$28,114.00	\$5,457.00	\$33,571.00	\$24,102.05	\$7,476.80	\$1,992.15
1000-3510-300-314-91-01-000-1-600123-	ATHLETIC COACH	\$216,284.00	-\$20,000.00	\$196,284.00	\$194,108.00	\$0.00	\$2,176.00
1000-3510-300-314-91-02-000-1-600011-	ATHL DEPT CLERIC	\$19,010.00	\$0.00	\$19,010.00	\$11,647.41	\$5,541.49	\$1,821.10
1000-3510-300-314-91-03-000-1-600086-	ATHLETIC CUSTODI	\$20,000.00	\$7,667.00	\$27,667.00	\$26,889.95	\$0.00	\$777.05
1000-3510-300-314-91-03-000-1-600121-	ATHL DEPT EQUIPM	\$8,528.00	\$247.00	\$8,775.00	\$6,567.28	\$2,207.68	\$0.04
1000-3510-300-314-91-03-000-1-600124-	ATHL EVNT PSNL S	\$12,000.00	\$9,282.00	\$21,282.00	\$21,216.61	\$0.00	\$65.39
1000-3510-300-314-91-03-000-1-600125-	ATHL GAME OFF SA	\$3,060.00	\$0.00	\$3,060.00	\$1,910.00	\$0.00	\$1,150.00
1000-3510-300-314-91-04-000-2-600124-	CONT EVENT PERSN	\$4,000.00	-\$1,924.00	\$2,076.00	\$100.00	\$0.00	\$1,976.00

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1000-3510-300-314-91-04-000-2-600125-	GAME OFFICIALS C	\$39,921.00	\$0.00	\$39,921.00	\$31,697.00	\$0.00	\$8,224.00
1000-3510-300-314-91-04-000-2-600126-	POLICE DETAILS	\$7,000.00	\$1,720.00	\$8,720.00	\$7,875.12	\$844.80	\$0.08
1000-3510-300-314-91-04-000-2-600151-	ATHL DEPT RECOND	\$10,000.00	\$0.00	\$10,000.00	\$9,270.95	\$0.00	\$729.05
1000-3510-300-314-91-04-000-2-600152-	ATHL DEPT FILMIN	\$1,400.00	\$0.00	\$1,400.00	\$0.00	\$0.00	\$1,400.00
1000-3510-300-314-91-04-000-2-605061-	BOYS HOCKEY ICE	\$30,750.00	\$0.00	\$30,750.00	\$27,673.38	\$0.00	\$3,076.62
1000-4210-300-360-91-04-000-2-601271-	ATH FLD GROUNDS	\$18,000.00	\$1,755.00	\$19,755.00	\$18,423.52	\$1,300.00	\$31.48
1000-3510-300-314-91-05-000-2-601271-	ATHL FLD MAINT S	\$3,646.00	\$0.00	\$3,646.00	\$2,457.73	\$0.00	\$1,188.27
1000-3510-300-314-91-05-000-2-601286-	ATHL CONFERENCES	\$2,000.00	\$0.00	\$2,000.00	\$1,788.28	\$0.00	\$211.72
1000-3510-300-314-91-05-000-2-601287-	ATHL DIR SUPPLIE	\$6,000.00	\$40.00	\$6,040.00	\$3,433.27	\$1,540.98	\$1,065.75
1000-3510-300-314-91-05-000-2-601288-	ATHL TRAINER SUP	\$4,200.00	\$333.00	\$4,533.00	\$3,855.84	\$0.00	\$677.16
1000-3510-300-314-91-05-000-2-605027-	ATHL SPORTS SUPP	\$40,000.00	\$7,197.44	\$47,197.44	\$44,386.53	\$1,258.10	\$1,552.81
1000-3510-300-314-91-06-000-2-601007-	ATHLETIC DUES	\$24,000.00	-\$755.00	\$23,245.00	\$18,215.40	\$0.00	\$5,029.60
<b>TOTAL ATHLETICS</b>		<b>\$521,113.00</b>	<b>\$11,019.44</b>	<b>\$532,132.44</b>	<b>\$474,888.87</b>	<b>\$24,099.49</b>	<b>\$33,144.08</b>
<b>94 SPECIAL ED I/D</b>							
1000-2320-300-343-94-01-000-1-600016-	ASSISTIVE TECH SALARY	\$80,000.00	\$0.00	\$80,000.00	\$18,620.64	\$4,655.18	\$56,724.18
1000-2320-300-343-94-01-000-1-600199-	SYSTEMWIDE THERA	\$894,148.00	\$30,000.00	\$924,148.00	\$664,677.71	\$241,120.48	\$18,349.81
1000-2320-300-343-94-01-000-1-600207-	SUMMER SERVICES	\$57,020.00	\$0.00	\$57,020.00	\$36,211.30	\$0.00	\$20,808.70
1000-2800-300-343-94-01-000-1-601084-	BEHAVIOR MOD THERA	\$137,562.00	\$0.00	\$137,562.00	\$84,898.50	\$34,746.00	\$17,917.50
1000-2310-300-343-94-01-000-1-600059-	SUMM TEACH SAL	\$59,272.00	\$0.00	\$59,272.00	\$45,480.79	\$0.00	\$13,791.21
1000-2310-300-343-94-01-000-1-600212-	SUMM TUTOR SAL	\$4,461.00	\$0.00	\$4,461.00	\$672.84	\$0.00	\$3,788.16
1000-3200-300-343-94-01-000-1-600039-	SUMM NURSE	\$12,348.00	\$0.00	\$12,348.00	\$10,227.75	\$0.00	\$2,120.25
1000-2330-300-343-94-03-000-1-600092-	SUMM AIDE SAL	\$62,212.00	\$0.00	\$62,212.00	\$54,309.81	\$0.00	\$7,902.19
1000-2440-300-343-94-04-000-2-601098-	PUPIL SERVICES-CONT SERV	\$900,000.00	\$22,964.28	\$922,964.28	\$585,803.01	\$238,589.20	\$98,572.07
1000-2720-300-343-94-04-000-2-601108-	SPED SPEC EVAL-S	\$60,000.00	-\$13,943.00	\$46,057.00	\$7,795.14	\$12,877.48	\$25,384.38
1000-2800-300-343-94-04-000-2-601083-	SPED BEH MOD-SYS	\$200,000.00	\$0.00	\$200,000.00	\$153,672.19	\$0.00	\$46,327.81
1000-2320-300-343-94-04-000-2-601187-	OT/PT/SPCH CONT	\$14,000.00	-\$1,769.00	\$12,231.00	\$2,930.05	\$1,281.35	\$8,019.60
1000-2420-300-343-94-04-000-2-601002-	SPED OFFICE COPI	\$2,478.00	\$0.00	\$2,478.00	\$2,476.60	\$0.00	\$1.40
1000-2320-300-343-94-05-000-2-601078-	SPED SUPPLIES-OT	\$9,420.00	\$5,022.00	\$14,442.00	\$9,831.51	\$4,610.00	\$0.49
1000-2420-300-343-94-05-000-2-601299-	SPEC ED I/D ASSI	\$12,000.00	\$1,500.00	\$13,500.00	\$11,004.20	\$1,750.00	\$745.80
1000-2430-300-343-94-05-000-2-601100-	PUPIL SERVICES - SUPP	\$13,663.00	\$654.80	\$14,317.80	\$9,708.51	\$2,864.32	\$1,744.97
1000-2120-300-343-94-06-000-2-601012-	POSTAGE	\$2,600.00	\$0.00	\$2,600.00	\$922.70	\$0.00	\$1,677.30
1000-2120-300-343-94-06-000-2-601021-	MILEAGE REIMB	\$4,000.00	\$0.00	\$4,000.00	\$2,948.57	\$400.00	\$651.43
<b>TOTAL SPECIAL ED I/D</b>		<b>\$2,525,184.00</b>	<b>\$44,429.08</b>	<b>\$2,569,613.08</b>	<b>\$1,702,191.82</b>	<b>\$542,894.01</b>	<b>\$324,527.25</b>
<b>95 SPECIAL ED O/D</b>							
1000-2110-300-343-95-01-000-1-600010-	SPED SPECIAL ED	\$299,087.00	\$0.00	\$299,087.00	\$248,156.04	\$49,230.81	\$1,700.15
1000-2110-300-343-95-02-000-1-600011-	SPED CLERICAL SA	\$243,473.00	\$24,000.00	\$267,473.00	\$180,512.96	\$40,571.67	\$46,388.37
1000-9100-300-343-95-04-000-2-601129-	MA TUI - PUBLIC DAY	\$809,232.00	\$38,958.00	\$848,190.00	\$700,361.01	\$147,828.82	\$0.17
1000-9300-300-343-95-04-000-2-601124-	PRIV TUITION - DAY	\$525,130.00	\$17,706.00	\$542,836.00	\$461,163.78	\$81,383.70	\$288.52
1000-9300-300-343-95-04-000-2-601126-	PRIV TUIT - PRESCHOOL	\$168,436.00	\$0.00	\$168,436.00	\$118,659.42	\$26,882.68	\$22,893.90
1000-9300-300-343-95-04-000-2-601127-	PRIV TUITION - RESIDENT	\$1,259,216.00	\$14,343.75	\$1,273,559.75	\$1,018,864.07	\$330,345.32	-\$75,649.64
1000-9400-300-343-95-04-000-2-601123-	COLLAB TUI - PUB	\$826,680.00	-\$58,989.00	\$767,691.00	\$538,123.58	\$209,104.17	\$20,463.25
1000-2110-300-343-95-06-000-2-601007-	DUES	\$450.00	\$0.00	\$450.00	\$0.00	\$0.00	\$450.00
1000-2110-300-343-95-06-000-2-601021-	MILEAGE REIMB	\$8,000.00	\$0.00	\$8,000.00	\$3,586.28	\$0.00	\$4,413.72
<b>TOTAL SPECIAL ED O/D</b>		<b>\$4,139,704.00</b>	<b>\$36,018.75</b>	<b>\$4,175,722.75</b>	<b>\$3,269,427.14</b>	<b>\$885,347.17</b>	<b>\$20,948.44</b>
<b>97 BUILDINGS &amp; GROUNDS</b>							
1000-4220-300-360-97-03-000-1-600023-	MAINTENANCE SALA	\$268,526.00	-\$1,000.00	\$267,526.00	\$231,366.95	\$40,892.73	-\$4,733.68
1000-4220-300-360-97-03-000-1-600024-	ELEC/MAINT FOREM	\$78,290.00	\$39.00	\$78,329.00	\$64,849.09	\$13,479.33	\$0.58
1000-4220-300-360-97-03-000-1-600025-	SUMMER MAINT	\$15,000.00	\$0.00	\$15,000.00	\$7,247.36	\$0.00	\$7,752.64
1000-4220-300-360-97-03-000-1-600036-	MAINTENENCE OT	\$22,000.00	\$4,500.00	\$26,500.00	\$24,624.66	\$0.00	\$1,875.34
1000-4220-300-360-97-03-000-1-600037-	MAINT FOREMAN OT	\$22,000.00	\$3,500.00	\$25,500.00	\$23,962.69	\$0.00	\$1,537.31
1000-4110-300-360-97-04-000-2-601213-	CUSTSERV UNIFORM	\$18,200.00	\$80.00	\$18,280.00	\$12,956.93	\$5,322.79	\$0.28
1000-4110-300-360-97-04-000-2-601233-	CUSTSERV CARPET	\$18,500.00	\$3,056.00	\$21,556.00	\$21,555.16	\$0.00	\$0.84
1000-4120-300-360-97-04-000-2-601214-	HTNGBLDGS HEATIN	\$139,315.00	\$10,775.00	\$150,090.00	\$108,699.12	\$41,390.88	\$0.00
1000-4130-300-360-97-04-000-2-601253-	UTILS ELEC BILLS - DEWING	\$47,000.00	\$3,442.18	\$50,442.18	\$44,751.03	\$5,691.15	\$0.00
1000-4130-300-360-97-04-000-2-601254-	UTILS ELEC BILLS - HEATH BRK	\$43,000.00	\$2,736.67	\$45,736.67	\$45,057.92	\$678.75	\$0.00
1000-4130-300-360-97-04-000-2-601255-	UTILS ELEC BILLS - NORTH ST	\$29,000.00	\$12,000.00	\$41,000.00	\$30,122.02	\$10,877.96	\$0.02
1000-4130-300-360-97-04-000-2-601256-	UTILS ELEC BILLS - TRAHAN	\$24,000.00	\$10,000.00	\$34,000.00	\$24,803.70	\$9,196.30	\$0.00
1000-4130-300-360-97-04-000-2-601257-	UTILS ELEC BILLS - RYAN	\$95,000.00	\$0.00	\$95,000.00	\$70,831.73	\$24,168.27	\$0.00
1000-4130-300-360-97-04-000-2-601258-	UTILS ELEC BILLS - WYNN	\$130,174.00	\$6,500.00	\$136,674.00	\$113,392.48	\$23,281.35	\$0.17
1000-4130-300-360-97-04-000-2-601259-	UTILS ELEC BILLS - TMHS	\$282,000.00	\$0.00	\$282,000.00	\$220,642.00	\$61,358.00	\$0.00
1000-4130-300-360-97-04-000-2-601260-	UTILS ELEC BILLS - CENTER	\$20,000.00	\$0.00	\$20,000.00	\$14,461.45	\$5,538.40	\$0.15
1000-4130-300-360-97-04-000-2-601261-	UTILS TELEPHONE	\$35,000.00	\$8,117.49	\$43,117.49	\$35,950.87	\$818.87	\$6,347.75

Tewksbury Public Schools  
Monthly Expenditure Report (GAAP)  
May 2017

		ORIGINAL		REVISED	YTD		AVAILABLE
		APPROP	TRANSFERS	BUDGET	EXPENDED	ENCMBRNC	BUDGET
1000-4130-300-360-97-04-000-2-601263-	UTILS SEWER/SEPT	\$12,000.00	\$0.00	\$12,000.00	\$10,013.53	\$249.00	\$1,737.47
1000-4130-300-360-97-04-000-2-601264-	UTILS CELLULAR	\$5,500.00	\$1,294.00	\$6,794.00	\$6,095.76	\$0.00	\$698.24
1000-4130-300-360-97-04-000-2-601267-	UTILS DUMPSTER	\$3,500.00	\$437.85	\$3,937.85	\$2,282.60	\$1,021.95	\$633.30
1000-4210-300-360-97-04-000-2-601234-	MNTGRND EQUIPMENT	\$1,500.00	\$0.00	\$1,500.00	\$172.11	\$0.00	\$1,327.89
1000-4220-300-360-97-04-000-2-601119-	PEST CONTROL	\$1,000.00	\$0.00	\$1,000.00	\$225.00	\$0.00	\$775.00
1000-4220-300-360-97-04-000-2-601192-	MNTBLDG CONTRACT	\$380,000.00	-\$17,810.00	\$362,190.00	\$239,764.04	\$107,306.36	\$15,119.60
1000-4225-300-360-97-04-000-2-601212-	BLDGSCRTY OPERAT	\$3,172.00	\$3,000.00	\$6,172.00	\$3,481.75	\$945.75	\$1,744.50
1000-4230-300-360-97-04-000-2-601236-	MNTCEQUIP STORAG	\$1,000.00	\$0.00	\$1,000.00	\$650.00	\$0.00	\$350.00
1000-4110-300-360-97-05-000-2-601232-	CUSTODIAL SUPPLIES	\$112,000.00	\$0.00	\$112,000.00	\$104,512.16	\$640.68	\$6,847.16
1000-4120-300-360-97-05-000-2-601224-	HTNGBLDGS FILTER	\$2,075.00	\$0.00	\$2,075.00	\$0.00	\$0.00	\$2,075.00
1000-4210-300-360-97-05-000-2-601271-	GROUNDS MAINTENA	\$8,000.00	\$53,663.00	\$61,663.00	\$50,131.10	\$1,531.00	\$10,000.90
1000-4220-300-360-97-05-000-2-601027-	MNTBLDG SUPPLIES	\$75,000.00	\$11,700.80	\$86,700.80	\$78,780.47	\$7,925.21	-\$4.88
1000-7400-300-360-97-05-000-2-601235-	EQUIPMENT REPLAC	\$4,049.00	\$147,027.91	\$151,076.91	\$16,964.65	\$134,112.20	\$0.06
1000-4120-300-360-97-06-000-2-601245-	HTNGBLDGS GAS-DEWING	\$62,000.00	\$8,834.61	\$70,834.61	\$57,619.93	\$13,211.50	\$3.18
1000-4120-300-360-97-06-000-2-601246-	HTNGBLDGS GAS-HEATH	\$54,000.00	\$4,452.00	\$58,452.00	\$45,527.48	\$12,924.35	\$0.17
1000-4120-300-360-97-06-000-2-601247-	HTNGBLDGS GAS-NORTH ST	\$75,000.00	-\$777.00	\$74,223.00	\$60,234.00	\$13,988.27	\$0.73
1000-4120-300-360-97-06-000-2-601248-	HTNGBLDGS GAS-TRAHAN	\$49,000.00	\$0.00	\$49,000.00	\$40,216.38	\$7,396.32	\$1,387.30
1000-4120-300-360-97-06-000-2-601249-	HTNGBLDGS GAS-RYAN	\$64,000.00	\$0.00	\$64,000.00	\$52,672.29	\$10,643.31	\$684.40
1000-4120-300-360-97-06-000-2-601250-	HTNGBLDGS GAS-WYNN	\$74,000.00	-\$1,676.00	\$72,324.00	\$63,761.20	\$8,562.29	\$0.51
1000-4120-300-360-97-06-000-2-601251-	HTNGBLDGS GAS-TMHS	\$65,000.00	\$14,932.00	\$79,932.00	\$61,307.78	\$18,624.05	\$0.17
1000-4120-300-360-97-06-000-2-601252-	HTNGBLDGS GAS-CENTER	\$32,500.00	\$576.00	\$33,076.00	\$26,571.72	\$6,503.62	\$0.66
1000-4130-300-360-97-06-000-2-601212-	UTILS OPERATING	\$500.00	\$0.00	\$500.00	\$296.75	\$0.00	\$203.25
1000-4210-300-360-97-06-000-2-601021-	MNTGRND MILEAGE	\$4,000.00	\$198.60	\$4,198.60	\$2,189.83	\$1,062.90	\$945.87
1000-4220-300-360-97-06-000-2-601321-	VEHICLE MAINTENA	\$10,000.00	\$2,923.35	\$12,923.35	\$12,622.96	\$30.00	\$270.39
1000-4220-300-360-97-06-000-2-601322-	VEHICLE GAS & OI	\$16,000.00	\$0.00	\$16,000.00	\$0.00	\$0.00	\$16,000.00
<b>TOTAL BUILDINGS &amp; GROUNDS</b>		<b>\$2,401,801.00</b>	<b>\$292,523.46</b>	<b>\$2,694,324.46</b>	<b>\$2,031,368.65</b>	<b>\$589,373.54</b>	<b>\$73,582.27</b>
<b>98 S/W LEA</b>							
1000-2220-300-305-98-01-000-1-600020-	CURR COORDINATOR	\$90,000.00	\$109,837.00	\$199,837.00	\$28,137.10	\$23,621.52	\$148,078.38
1000-2357-300-305-98-01-000-1-600048-	MENTORS SALARY	\$32,000.00	\$2,212.00	\$34,212.00	\$23,859.46	\$10,351.58	\$0.96
1000-2357-300-305-98-01-000-1-600049-	MENTEES SALARY	\$7,000.00	\$0.00	\$7,000.00	\$0.00	\$0.00	\$7,000.00
1000-2357-300-317-98-04-000-2-601023-	DISTRICTWIDE PROF DEVEL	\$0.00	\$50,000.00	\$50,000.00	\$2,581.25	\$487.08	\$46,931.67
1000-5100-300-305-98-01-000-1-600026-	SICK LEAVE BUY B	\$62,000.00	\$40,284.00	\$102,284.00	\$7,846.33	\$94,436.71	\$0.96
1000-5100-300-305-98-01-000-1-600027-	RETIREMENT INCEN	\$16,000.00	\$0.00	\$16,000.00	\$0.00	\$0.00	\$16,000.00
1000-1230-300-305-98-01-000-1-600035-	GRANT MGMT	\$10,000.00	\$0.00	\$10,000.00	\$4,012.50	\$0.00	\$5,987.50
1000-2305-300-305-98-01-000-1-600100-	SALARY RESERVE -	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$20,000.00
1000-3200-300-315-98-01-000-1-600040-	NURSE SALARIES - SYSTEM	\$500,266.00	\$0.00	\$500,266.00	\$342,248.66	\$143,510.72	\$14,506.62
1000-2310-300-333-98-01-000-1-600052-	SYST WD ELL TEAC	\$252,252.00	\$0.00	\$252,252.00	\$159,634.99	\$49,115.36	\$43,501.65
1000-2325-300-305-98-03-000-1-600011-	SUBS CALL LINE	\$18,500.00	\$0.00	\$18,500.00	\$14,540.00	\$0.00	\$3,960.00
1000-3200-300-315-98-03-000-1-600021-	MED SRVCS SUBSTI	\$7,000.00	\$0.00	\$7,000.00	\$5,283.40	\$0.00	\$1,716.60
1000-2330-300-352-98-03-000-1-600096-	COPY CTR AUDIO V	\$15,596.00	\$352.00	\$15,948.00	\$11,148.66	\$4,798.80	\$0.54
1000-4110-300-360-98-03-000-1-600120-	INTEROFFICE MAIL	\$11,000.00	\$0.00	\$11,000.00	\$8,951.02	\$0.00	\$2,048.98
1000-4110-300-360-98-03-000-1-600196-	PT CUST CENTER SCHOOL	\$19,000.00	-\$144.00	\$18,856.00	\$15,249.00	\$0.00	\$3,607.00
1000-3200-300-315-98-04-000-2-601188-	DOCTOR CONTRACTE	\$5,650.00	\$0.00	\$5,650.00	\$2,825.00	\$2,825.00	\$0.00
1000-9100-300-318-98-04-000-2-601199-	VOCATIONAL TUITION	\$18,500.00	\$214.00	\$18,714.00	\$18,714.00	\$0.00	\$0.00
1000-3520-300-352-98-04-000-2-601121-	BAND TRANS	\$2,010.00	\$2,162.00	\$4,172.00	\$4,172.00	\$0.00	\$0.00
1000-3520-300-352-98-04-000-2-601234-	BAND EQUIPMENT R	\$1,000.00	\$0.00	\$1,000.00	\$415.00	\$0.00	\$585.00
1000-2420-300-355-98-04-000-2-601002-	COPY CENTERCOPIE	\$36,670.00	\$5,618.00	\$42,288.00	\$30,000.00	\$1,435.30	\$10,852.70
1000-2420-300-355-98-04-000-2-601192-	COPY CENTER CONT	\$92,000.00	\$3,000.00	\$95,000.00	\$79,246.70	\$15,562.17	\$191.13
1000-3200-300-315-98-05-000-2-601298-	HEALTH SUPPLIES	\$14,000.00	\$0.00	\$14,000.00	\$9,531.51	\$1,057.00	\$3,411.49
1000-2420-300-355-98-05-000-2-601003-	COPY CTR SUPPLIE	\$72,080.00	\$21,371.00	\$93,451.00	\$82,305.32	\$7,882.36	\$3,263.32
<b>TOTAL S/W LEA</b>		<b>\$1,302,524.00</b>	<b>\$234,906.00</b>	<b>\$1,537,430.00</b>	<b>\$850,701.90</b>	<b>\$355,083.60</b>	<b>\$331,644.50</b>
<b>GRAND TOTAL</b>		<b>\$42,454,961.00</b>	<b>\$811,068.98</b>	<b>\$43,266,029.98</b>	<b>\$31,087,652.21</b>	<b>\$10,196,235.06</b>	<b>\$1,982,142.71</b>



# Stuff the Bus

Request for Fundraising

Date

4/28/17

RECEIVED

File JJE-E

1. Name of Organization

Dewing North St. PACs

NEWKSBURY PUBLIC SCHLS

2017 MAY 1 PM 2 10

2. Describe in detail the method of the fundraising activity. Attach additional information necessary.

School supply and monetary donations

3. School location and facilities desired (cafetorium, cafeteria, classroom, gymnasium).

Please send Use of Facilities Form to Nancy O'Hare (TMHS)/Patricia Meuse (K-8 Schools)

4. Purpose of anticipated funds (To be approved by the building principal.)

Funds were historically used to buy larger backpacks for H.S. students and specific calculators for HS students

5. Proposed dates of fund raising activity From 8.23.17 To 8.25.17

6. Describe student involvement in the fund raising activity. Parent/Students are encouraged to help during collection night and to help stuff the backpacks the following day(s).

7. Type of identifying credential to be used during Fund Raising Activity.

8. Is there a contract or agreement to be signed. Yes \_\_\_\_\_ No X

9. Name of responsible individual Debbie Johnson (HSS)/Monica Johnson (Geni)

Address 1469 Andover St

Telephone No

Signature of Applicant

Johnson

(To be completed by the School Principal)

Date

4/27/17

1. Your request for permission to raise funds is Approved Disapproved (Circle)

2. Reason for disapproval

3. You are authorized to begin the activity on

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 Superintendent of Schools. Yes No (Circle)

Principal's Signature

S. Gerrish

Date

4/27/17



# Policy

# Old Business

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**Commissioner's Weekly Update - April 28, 2017**

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**Material to be Assessed on 2018 Science and Technology/Engineering MCAS Tests:**

The Department is pleased to present information regarding the "overlapping" standards from the [2001/2006](#) and [2016](#) science and technology/engineering standards that will be assessed on the 2018 MCAS [grade 5](#) and [grade 8](#) science and technology/engineering tests. The 2018 tests will consist of items that align to both sets of standards. As a reminder, this year's test (2017) is based on the 2001/2006 science and technology/engineering standards.

**Standard-Setting Panel Recruitment:**

Beginning August 14, ESE will conduct a week-long [standard setting](#) event for the next-generation MCAS tests in grades 3–8 English language arts and mathematics. The purpose of the standard setting is to make recommendations about the level of knowledge reflected in each next-generation MCAS achievement level (Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations) and to identify appropriate cut scores for each level.

Panels of Massachusetts educators, other stakeholders, and expert facilitators will conduct the standard setting. The Department is looking for panelists with content expertise, familiarity with the Massachusetts curriculum frameworks, and, in most cases, direct teaching experience in the grade and subject matter chosen. Please share [this memo](#) widely among educators.

**Access for Students with Disabilities to Field Trips and Extracurricular Activities:**

The Massachusetts Office on Disability has posted a memo reminding schools districts that districts must [consider access for students with disabilities](#) when planning day or overnight school field trips and any other extracurricular activities. When public schools schedule programs at inaccessible locations or provide separate transportation or accommodations for students with disabilities, they risk violating those students' civil rights. For technical assistance on providing equal access for individuals with disabilities, contact the Massachusetts Office on Disability at 617-727-7440 or [through their website](#).

**Reminder: May 8 Deadline if MCAS-Alt Participation Rate Will Exceed 1 Percent:**

Districts are reminded to submit a "justification letter" to ESE's Student Assessment office if more than 1 percent of students in the district who are eligible for MCAS will be designated for the MCAS-Alt in 2017–2018 by their individualized education program (IEP) teams. This is a new requirement of the federal Every Student Succeeds Act (ESSA) and is detailed in [Commissioner Chester's March 2 memo](#). The justification should describe the **specific reasons** why the percentage of students taking the MCAS-Alt will exceed 1 percent of eligible students and also provide the specific assurances described in the memo.

**ESE Resource Corner**

**Next-generation MCAS monthly update:** The next-generation MCAS update is designed to keep stakeholders informed of progress on the Commonwealth's new assessment. (It is different from the student assessment newsletter, which is written for educators and district staff who administer the test.) The [latest next-generation update](#) is online and includes a video of a Massachusetts teacher talking about [why testing matters](#) to her. [Archives of the update](#) are also available online.

**For Your Info:**

- **Green Difference Award winners:** Several Massachusetts public schools and public school students were among the winners of Project Green School's [2017 Green Difference Awards](#), national awards that recognize outstanding environmental education and science, technology, engineering, and math education. Congratulations to: Anna Shi of Chelmsford High School, recognized as an Outstanding Green Student; Quaboag Middle Innovation School, which won a Green-ovation Award (Green + STEM + Innovation); Rebecca Franks, the principal of West Middle School in Andover, who was named an Outstanding Green Principal; and the Korpita's Kids Green Team at Anne T. Dunphy School in Williamsburg, which won a Sustainability Award in recognition of their outstanding environmental education program with a proven track record of five or more years.

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**Massachusetts Comprehensive Assessment System**

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**Invitation to Apply for Next-Generation MCAS Standard Setting Panel**

To: Superintendents, Principals, Charter School Leaders, and Approved Private Special Education School Directors

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

Date: April 26, 2017

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Beginning August 14, 2017, the Department of Elementary and Secondary Education will conduct a week-long standard setting event for the next-generation MCAS tests in grades 3-8 ELA and mathematics. The standard setting will be conducted by panels of Massachusetts educators and other stakeholders, working in coordination with expert facilitators. We are pleased to invite educators and stakeholders from across the state to apply to participate on one of these panels.

The purpose of the standard setting is to identify appropriate cut scores for the next-generation MCAS achievement levels. A cut score defines the minimum performance required for a particular level of achievement. The panelists will make recommendations regarding the level of knowledge that students are expected to demonstrate to be categorized into each next-generation MCAS achievement level.

Panelists will be organized into six committees (grades 3-4 ELA, grades 5-6 ELA, grades 7-8 ELA, grades 3-4 mathematics, grades 5-6 mathematics, and grades 7-8 mathematics). Each committee will consist of 20-24 members, divided into tables of 4 or 5 panelists led by a table leader.

We are looking for panelists with content expertise, familiarity with the Massachusetts curriculum frameworks, and, in most cases, direct teaching experience in the grade and subject matter chosen. Although we anticipate that the majority of panelists will be licensed classroom teachers or curriculum coordinators working in a school, we are also interested in applications from other education professionals and representatives from higher education, as well as additional stakeholders who have relevant experience with the content and curriculum frameworks.

This is an excellent professional development opportunity for educators to help define the next-generation MCAS, and we hope that you will share this invitation widely with your teachers and school communities.

**Responsibilities of Panelists**

Panelists will be asked to review test questions, student work, scoring guides, and other information and data to make recommendations on how test content and student performance relate to the next-generation achievement levels (Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations). Additionally, panelists who are selected as table leaders will be expected to facilitate discussions among their group, assist in maintaining security measures, and perform other duties in support of the room facilitator. All panelists will receive on-site training and support throughout the process.

**Panelist Commitment**


The standard setting event will be held at the DoubleTree Hotel in Danvers from 8:30 a.m.-4:00 p.m., August 14-17, 2017. All panelists must be able to attend all four full days. Additionally, all table leaders will be required to attend the morning of Friday, August 18, for a cross-panel discussion.

**Reimbursement of Expenses**

Panelists will be reimbursed for mileage, and lodging will be provided for panelists who live 55 or more miles away from the meeting site. Breakfast and lunch will be provided each day for all attendees, and those staying overnight will also receive dinner. In addition, all panelists will receive professional development points for their service.

**Application Procedure**

Individuals interested in serving as panelists should complete the [application form](#) and complete the online application survey: [SurveyGizmo: 2017 MCAS Standard Setting Panelist Application](#). Instructions for uploading the

[application form](#)  are provided at the end of the survey. The form must be uploaded via the SurveyGizmo link in order for the application to be considered complete.

The deadline for receipt of applications is **Friday, May 19, 2017**. Panelists will be notified of their selection via email in early June, 2017.

If applicants have any questions, they may contact the Student Assessment Office at 781-338-3625 or email [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu).

Last Updated: April 28, 2017

*Massachusetts Department of  
Elementary & Secondary Education*

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# Details

- ★ Schools & districts administering Next-Generation MCAS in grades 3-8 that have participation rates below 90% will be placed into Level 3
  - ★ Applies to any subgroup, & in any subject
- ★ Schools serving a combination of grades 3-8 & 9-12 that have persistently low graduation rates for any group will be placed into Level 3
  - ★ *Persistently low:* 2016 4-year rate less than 67% & 2015, 2014, & 2013 5-year rates less than 70%



# Reporting in 2018 & beyond

- ★ 2017 results will serve as the baseline for target setting for 2018 & beyond
- ★ 2018 determinations will reflect participation from 2017 & 2018
- ★ Additional details are still being developed & are subject to further deliberation by the Board of Elementary & Secondary Education
- ★ Consistent with the Board's November 2015 vote, test scores from the spring 2017 Next-Generation MCAS administration in grades 3-8 will not negatively impact accountability results in 2018, & going forward





April 2017

[View this email in your browser](#)

# MCAS

next  generation



Late last month at Nipmuc Regional High School in Upton, Commissioner Chester discussed the successes and challenges of the state's K–12 school system and how the state and districts work together to support teaching and learning.

## **Dear District Leaders, Educators, and Community Stakeholders:**

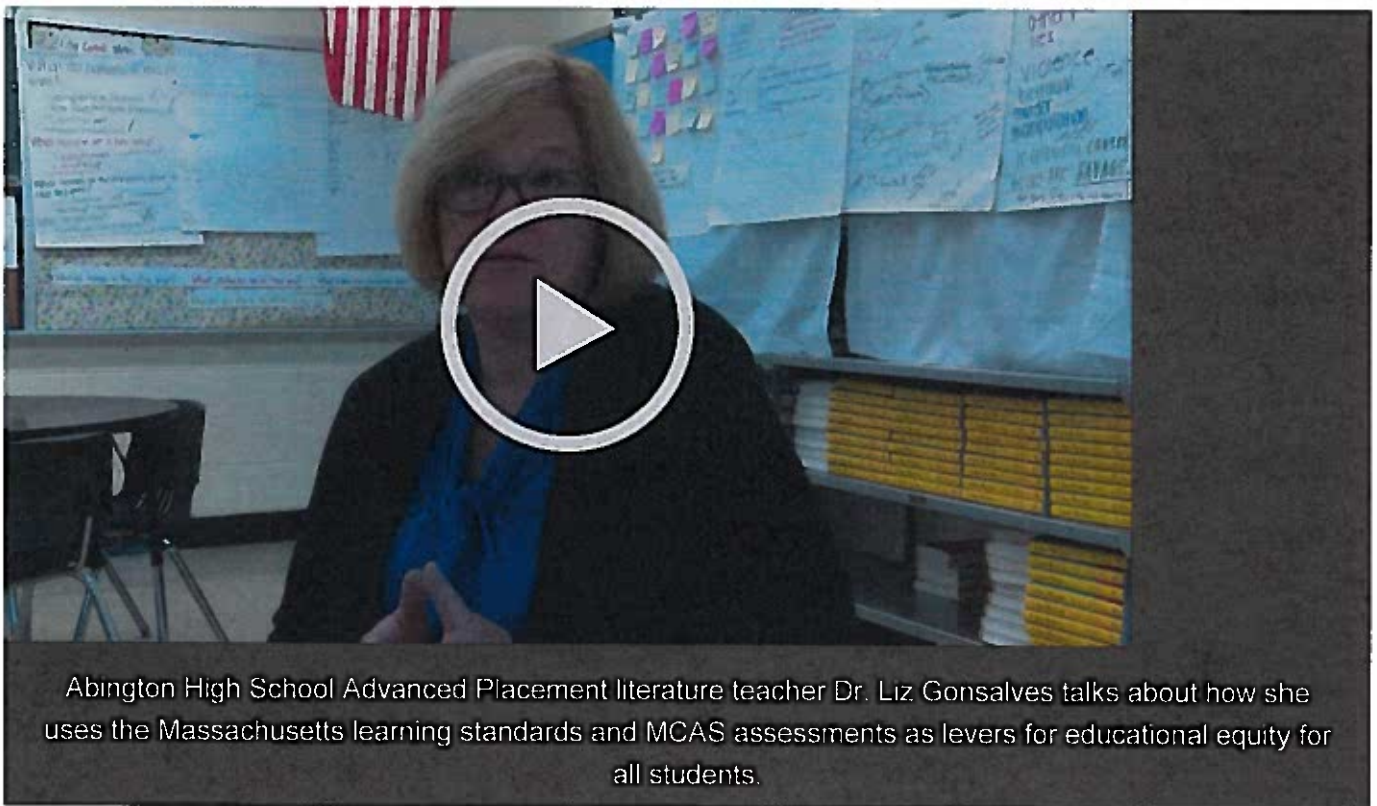
Below is the latest news on the development and administration of the next-generation MCAS. Please share this update with your networks.

Also, we'd like to share some exciting news: Massachusetts teacher [Sydney Chaffee](#) of Codman Academy Charter Public School has been named the 2017 National Teacher of the Year, the first time a Massachusetts teacher has been selected in the award's 65-year history!

## Next-generation MCAS testing off to a good start

- Next-generation MCAS testing began this month for English language arts and Mathematics for students in grades 3–8. The legacy MCAS is also being administered in Science and Technology/Engineering. To date, approximately 230,000 students have taken a computer-based test. To date there have been no widespread or systemic technology issues with the computer-based testing system, and where local technology issues have arisen, they have generally been resolved quickly by district, ESE, and Measured Progress staff. The testing window for grades 3–8 continues into May.

## Abington High School teacher reflects on the importance of testing



## Rhode Island in talks to adopt next-generation MCAS

- The Rhode Island Department of Education, which also participated in PARCC, is in [talks with ESE](#) to use the next-generation MCAS for its students in grades 3–8 starting in spring 2018. "The fact that Rhode Island is interested in using our assessment is a strong endorsement of all the work that Massachusetts educators and the Massachusetts Department of Elementary and Secondary Education did to build a high-quality assessment," said Commissioner Chester.

Contact:

**Jass Stewart**

Special Assistant to the Chief of Staff

Office of the Commissioner

781-338-3105

[jstewart@doe.mass.edu](mailto:jstewart@doe.mass.edu)

[www.doe.mass.edu/mcas](http://www.doe.mass.edu/mcas)

[www.doe.mass.edu/candi/standardsreview](http://www.doe.mass.edu/candi/standardsreview)

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

MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
**EDUCATION**

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# New Business

# Tewksbury Public Schools

139 Pleasant Street  
Tewksbury, MA 01876

## MEMORANDUM

**To:** Tewksbury School Committee  
**From:** Christopher J. Malone, Superintendent  
**Date:** May 4, 2017  
**Re:** 2017 Summer Reading Program

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### **This is Informational Only - No Vote is Required**

Attached, please find the 2017 Summer Reading Program reading lists and reporting forms for the elementary school grades K-4, the Ryan Elementary School grades 5 & 6, the Wynn Middle School grades 7 & 8, and Tewksbury Memorial High School grades 9-12. This is informational only.



# Tewksbury Public Schools

Office of the Superintendent

139 Pleasant Street

Tewksbury, MA 01876

**Christopher J. Malone, C.A.G.S.**

Superintendent (978) 640-7800

[cmalone@tewksbury.k12.ma.us](mailto:cmalone@tewksbury.k12.ma.us)

**Brenda Theriault-Regan, C.A.G.S.**

Asst. Superintendent (978) 640-7800

[bregan@tewksbury.k12.ma.us](mailto:bregan@tewksbury.k12.ma.us)

*Celebrating Excellence*



*When you motivate your child to read, you also motivate him/her to learn.*

*Reading is the foundation of a successful education.*

*Children improve this all-important activity by . . .*

*reading, reading, and reading some more!*

## Notice to Parents of New Kindergarten – Grade 4 Children

Dear Parents/Guardians:

Welcome to our Summer Reading Program. Reading is a most important and rewarding activity that directly correlates with a student's academic success. Therefore, we are asking all children to participate in our program by reading three (3) or more books this summer, including (1) non-fiction selection. Parents of Kindergarten children (or pre-readers), may read the 3 books to their child.

You and your child can select any book; however, one must be a non-fiction selection. We have compiled a list of suggested authors to help children and parents select summer reading books appropriate to their grade level. Please help your child get off to a good start! Below please find some helpful suggestions to assist you in motivating your child to participate:

- ◆ Choose books on topic that your child enjoys. Take him/her to the public library frequently.
- ◆ Children are naturally curious. Allow them to ask lots of questions about the story you are reading.
- ◆ Ask your child questions about the book he/she is reading:
  - What do you think will happen next?
  - What character did you like the most?
  - What does your favorite character look like?
  - Did you like the story? Why or why not?
  - Can you tell me one thing that happened in the story?
- ◆ Encourage your child to vary his/her selection – don't have them read the same type of book each time. Again, vary his/her selection (poetry, picture, non-fiction, etc).

Please help your child complete the non-fiction book summary, fill out the attached reading log, and initial in the right-hand column. Extra materials and additional information about the Summer Reading Program are available in the Curriculum Office, 139 Pleasant Street, on-line at [www.tewksbury.k12.ma.us](http://www.tewksbury.k12.ma.us) and at the Tewksbury Public Library. Please see other side for Tewksbury Public Library Summer Reading Club information.

In the fall, teachers will collect the non-fiction summary forms and logs. Students who meet all the summer reading requirements will receive a certificate of participation. Most of all, students who consistently read throughout the summer, will be better prepared for a successful school year.

Thank you, in advance, for your assistance with our Summer Reading Program.

## Happy Summer Reading!

*TPS Mission Statement:*

*To educate and challenge all learners in the Tewksbury Public School Community while supporting their development as well prepared and productive members of a diverse global society.*

**Join the Summer Reading Club at the Tewksbury Public Library!**

**Get prizes for reading all summer.**

**"Building a Better World" with crafts, book discussion groups  
and special events throughout the summer.**

**It's easy to sign up!**

1. Bring your summer reading packet to the Children's Room desk beginning Monday, June 26th to sign up, or you may sign up on-line by visiting our website [www.tewksburypl.org/](http://www.tewksburypl.org/).
2. Read! Write down the titles and authors of the books you have read on the lines inside the packet.
3. During the summer, bring your folder back to the library as often as you like to have your books checked off. The more you read, the more prizes you'll get!
4. The Summer Reading Club ends on August 11th with a party. At this time, Summer Reading Club participants can pick up their certificate and even MORE prizes.
5. The last official day for the Summer Reading Club is Friday, August 11th.



# **Tewksbury Public Schools Summer Reading Author List**

## **Entering Kindergarten**

### **Picture Book Authors**

Brett, Jan  
Brown, Marc  
Capucilli, Alyssa  
Crews, Donald  
Dunrea, Oliver  
Ehlert, Lois  
Emberley, Ed  
Fleming, Denise  
Fox, Mem  
Gorbachev, Valeri  
Hest, Amy  
Hill, Eric  
Johnson, Crockett  
Kasza, Keiko  
Keats, Ezra Jack  
Martin, Jr., Bill  
Numeroff, Laura  
Patricelli, Leslie  
Pinkney, Jerry  
Poydar, Nancy  
Rey, H. A. & Margaret  
Seuss, Dr.  
Shannon, David  
Slate, Joseph  
Tafari, Nancy  
Thomas, Jan  
Van Leeuwen, Jean  
Viorist, Judith  
Wells, Rosemary  
Willems, Mo  
Wilson, Karma  
Wood, Audrey & Don

### **Easy Reader Authors**

Brown, Marc  
Capucilli, Alyssa  
Hoban, Lillian  
LeSieg, Theo  
Rylant, Cynthia  
Seuss, Dr.  
Willems, Mo

### **Non-Fiction Authors**

Aliki  
dePaola, Tomie (science, animals)  
Frost, Helen (nature, science)  
Gibbons, Gail  
Pallotta, Jerry (nature)  
Schwartz, David (math)  
Showers, Paul (human body)

Please add any Caldecott or Newbery Award winning titles, myths, folk tales, fairy tales, Bible stories as literature, nursery rhymes and poetry.

**TEWKSBURY PUBLIC SCHOOLS  
TEWKSBURY, MASSACHUSETTS**

***ELEMENTARY SUMMER READING PROGRAM***

**BOOK REPORTING FORM – KINDERGARTEN**

<u>TITLE</u>	<u>AUTHOR</u>	<u>DATE COMPLETED</u>	<u>PARENT'S INITIALS</u>
1.			
2.			
3.			

\_\_\_\_\_  
(Student's Signature)

\_\_\_\_\_  
(Parent's Signature)

To be returned on the first day of school year to your new teacher.

# **Tewksbury Public Schools Summer Reading Author List**

## **Entering 1<sup>st</sup> Grade**

### **Picture Book Authors**

Bemelmans, Ludwig  
Cronin, Doreen  
dePaola, Tomie  
Falconer, Ian  
Fleming, Candace  
Fleming, Denise  
Gorbachev, Valeri  
Henkes, Kevin  
Kasza, Keiko  
McCloskey, Robert  
Munsch, Robert  
Patricelli, Leslie  
Rey, H. A. & Margaret  
Rockwell, Anne  
Sendak, Maurice  
Seuss, Dr.  
Shannon, David  
Thomas, Jan  
Van Leeuwen, Jean  
Wells, Rosemary  
Willems, Mo  
Wilson, Karma

### **Easy Reader Authors**

Arnold, Tedd  
Eastman, P.D.  
Minarik, Else  
Parish, Peggy  
Ruelle, Karen  
Seuss, Dr.  
Van Leeuwen, Jean  
Wells, Rosemary  
Willems, Mo

### **Non-Fiction Authors**

Aliki  
dePaola, Tomie (science, animals)  
Frost, Helen (science, nature)  
Gibbons, Gail  
Pallotta, Jerry (nature)  
Schwartz, David (math)  
Selsam, Millicent (science)  
Tang, Gregory (math)  
Tavares, Matt (sports biographies)

Please add any Caldecott or Newbery Award winning titles, myths, folk tales, fairy tales, Bible stories as literature, nursery rhymes and poetry.

Student's Name: \_\_\_\_\_ (Please Print)

School: \_\_\_\_\_ Grade Entering: \_\_\_\_\_

Total # of Books Read: \_\_\_\_\_ Total # of Days Read: \_\_\_\_\_

Date	Title	Author	Parent Initials
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Parent's Signature

Student's Signature

# **Tewksbury Public Schools Summer Reading Author List**

## **Entering 2<sup>nd</sup> Grade**

### **Picture Book Authors**

Bruel, Nick  
Burningham, John  
Clements, Andrew  
Cronin, Doreen  
dePaola, Tomie  
Gravett, Emily  
Hoban, Russell & Lillian  
Kellogg, Steven  
McCloskey, Robert  
McPhail, David  
Munsch, Robert  
O'Connor, Jane  
Pulver, Robin  
Schachner, Judy  
Shea, Bob  
Steig, William  
Stevens, Janet  
Van Leeuwen, Jean  
Willems, Mo  
Williams, Vera  
Young, Ed

### **Easy Reader Authors**

Adler, David  
Cosby, Bill  
Danziger, Paula  
Hoban, Russell & Lillian  
Lobel, Arnold  
Marshall, James  
Thiesing, Lisa  
Rylant, Cynthia  
Sharmat, Marjorie

### **Non-Fiction Authors**

Arnosky, Jim (nature, animals)  
Cohen, Daniel (dinosaurs)  
dePaola, Tomie (science)  
Floca, Brian (vehicles, space)  
Gibbons, Gail  
Krull, Kathleen (biographies)  
Pallotta, Jerry (nature)  
Tang, Gregory (math)  
Tavares, Matt (sports biographies)

Please add any Caldecott or Newbery Award winning titles, myths, folk tales, fairy tales, Bible stories as literature, nursery rhymes and poetry.

Student's Name: \_\_\_\_\_ (Please Print)

School: \_\_\_\_\_ Grade Entering: \_\_\_\_\_

Total # of Books Read: \_\_\_\_\_ Total # of Days Read: \_\_\_\_\_

Date	Title	Author	Parent Initials
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Parent's Signature

Student's Signature

# **Tewksbury Public Schools Summer Reading Author List**

## **Entering 3<sup>rd</sup> Grade**

### **Fiction (Chapter Book) Authors**

Brown, Jeff  
Cameron, Ann  
Christopher, Matt  
Cleary, Beverly  
Clements, Andrew  
Danziger, Paula  
Duffey, Betsy  
Hurwitz, Johanna  
Kerrin, Jessica Scott  
McKissack, Patricia  
Nolan, Lucy  
Sachar, Louis  
White, E.B.

### **Series Fiction**

*A to Z Mysteries* (Ron Roy)  
*Calendar Mysteries* (Ron Roy)  
*Capitol Mysteries* (Ron Roy)  
*Horrible Harry & Song Lee* (Suzy Kline)  
*Judy Moody & Stink* (Megan McDonald)  
*My America* (various authors)

### **Easy Reader Authors**

DiCamillo, Kate  
Howe, James  
Rylant, Cynthia  
Sharmat, Marjorie  
Yolen, Jane

### **Picture Book Authors**

Bruei, Nick  
Kellogg, Steven  
Polacco, Patricia  
Pulver, Robin  
Stevens, Janet  
Van Allsburg, Chris

### **Non Fiction Authors**

Adler, David (biographies)  
Bishop, Nic (nature)  
Christopher, Matt (sports biographies)  
Cole, Joanna (history, science, nature)  
Curlee, Lynn (history)  
Lauber, Patricia  
Markle, Sandra (nature)  
Osborne, Mary Pope (science, history, nature)  
Simon, Seymour (science, space)  
St. George, Judith (biographies)  
*Who Was* biography series

### **Folk Tale and Poetry Authors**

Florian, Doug (poetry)  
Galdone, Paul (fairy tales)  
Goble, Paul (folk tales)  
Kellogg, Steven (folk tales)  
McDermott, Gerald (folk tales)  
Prelutsky, Jack (poetry)  
Silverstein, Shel (poetry)  
Yolen, Jane (poetry)  
Zemach, Margot & Herve (folk tales)

Please add any Caldecott or Newbery Award winning titles, myths, folk tales, fairy tales, Bible stories as literature, nursery rhymes and poetry.



Name \_\_\_\_\_

## Book Report: Non-Fiction Grade 3 and 4 Book Summary



Title

Author



What type of information is contained in this book?

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Did you find the book interesting? Why or why not?

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Write 5 interesting facts that you've learned.

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Would you recommend this book to a friend? Why or why not?

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# **Tewksbury Public Schools Summer Reading Author List**

## **Entering 4<sup>th</sup> Grade**

### **Fiction (Chapter Book) Authors**

Angleberger, Tom  
Bauer, Marion Dane  
Black, Holly  
Cleary, Beverly  
Clements, Andrew  
Coville, Bruce  
DiTerlizzi, Tony  
Harper, Cherise  
Henry, Marguerite  
Hicks, Betty  
Howe, James  
King-Smith, Dick  
MacLachlan, Patricia  
Naylor, Phyllis Reynolds  
Pinkwater, Daniel  
Sachar, Louis  
Spinelli, Jerry  
Wallace, Rich  
White, E.B.

### **Series Fiction**

*Amelia's Notebook* (Marissa Moss)  
*Dear America* (various authors)  
*Little House on the Prairie* (Laura Ingalls Wilder)  
*My America* (various authors)  
*My Name is America* (various authors)  
*Time Warp Trio* (Jon Scieszka)

### **Non Fiction Authors**

Adler, David (biographies)  
*American Girl Library* titles  
Bishop, Nic (nature)  
Cole, Joanna (history, science, nature)  
Curlee, Lynn (history)  
Fritz, Jean (biographies)  
Macaulay, David (buildings, science)  
Maestro, Betsy (history)  
Markle, Sandra (nature)  
Osborne, Mary Pope (science, history, nature)  
Patent, Dorothy Hinshaw (nature)  
St. George, Judith (biographies)  
Stein, R. Conrad (history)  
*In Their Own Words* biography series

### **Poetry Authors**

Frost, Robert  
Hughes, Langston  
Livingston, Myra Cohn  
Yolen, Jane

Please add any Caldecott or Newbery Award winning titles, myths, folk tales, fairy tales, Bible stories as literature, nursery rhymes and poetry.

Name \_\_\_\_\_

## Book Report: Non-Fiction Grade 3 and 4 Book Summary



Title

Author



What type of information is contained in this book?

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Did you find the book interesting? Why or why not?

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Write 5 interesting facts that you've learned.

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Would you recommend this book to a friend? Why or why not?

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Notice to Parents/Guardians of children entering grades 5 and 6 at the Ryan School:

Dear Parents/Guardians:

Welcome to the Summer Reading Program! Reading is a key to success in academics. Studies show that the amount of time that students spend in independent reading is the best predictor of reading achievement. A summer slide is inevitable but it can be minimized by ensuring that your child read throughout the summer months. We are requiring all students to read **three (3) or more books**. One book must be fiction and one book must be nonfiction. We have provided a recommended list. They may choose from this list or choose their own as long as it is appropriate to their level.

Please help your child complete their "Summer Reading Log" and the required reports included in this packet. One of the reports is for their fiction selection and the other is for their nonfiction selection. The log and both reports will be collected by your child's reading teacher when they resume school in late August. The system-wide deadline for the log and reports will be Friday, September 8, 2017.

Students may read, earn prizes and have fun by joining the Tewksbury Public Library's Summer Reading Club! Sign up is free and starts in June. Visit the library or sign up online at [www.tewksburypl.org](http://www.tewksburypl.org).

Thank you in advance for your assistance and support of the Tewksbury Public Schools Summer Reading program!

John F. Ryan School Reading Teachers

Mrs. Stone  
Mrs. Zullo

Grade 5  
Grade 5

Mrs. Curley  
Mrs. MacMullin

Grade 6  
Grade 6





Name \_\_\_\_\_

Story Mapping

C.009.SS3

The diagram is a story mapping tool. It features a central box labeled "Title/Author". Seven lines radiate from this central box to seven surrounding rectangular boxes, each containing a question. The questions are: "Who is your favorite character and why?" (top left), "What is the plot of the story?" (top middle-left), "What is the theme of the story?" (top middle-right), "What is another way the problem could have been solved?" (top right), "Who are the important characters in the story?" (bottom left), "What is the setting of the story?" (bottom middle-left), "What is the problem in the story?" (bottom middle-right), and "What is the solution to the problem?" (bottom right).

Who is your favorite character and why?

What is the plot of the story?

What is the theme of the story?

What is another way the problem could have been solved?

Title/Author

Who are the important characters in the story?

What is the setting of the story?

What is the problem in the story?

What is the solution to the problem?



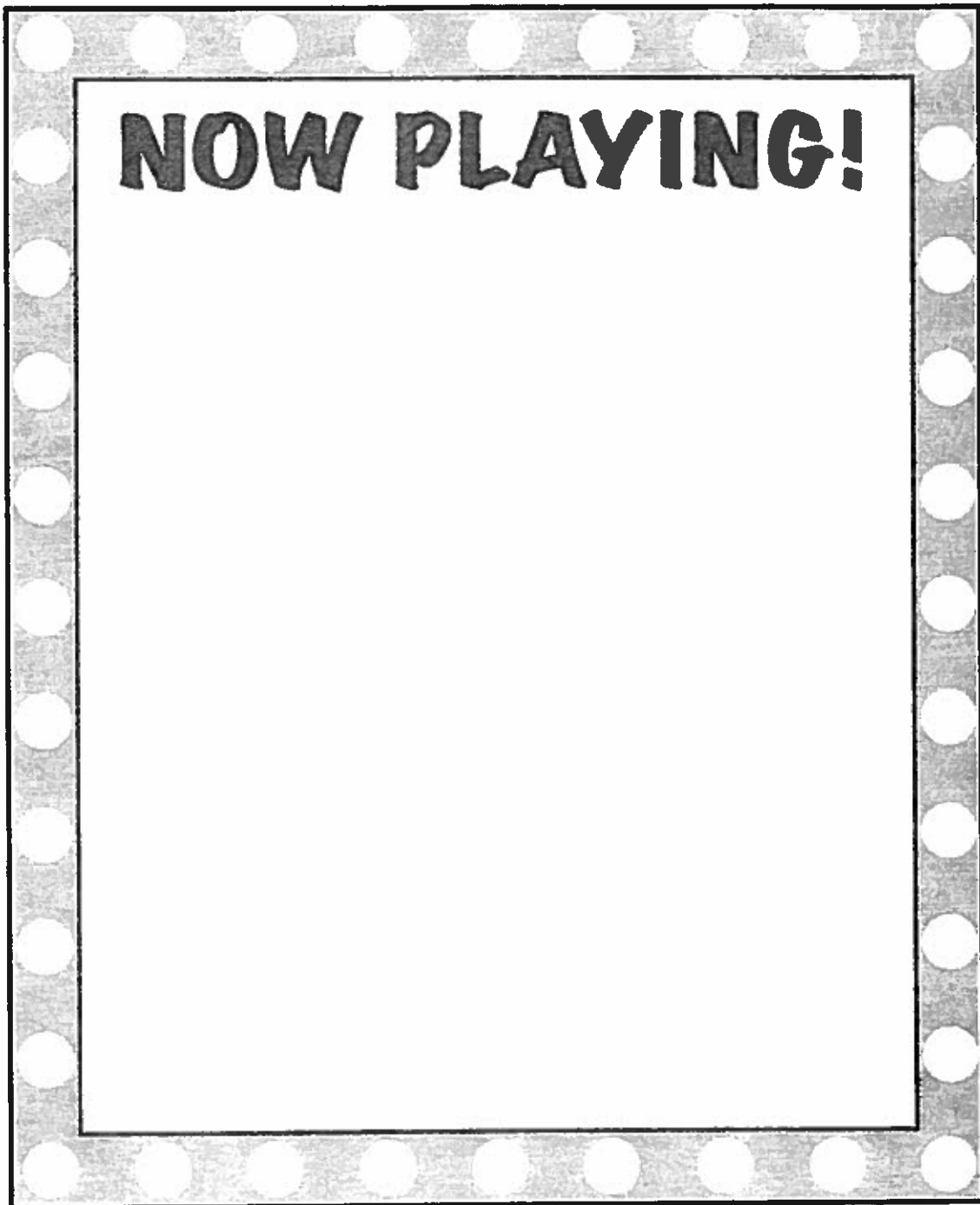
Name \_\_\_\_\_

Date \_\_\_\_\_

Reading Assignment \_\_\_\_\_

# Movie Poster

**Directions:** Imagine that the piece you just read is going to be turned into a movie. Create a movie poster that will make people want to see the movie! How will you depict the main idea in the poster? What roles would be needed in the movie and what popular actor/actress would play each role? Use words, drawings, quotes, and color to complete your poster.



Name: \_\_\_\_\_

Book Title: \_\_\_\_\_

3 Facts I learned from my book are

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

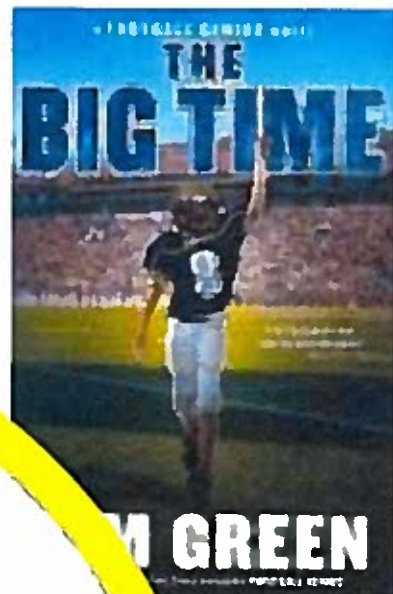
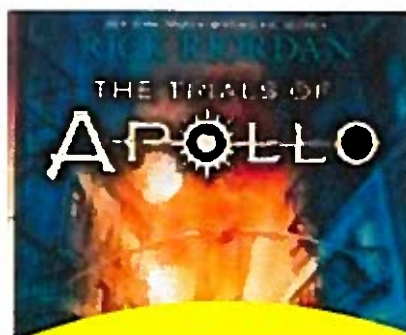
Draw a picture to show the topic of your book

The topic of my book is

Write an opinion about your book

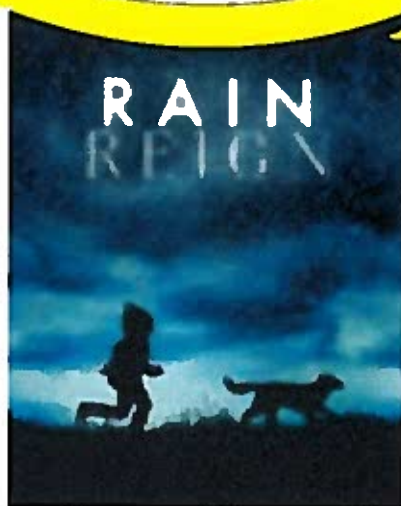
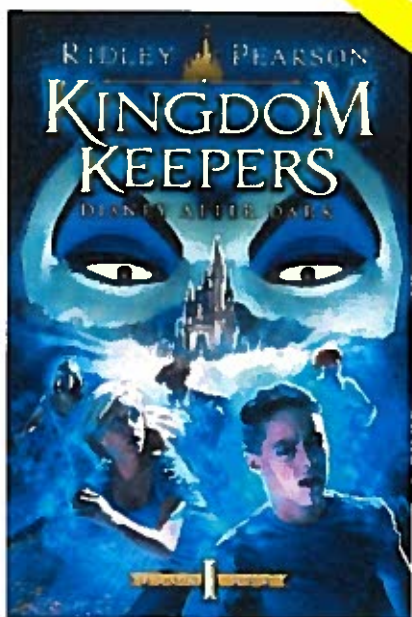
\_\_\_\_\_

\_\_\_\_\_



# Best Summer Reads for...

- a day at the beach
  - by the pool
  - a rainy day
  - on vacation
  - eating ice cream
- or
- staying up past your bedtime



**5th & 6th Grade  
Reading List**

**John F. Ryan  
School**

# Suggested Summer Reading List For Students Entering Grades 5 and 6 John F. Ryan Elementary School

## *Fiction*



### The Crossover by Kwame Alexander

*"With a bolt of lightning on my kicks . . . The court is SIZZLING. My sweat is DRIZZLING. Stop all that quivering. Cuz tonight I'm delivering,"* announces dread-locked, 12-year old Josh Bell. He and his twin brother Jordan are awesome on the court. But Josh has more than basketball in his blood, he's got mad beats, too, that tell his family's story in verse, in this fast and furious middle grade novel of family and brotherhood from Kwame Alexander.



### Never Mind: a Twin Novel by Avi

Twelve-year-old twins Meg and Edward have nothing in common, so they are shocked when Meg's hopes for popularity and Edward's mischievous schemes coincidentally collide.



### The Terrible Two by Mac Barnett and Jory John

Miles Murphy is not happy to be moving to Yawnee Valley, a sleepy town that's famous for one thing and one thing only: cows. In his old school, everyone knew him as the town's best prankster, but Miles quickly discovers that Yawnee Valley already has a prankster, and a great one. If Miles is going to take the title from this mystery kid, he is going to have to raise his game



### The Potato Chip Puzzles by Eric Berlin

When a local potato chip tycoon invites area kids to an all-day puzzle hunt, Winston Breen is psyched. But it turns out the day is not all fun and games. Their teacher is being overly competitive, the puzzles are hard (even for Winston), and someone in the contest is playing dirty in order to win the

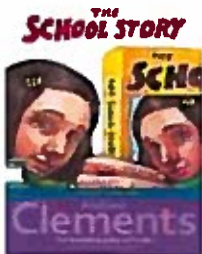


fifty-thousand-dollar grand prize!



**Because of Mr. Terupt by Rob Buyea**

Seven fifth graders at Snow Hill School in Connecticut relate how their lives are changed for the better by rookie teacher Mr. Terupt.



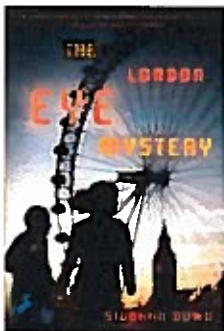
**The School Story by Andrew Clements**

After twelve-year-old Natalie writes a wonderful novella, her friend Zoe helps her devise a scheme to get it accepted at the publishing house where Natalie's mother works as an editor.



**Replay by Sharon Creech**

While preparing for a role in the school play, twelve-year-old Leo finds an autobiography that his father wrote as a teenager and learns about the ways people change as they grow up.



**The London Eye Mystery by Siobhan Dowd**

Ted and Kat watched their cousin Salim board the London Eye. Once it completed its rotation, everyone trooped off—except Salim. Where could he have gone? How on earth could he have disappeared into thin air?



**Out of My Mind by Sharon Draper**

Considered by many to be mentally retarded, a brilliant, impatient fifth grader with cerebral palsy discovers a technological device that will allow her to speak for the first time.



**The Mother-Daughter Book Club by Heather Vogel Frederick**

When the mothers of four sixth grade girls with very different personalities pressure them into forming a book club, they find that they have much more in common than they imagined.



**Joey Pigza Swallowed the Key by Jack Gantos**

To the constant disappointment of his mother and his teachers, Joey has trouble paying attention and controlling his mood swings when his prescription meds wear off.



**Olive's Ocean by Kevin Henkes**

On a summer visit to her grandmother's cottage, Martha learns to deal with the death of a classmate, her relationship with her family, her feelings for a boy, and her plans to be a writer.



**The Misfits by James Howe**

Four students who do not fit in at their small-town middle school decide to create a third party for the student council elections to represent all students who have ever been called names.



**No More Dead Dogs by Gordon Korman**

Eighth grade football hero Wallace Wallace is sentenced to detention attending rehearsals of the school play where he becomes involved in the production and begins to suggest changes that improve not only the play but also his life.



**Jessica Darling's It List by Megan McCafferty**

The day before seventh grade begins, Jessica Darling gets a list of tips from her sister, whose popularity and beauty made her a junior-high standout. But when she tries to follow it, everything goes awry.



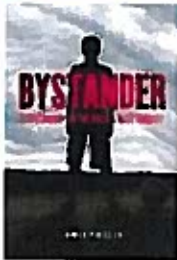
**The Higher Power of Lucky by Susan Patron**

Lucky knows about the uncertainty of life because she lost her mother two years ago. When she thinks that her guardian plans to leave, Lucky knows that she has hit rock bottom and must run away.



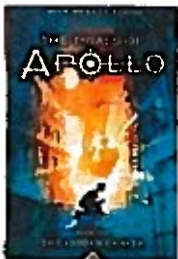
**I Funny by James Patterson**

Resolving to become the world's greatest stand-up comedian despite less-than-funny challenges in his life, wheelchair-bound middle school student Jamie Grimm endures bullying from his mean-spirited cousin and hopes he will be judged fairly when he enters a local comedy contest.



**Bystander by James Preller**

When Eric is befriended by the bully at his new school, he must choose between being a bystander to Griff's bullying, or become the target himself.



**The Trials of Apollo, Book 1: The Hidden Oracle by Rick Riordan**

How do you punish an immortal? By making him human. After angering his father Zeus, the god Apollo is cast down from Olympus. Weak and disoriented, he lands in New York City as a regular teenage boy. Now, without his godly powers, the four-thousand-year-old deity must learn how to survive in the modern world until he can somehow find a way to regain Zeus's favor.



**Emma-Jean Lazarus Fell Out of a Tree by Lauren Tarshis**

A quirky and utterly logical seventh grade girl named Emma-Jean Lazarus discovers some interesting results when she gets involved in the messy everyday problems of her peers.



**Escape from Mr. Lemoncello's Library by Chris Grabenstein**

Twelve-year-old Kyle gets to stay overnight in the new town library, designed by his hero (the famous gamemaker Luigi Lemoncello), with other students but finds that come morning he must work with friends to solve puzzles in order to escape.



**The Big Time by Tim Green**

Things couldn't be going better for Troy White. The Atlanta Falcons' football genius is at the top of his game, helping the team get to the playoffs. While Troy

celebrates with his friends, another lawyer comes knocking—but this says, “I think I’m your father.”



**Saving the Team by Alex Morgan**

Twelve-year-old Devin loves to play soccer. If she hadn't just left Connecticut to move across the country, she would have been named seventh grade captain on her school soccer team. But now that Devin is starting seventh grade in Kentville, California, all bets are off.



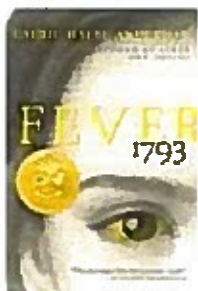
**Out at Home by Cal Ripken Jr**

Mickey Labriogla is the best catcher in the league. He's got a cannon for an arm, calls a great game, and blocks the plate like a bulldozer with shin guards. But when a hotshot new pitcher joins the Dulaney Orioles, Mickey wonders if it isn't time to find another position--or maybe another team.



**H.I.V.E. – Higher Institute of Villainous Education by Mark Walden**

Swept away to a hidden academy for training budding evil geniuses, Otto, a brilliant orphan, Wing, a sensitive warrior, Laura, a shy computer specialist, and Shelby, an infamous jewel thief, plot to beat the odds and escape the prison known as H.I.V.E



**Fever 1793 by Laurie Halse Anderson**

In 1793 Philadelphia, sixteen-year-old Matilda Cook, separated from her sick mother, is forced to cope with the horrors of a yellow fever epidemic.



### Al Capone Does My Shirts by Gennifer Choldenko

Twelve-year-old Moose moves to Alcatraz Island in 1935 when guards' families were housed there, and has to contend with his extraordinary new environment, in addition to life with his autistic sister.



### The Lions of Little Rock by Kristin Levine

In 1958, Little Rock, Arkansas, painfully shy twelve-year-old Marlee sees her city and family divided over school integration, but her friendship with Liz, a new student, helps her find her voice and fight against racism.



### Lyddie by Katherine Patterson

Lyddie and her brother are hired out as servants to pay their family's debts. In Lowell, Massachusetts, she finds to find a job that will pay enough to clear the debts and allow the family to be reunited.



### A Year Down Yonder by Richard Peck

During the recession of 1937, fifteen-year-old Mary Alice is sent to live with her feisty grandmother in rural Illinois and grows to understand this fearsome woman.

(Sequel to A Long Way from Chicago)



### Elephant Run by Roland Smith

Nick endures a lot after his father's plantation in Burma is invaded by the Japanese in 1941. When Nick is stranded with his friend Mya, they plan a daring escape on elephants, risking their lives to save Nick's father and Mya's brother from a Japanese prisoner of war camp.

**Artemis Fowl by Eoin Colfer**

Twelve-year-old Artemis Fowl is a millionaire, a genius-and, above all, a criminal mastermind. But even Artemis does not know what he has taken on when he kidnaps a fairy, Captain Holly Short of the LEPrecon Unit. He thinks he has them right where he wants them, but then they stop playing by the rules.



**Gregor the Overlander by Suzanne Collins**

When Gregor and his two-year-old sister fall into an underground world, there is an epic battle involving men, bats, rats, cockroaches, spiders, and a quest foretold by ancient prophecy.



**The Dark Is Rising by Susan Cooper**

On his eleventh birthday, Will Stanton discovers that he is the last of the Old Ones, destined to seek the six magical signs that will enable them to triumph over the evil forces of the Dark.



**The Ruins of Gorlan by John Flanagan**

When fifteen-year-old Will is rejected by the Battleschool, he becomes the reluctant apprentice to the mysterious Ranger Halt, and winds up protecting the kingdom from danger.



**The Storm in the Barn by Matt Phelan.**

Eleven-year-old Jack faces local bullies, crippling dust storms, his sick sister, and despairing townspeople in a small Oklahoma town.



**The Capture by Kathryn Lasky.**

When Soren is pushed from his family's nest, he is rescued from death by agents from a mysterious school for orphaned owls, St. Aggie's. When Soren

arrives at St. Aggie's, he suspects there is more to the school than meets the eye.



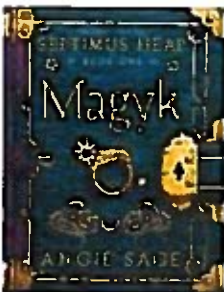
**Mister Monday by Garth Nix**

Although Arthur is supposed to die, he is saved by a key shaped like the minute hand of a clock. Now Mister Monday and his bizarre creatures will stop at nothing to get the key.



**First Test by Tamora Pierce**

Ten-year-old Keladry of Mindalen, daughter of nobles, serves as a page but must prove herself to the males around her if she is ever to fulfill her dream of becoming a knight.



**Magyk by Angie Sage.**

After learning that she is a princess, Jenna is whisked from her home and carried toward safety by the Extraordinary Wizard and a young guard.



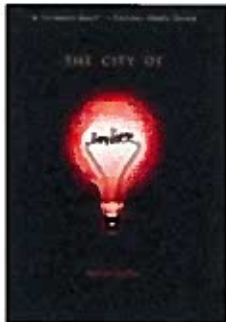
**Fires of Invention by J. Scott Savage**

Trenton Colman is a creative thirteen-year-old boy with a knack for all things mechanical. But his talents are viewed with suspicion in Cove, a steam-powered city built inside a mountain. Kallista Babbage is a repair technician and daughter of the notorious Leo Babbage, who blew up part of Cove by 'being creative'.



**Out from Boneville by Jeff Smith**

When the cousins, Fone, Phoney and Smiley Bone find themselves mysteriously trapped in a wonderful but often terrifying land filled with secrets, danger, and special new friendships. They are soon caught up in adventures beyond their wildest dreams.



**City of Ember by Jeanne DuPrau**

When Lina finds part of an ancient message she and her friend Doon are sure it holds a secret that will save the underground city of Ember.



**The Fourteenth Goldfish by Jennifer Holm**

Ellie's scientist grandfather has discovered a way to reverse aging, and consequently has turned into a teenager—which makes for complicated relationships when he moves in with Ellie and her mother, his daughter.



**The Hypnotists by Gordon Korman**

Is it a gift...or is it a curse? Jax Opus can use his color-changing eyes to make people do things they don't want to do. At first, Jax doesn't know what he's doing -- temporarily hypnotizing friends, foes, and strangers. But then his power pushes things way too far, and his secret is not a secret any longer.

**Disney After Dark by Ridley Pearson**

Finn Whitman is hired to be hologramed as a Disney World park "guide" but soon finds himself being transported into the Magic Kingdom in the dead of night to help fight a group of Disney villains, led by Maleficent, who want to take Disney World--and maybe more.



**Doll Bones by Holly Black**

Zach, Alice, and Poppy, friends from a Pennsylvania middle school who have long enjoyed acting out imaginary adventures with dolls and action figures, embark on a real-life quest to Ohio to bury a doll made from the ashes of a dead girl.



**Haunted Sister by Lael Littke**

A sixteen-year-old girl suffers a near-death experience in which her twin sister, who died in an accident twelve years before, returns to forcibly share her body.



**Zombie Kid by Scott Savage**

The plans of monster enthusiasts Nick, Carter, and Angelo are thrown into turmoil when a magical amulet acquired from Nick's voodoo queen aunt turns Nick into a zombie, and prompts an uproarious effort to break the curse.



**Witherwood Reform School by Obert Skye**

After a slight misunderstanding involving a horrible governess, oatmeal, and a jar of tadpoles, siblings Tobias and Charlotte Eggars find themselves abandoned by their father at the gates of a creepy reform school.





**The Screaming Staircase by Jonathan Stroud**

Three young operatives of a Psychic Detection Agency battle an epidemic of ghosts in London.



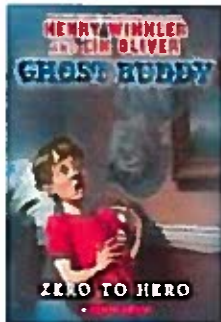
**Island of the Blue Dolphins by Scott O'Dell**

This is a Newbery Medal winning story of a 12 year old girl who lives alone on a Pacific island after she leaps from a rescue ship. Isolated on the island for 18 years, Karana forages for food, builds weapons to fight predators, and finds strength and peace in her seclusion. It is a classic tale of discovery and solitude.



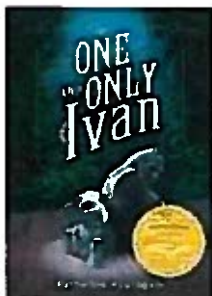
**Number the Stars by Lois Lowry**

As the German troops begin their campaign to "relocate" all the Jews of Denmark, Annemarie Johansen's family takes in Annemarie's best friend, Ellen Rosen, and conceals her as part of the family. The heroism of an entire nation reminds us that there was pride and human decency in the world even during a time of terror and war.



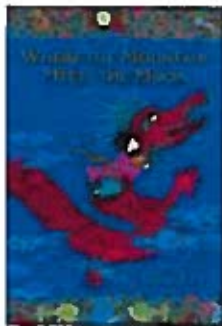
**Ghost Buddy #1: Zero to Hero by Henry Winkler and Lin Oliver**

The authors of the Hank Zipzer books have written this hilarious series! Billy Broccoli is new to the neighborhood and has to deal with an obnoxious school bully. Will a funny ghost be able to help Billy succeed in life?



**The One and Only Ivan by Katherine Applegate**

Winner of the 2013 Newbery Medal and a #1 New York Times bestseller, this stirring and unforgettable novel from renowned author Katherine Applegate celebrates the transformative power of unexpected friendships. Inspired by the true story of a captive gorilla known as Ivan, this illustrated novel is told from the point-of-view of Ivan himself.



**Where the Mountain Meets the Moon by Grace Lin**

In the Valley of Fruitless Mountain, a young girl named Minli lives in a ramshackle hut with her parents. In the evenings, her father regales her with old folktales of the Jade Dragon and the Old Man on the Moon, who knows the answers to all of life's questions. Inspired by these stories, Minli sets off on an extraordinary journey to find the Old Man on the Moon to ask him how she can change her family's fortune.



**Fish in a Tree by Lynda Mullaly Hunt**

The author of the beloved *One for the Murphys* gives readers an emotionally-charged, uplifting novel that will speak to anyone who's ever thought there was something wrong with them because they didn't fit in. "Everybody is smart in different ways. But if you judge a fish by its ability to climb a tree, it will live its life believing it is stupid."



**Ungifted by Gordon Korman**

From #1 New York Times bestselling author Gordon Korman comes a hilarious and heartfelt novel in which one middle-school troublemaker accidentally moves into the gifted and talented program—and changes everything. For fans of Louis Sachar and Jack Gantos, this funny and touching underdog story is a lovable and goofy adventure with robot fights, middle-school dances, live experiments, and statue-toppling pranks!



**The Eleventh Plague by Jeff Hirsch**

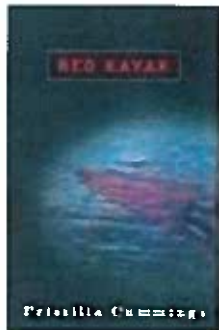
In the aftermath of a war, America's landscape has been ravaged and two thirds of the population left dead from a vicious strain of influenza. Fifteen-year-old Stephen Quinn and his family were among the few that survived and became salvagers, roaming the country in search of material to trade for food and other items essential for survival.



**The Running Dream by Wendelin Van Draanen Winner of the 2012 Schneider Family Book Award**

Jessica thinks her life is over when she loses a leg in a car accident. She's not comforted by the news that she'll be able to walk with the help of a prosthetic leg. Who cares about walking when you live to run? As she struggles to cope with crutches and a first cyborg-like prosthetic, Jessica feels oddly both in the spotlight and invisible. People who don't know what to say, act like she's not there. Which she could handle better if she weren't now keenly aware that she'd done the same thing herself to a girl

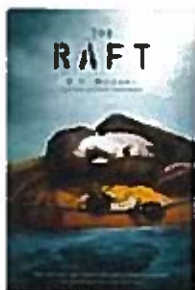
with CP named Rosa. A girl who is going to tutor her through all the math she's missed. A girl who sees right into the heart of her.



**The Red Kayak by Patricia Cummings**

Brady is the son of a Chesapeake Bay waterman. He loved the Corsica River where he and his family fish for crabs. A new family, the DiAngelos moves in next door to Brady's family. They are one of the more well off families that recently moved into the neighborhood. One day, Brady and his friends see the red kayak owned by the DiAngelos heading into the river. Brady is uneasy because he felt that it could be dangerous to be out on the river during that time because of the tides and the wind. Brady implores his

friends to join him in yelling out a warning but his friends ignore him. Will the DiAngelos make it back safe?



**The Raft by S.A. Bodeen**

Robie is an experienced traveler. She's taken the flight from Honolulu to the Midway Atoll, a group of Pacific islands where her parents live, many times. She knows the pilot, but on this flight, there's a new co-pilot named Max. All systems are go until a storm hits during the flight. The only passenger, Robie doesn't panic until the engine suddenly cuts out and Max shouts at her to put on a life jacket. And then ... she's in the water. Fighting for her life. Max pulls her onto the raft. They have no water. Their only food is a bag of Skittles. There are sharks. There is an island. But there's no sign of help on the way.



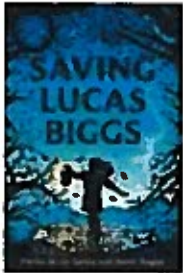
**Rain Reign by Ann M. Martin**



Rose Howard is obsessed with homonyms. She's thrilled that her own name is a homonym, and she purposely gave her dog Rain a name with two homonyms (Reign, Rein), which, according to Rose's rules of homonyms, is very special. Not everyone understands Rose's obsessions, her rules, and the other things that make her different - not her teachers, not other kids, and not her single father.

When a storm hits their rural town, rivers overflow, the roads are flooded, and Rain goes missing. Hearts will break and spirits will soar for this powerful story, brilliantly told from Rose's point of view.

**Saving Lucas Biggs by Marisa de los Santos and David**



**Teague**Thirteen-year-old Margaret knows her father is innocent, but that doesn't stop the cruel Judge Biggs from sentencing him to death. Margaret is determined to save her dad, even if it means using her family's secret—and forbidden—ability to time travel. With the help of her best friend, Charlie, and his grandpa Josh, Margaret goes back to a time when Judge Biggs was a young boy and tries to prevent the chain of events that transformed him into a corrupt, jaded man. But with the forces of history working against her, will Margaret be able to change the past? Or will she be pushed back to a

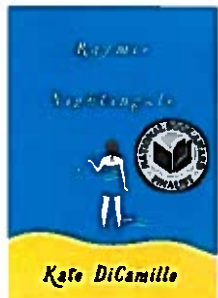
present in which her father is still doomed? Told in alternating voices between Margaret and Josh, this heartwarming story shows that sometimes the forces of good need a little extra help to triumph over the forces of evil.



**Treasure Hunters (Treasure Hunters Series #1) by James Patterson, Chris Grabenstein, Mark Shulman (With) Juliana Neufeld (Illustrator)**

From the #1 *New York Times* bestselling author of *Middle School, the Worst Years of My Life* and *I Funny* comes a brilliantly original new adventure series, jam-packed with action, humor, and heart! The Kidd siblings have grown up diving down to shipwrecks and traveling the world, helping their famous parents recover everything from swords to gold doubloons from the bottom of the ocean.

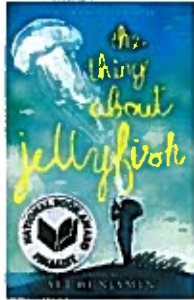
But after their parents mysteriously disappear, the kids are suddenly thrust into the biggest treasure hunt of their lives. They'll have to work together to defeat dangerous pirates and dodge the hot pursuit by an evil treasure hunting rival, all while following cryptic clues to unravel the mystery of what really happened to their parents--and find out if they're still alive.



**Raymie Nightingale by Kate DiCamillo**

Raymie Clarke has come to realize that everything, depends on her. If Raymie can win the Little Miss Central Florida Tire competition, then her father, who left town two days ago with a dental hygienist, will see Raymie's picture in the paper and (maybe) come home. To win, she has to contend with Louisiana Elefante, who has a show-business background, and the fiery, stubborn Beverly Tapinski, who's determined to sabotage the contest. But as the competition approaches,

loneliness, loss, and unanswerable questions draw the three girls into an unlikely friendship — and challenge each of them to come to the rescue in unexpected ways.



#### The Thing About Jellyfish by Ali Benjamin

Everyone says that it was an accident... that sometimes things "just happen". But Suzy won't believe it. Ever. After her best friend dies in a drowning accident, Suzy is convinced that the true cause of the tragedy was a rare jellyfish sting. Retreating into a silent world of imagination, she crafts a plan to prove her theory—even if it means traveling the globe, alone. Suzy's achingly heartfelt journey explores life, death, the astonishing wonder of the universe...and the potential for love and hope right next door.



#### The Boy who Harnessed the Wind by William Kamkwamba

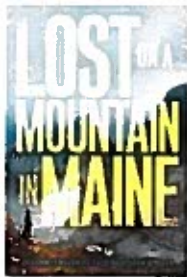
When a terrible drought struck William Kamkwamba's tiny village in Malawi, his family lost all of the season's crops, leaving them with nothing to eat and nothing to sell. William began to explore science books in his village library, looking for a solution. There, he came up with the idea that would change his family's life forever: he could build a windmill. Made out of scrap metal and old bicycle parts, William's windmill brought electricity to his home and helped his family pump the water they needed to farm the land.

## *Nonfiction, Biography & Autobiography*



**El Deafo by Cece Bell Graphic Novel A 2015 Newbery Honor Book**

Going to school and making new friends can be tough. But going to school and making new friends while wearing a bulky hearing aid strapped to your chest? That requires superpowers! In this funny, poignant graphic novel memoir, author/illustrator Cece Bell chronicles her hearing loss at a young age and her subsequent experiences with the Phonic Ear, a very powerful—and very awkward—hearing aid. The Phonic Ear gives Cece the ability to hear—sometimes things she shouldn't—but also isolates her from her classmates. She really just wants to fit in and find a true friend, someone who appreciates her as she is. After some trouble, she is finally able to harness the power of the Phonic Ear and become “El Deafo, Listener for All.” And more importantly, declare a place for herself in the world and find the friend she's longed for.



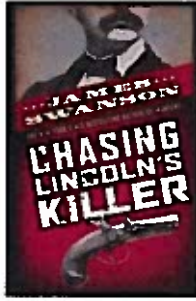
**Lost on a Mountain in Maine by Donn Fendler**

In this true survival story, 12 year old Donn steps away from his Boy Scout troop while climbing Mount Katahdin in Maine and is instantly lost in the fog. He spends 9 days lost on the mountain, trying to find his way down, becoming increasingly hungry and delirious.



**The Great Molasses Flood: Boston 1919 by Deborah Kops**

On January 15, 1919, a molasses tank explodes in Boston's North End, filling the streets with sticky sludge and killing and injuring many. Kops shows the tragedy close up, with personal accounts. But beyond the flood, who was the one to blame for it? The author examines just how such a disaster could have happened along with the aftermath.



### Chasing Lincoln's Killer by James Swanson

You might know that James Wilkes Booth shot Abraham Lincoln, but do you know what happened next? A manhunt that lasted for 12 days to find the assassins followed, and this exciting account of the bad guys, their evil plot, and their attempt to flee to safety will keep readers riveted.



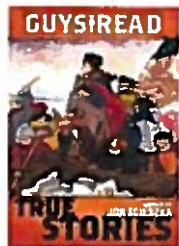
### Women Who Broke the Rules (series) by Kathleen Krull

They say that well-behaved women never make history, and author Krull in humorous fashion sets out to show that's true in these biographies of women like Dolley Madison, Sonia Sotomayer, Coretta Scott King and Sacajawea.



### The Greatest Moments in Sports by Len Berman

Famous sportscaster Len Berman picks his all time favorite moments in sports, including ones in baseball, football, basketball, horse racing, boxing and more. Details of some athletes' careers are included. The book also includes a CD so you can listen to a play by play of the action as it happens.



### Guys Read: True Stories edited by Jon Scieszka

Out of the back pages of history, multiple authors write about the good, the bad and the ugly of historical stories. The stories are full of action and adventure and, sometimes, some gross details. Written in prose, poetry or graphics, everyone will find a story to like here.



### Hoot, Hoot, Hooray!: And More True Stories of Amazing Animal Rescues (National Geographic Chapters Series) by Ashlee Brown Blewett

An exciting and informative set of stories of injured baby animals and how they were rescued, including owls, elephants and bears.



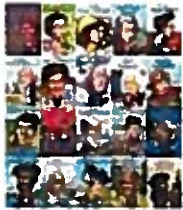
### The Keeper: The Unguarded Story of Tim Howard (Young Readers' Edition) by Tim Howard

In this heartwarming and candid memoir, US national soccer team goalkeeper Tim Howard opens up for the first time about how a hyperactive kid from New Jersey with Tourette Syndrome defied the odds to become one of the world's premier goalkeepers. After a successful seventeen-year professional soccer career, Howard became an overnight star during the 2014 World Cup in Brazil.

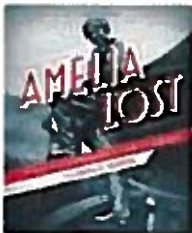


**I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Readers Edition) by Malala Yousafzai and Patricia McCormick**

*I Am Malala* is the memoir of a remarkable teenage girl who risked her life for the right to go to school. Raised in a changing Pakistan by an enlightened father from a poor background and a beautiful, illiterate mother from a political family, Malala was taught to stand up for what she believes. *I Am Malala* tells her story of bravery and determination in the face of extremism, detailing the daily challenges of growing up in a world transformed by terror.



Who Was? What Was? and Where Is? Series by various authors.  
Penguins's Who Was? series makes learning history fun! Each Who Was? What Was? and Where Is? book offers a detailed account of a famous figure's life, historical period or place.



**Amelia Lost: The Life and Disappearance of Amelia Earhart** By Candace Fleming  
Traces the life of female aviator Amelia Earhart from her childhood to her final flight. Discusses the extensive search for her and her missing plane, and includes photographs, maps, handwritten notes by Amelia, and sidebars.



**Shark Life: True Stories about Sharks and the Sea** by Peter Benchley  
Benchley shares many anecdotes of his personal encounters with sharks, including the Great White, in stories that are exciting and sometimes terrifying.



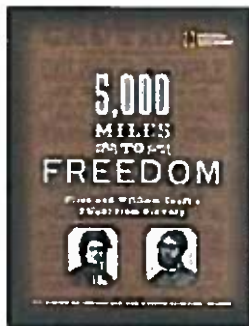


**Killer at Large by D.B. Beres.**

Profilers provide law enforcement with scientific and psychological evidence that helps narrow the search for criminals.



**Bodies from the Ash: Life and Death in Ancient Pompeii by James M. Deem.** In A.D. 79, Vesuvius erupted. In twenty-four hours, the entire city of Pompeii and many of its citizens were utterly annihilated. Hundreds of years later, excavations unearthed the lost city.



**5,000 Miles to Freedom: Ellen and William Craft's Flight from Slavery by Judith Fradin**

Ellen and William Craft were two of the few slaves to escape. Their escape took them to Philadelphia, then on to Boston, pursued by slave hunters, then and 5,000 miles to England.



**Tutankhamun: the Mystery of the Boy King by Zahi Hawass.**

An account of the life, death and burial of King Tut and the unearthing of his tomb. The author sheds new light on the biggest question about Tut: was he murdered?



**Extreme Scientists: Exploring Nature's Mysteries from Perilous Places by Donna M. Jackson.**

The exciting, dangerous, and important jobs that three different extreme scientists do to benefit the world with the result of their research.



**The Secret Life of a Snowflake by Kenneth George Libbrecht.**  
From its creation in the clouds to its fall, the story of this single snowflake fascinates through photographs and details.



**Sally Ride: Life on a Mission by Sue Macy.**  
Most people know Sally Ride as the first American female astronaut to travel in space. But in her lifetime, she was much more.



**Diving to a Deep-Sea Volcano by Kenneth Mallory.**  
Changing undersea technology allows people to learn more about the sea as an ecosystem, and about the life forms that live there.  
Children's Nonfiction 551.25 Mallory



**Blizzard! by Jim Murphy.**  
Based on personal accounts and newspaper articles, follow the riveting story of the massive snow storm that hit the Northeast in 1888, with a focus on the events in New York City.



**The Notorious Benedict Arnold by Steve Sheinken.**  
Most people know that Benedict Arnold was America's first, most notorious traitor. Few know that he was also one of its greatest Revolutionary War heroes. Packed with first-person accounts, astonishing American Revolution battle scenes, and surprising twists, this is a gripping and true



adventure tale from history.



**Secrets of a Civil War Submarine** by Sally M. Walker.

Presents the history of the Civil War submarine, the H.L. Hunley, including the construction, mysterious sinking, recovery, and restoration.



**Almost Astronauts** by Margaret Weitekamp.

The true story of the thirteen women connected with NASA's Mercury 13 space mission, who braved prejudice and jealousy to make their mark and open the door for the female pilots and space commanders that would soon follow.



**Brown Girl Dreaming** by Jacqueline Woodson.

In vivid poems that reflect the joy of finding her voice through writing stories, an award-winning author shares what it was like to grow up in the 1960s and 1970s in both the North and the South.



**The Playbook** by Kwame Alexander

*The Playbook* is intended to provide inspiration on the court of life. Each rule contains wisdom from inspiring athletes and role models such as Nelson Mandela, Serena Williams, LeBron James, Carli Lloyd, Steph Curry and Michelle Obama. Kwame Alexander also provides his own poetic and uplifting words, as he shares stories of overcoming obstacles and winning games in this motivational and inspirational book just right for graduates of any age and anyone needing a little encouragement.

**Dorothea's Eyes** Barb Rosenstock, Illustrated by Gerard DuBois

After a childhood bout of polio left her with a limp, all Dorothea Lange wanted to do was disappear. But this desire not to be seen helped her learn how to blend into the background and observe others acutely. With a passion for the artistic life, and in spite of her family's disapproval, Dorothea pursued her dream to become a photographer and focused her lens on the previously unseen victims of the Great Depression. This poetic biography tells the emotional story of Lange's evolution as one of the founders of documentary photography. It includes a gallery of Lange's photographs, and an author's note, timeline, and bibliography.

# Tewksbury Public Schools

John W. Wynn Middle School  
One Griffin Way  
Tewksbury, MA 01876

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*Celebrating Excellence*



*"There is more treasure in books than in all the pirate's loot on Treasure Island...and best of all, you can enjoy these riches every day of your life." –Walt Disney*

June, 2017

Dear Parents:

Attached please find the Wynn Middle School **seventh grade** summer reading list and character analysis template. Summer reading in the Tewksbury School System is mandatory and teachers will expect each student to read **one** book over the summer. The list is comprised of books that are appropriate for your child's age, grade level, and curriculum. Books should be available at the town library as well as local bookstores.

The character analysis templates will be due upon return to school in late August. The final date for passing in reports will be **Tuesday, September 5, 2017**. The assignment your child completes will be used in class to write an essay. This essay will be the first grade in this subject for the school year.

The ability to read is crucial to an individual's success in school and on the job. Reading is a life-long skill that opens doors and experiences to children. The English Department recommends you help your child discover books of interest, as avid readers make skilled writers and critical thinkers. We would like to say thank you in advance for your support of this program. Remember, **one** book by **September 5th**. Your child's teachers look forward to discussing the adventures experienced through reading upon return to school. Enjoy your summer!

Sincerely,

John Weir  
Wynn Middle School Principal

Teachers of the  
English Language Arts Department

Attachments

*TPS Mission Statement:*

*To educate and challenge all learners in the Tewksbury Public School Community while supporting their development as well prepared and productive members of a diverse global society.*

**Please choose one book from the following list. Any book from the series is acceptable.**



***The Maze Runner*** by James Dashner

Thomas, a teenage boy, is trapped in a maze with no memories. He must work with other boys to solve the mystery of the maze before time runs out, and they meet a terrible fate.



***Hunger Games*** by Suzanne Collins

In this futuristic tale, Katniss Everdeen lives in a society that forces its districts to send two young people to compete for their lives in a televised game. This story of her struggle to survive is full of action and suspense.



***Found*** by Margaret Peterson Haddix

This science fiction tale is the first book in *The Missing* series. Jonah is an adolescent boy who always knew he was adopted. Then he and his new friend, Chip, who's also adopted, begin receiving mysterious letters that tell them they are "one of the missing." The children become involved in a mystery that involves the FBI, a complicated smuggling operation, and people who can appear and disappear when they choose.



***Maximum Ride*** by James Patterson

This is a story of a group of children who possess wings and can fly. Maximum Ride looks out for the rest of her "flock," and protects them from the "Erasers," a group of assassins ordered to kill the flock so the world will never find out about their existence.



***The Uglies*** by Scott Westerfield

This is a futuristic tale about a society that views its youth as ugly until they turn sixteen and undergo an operation that makes them "pretty." Tally Youngblood has looked forward to becoming a "pretty" throughout her entire ugly childhood, but her world is turned upside down when she meets Shay, another ugly that dares to question the system. Now Tally is forced to make a difficult decision that will not only impact the rest of her life, but the lives of her new friends as well.



***Chains*** by Laurie Halse Anderson

This historical fiction novel tells the story of Isabel, a young girl living as a slave in New York during the Revolutionary War. Her quest to gain freedom leads her to become a spy for the Patriots.



***Code Talker: A Novel about the Navajo Marines of World War Two*** by Joseph Bruchac

The Navajo code talkers sent messages using their native language to create an unbreakable code during the war with Japan. This novel tells the story of one Navajo boy's inspiring journey as he overcomes many obstacles and saves many American lives in the process.

Name: \_\_\_\_\_

Homeroom: \_\_\_\_\_

Author: \_\_\_\_\_

Title: \_\_\_\_\_

### **I Main Character/Protagonist**

A. Another name for the main character of a novel is the protagonist. The protagonist of the novel is \_\_\_\_\_.

B. Character traits are qualities that can be used to describe a character's personality. A list of character traits has been provided to help you. List three character traits of the protagonist of the novel.

1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

### **II Character Traits of the Protagonist**

A. Write the corresponding trait from above after each number. Then find a quote from the novel that shows or proves that the character possesses that trait and write in the space provided. Include the page number in the parentheses. *Remember that a quote consists of the exact words of the author. It can include description, words the character speaks, thoughts of the character, actions performed by the character, and words other characters say about the character.*

1) \_\_\_\_\_ (Character Trait)

“ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ”( ).

2) \_\_\_\_\_ (Character Trait)

“ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ”( ).

3) \_\_\_\_\_ (Character Trait)

“ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ”( ).

### **III Conflict**

**A. What is the problem or conflict that the protagonist faces?**

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**B. How is the conflict resolved?**

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**C. Think about the character traits you chose to describe the protagonist on the previous page. Explain how these traits affect how the conflict is resolved.**

1) \_\_\_\_\_ (Character Trait)

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2) \_\_\_\_\_ (Character Trait)

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---

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3) \_\_\_\_\_ (Character Trait)

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---

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## **Sample Character Traits**

You may choose words from this list to describe the protagonist of the novel, or provide your own word that identifies a quality of the character's personality.

able	dependable	ignorant	responsible
active	depressed	imaginative	resourceful
adventurous	determined	impatient	restless
affectionate	discouraged	impolite	rough
afraid	dishonest	inconsiderate	rowdy
alert	disrespectful	independent	rude
ambitious	doubtful	industrious	satisfied
angry	dull	innocent	scared
annoyed	dutiful	intelligent	secretive
anxious	eager	jealous	selfish
apologetic	easygoing	kind	sensitive
arrogant	efficient	lazy	serious
attentive	embarrassed	lively	sharp
average	encouraging	lonely	shy
bold	energetic	loving	silly
bossy	evil	loyal	skillful
brainy	excited	lucky	sly
brave	fair	mature	smart
bright	faithful	mean	sneaky
brilliant	fearless	messy	spoiled
busy	fierce	miserable	stingy
calm	foolish	mysterious	strange
careful	fortunate	naughty	strict
careless	friendly	nervous	stubborn
cautious	frustrated	nice	sweet
charming	funny	noisy	talented
cheerful	gentle	obedient	thankful
childish	giving	obnoxious	thoughtful
clever	glamorous	optimistic	thoughtless
clumsy	gloomy	peaceful	tired
concerned	graceful	pessimistic	tolerant
confident	grateful	picky	trusting
confused	greedy	pleasant	trustworthy
considerate	grouchy	polite	unfriendly
cooperative	grumpy	popular	unhappy
courageous	harsh	positive	upset
cowardly	hateful	precise	useful
cruel	healthy	proper	weak
curious	helpful	proud	wise
dangerous	honest	quick	worried
daring	hopeful	quiet	
dark	hopeless	rational	
decisive	humorous	reliable	
demanding	ignorant	religious	

# Tewksbury Public Schools

John W. Wynn Middle School  
One Griffin Way  
Tewksbury, MA 01876

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*celebrating Excellence*



*"There is more treasure in books than in all the pirate's loot on Treasure Island...and best of all, you can enjoy these riches every day of your life." –Walt Disney*

June, 2017

Dear Parents:

Attached please find the Wynn Middle School **eighth grade** summer reading list and nonfiction reading journal assignment. Summer reading in the Tewksbury School System is mandatory, and teachers will expect each student to read **one** book over the summer. The list is comprised of nonfiction books that are appropriate for your child's age and grade level. Books should be available at the town library as well as local bookstores.

The nonfiction reading journals will be due upon return to school in late August. The final date for passing in reports will be **Tuesday, September 5, 2017**. The assignment your child completes will be used in class as a tool to learn how to develop his or her responses to literature, and a project will be completed in class. This project will be the first grade in this subject for the school year.

The ability to read is crucial to an individual's success in school and on the job. Reading is a life-long skill that opens doors and experiences to children. The English Department recommends you help your child discover books of interest, as avid readers make skilled writers and critical thinkers. We would like to say thank you in advance for your support of this program. Remember, **one** book by **September 5th**. Your child's teachers look forward to discussing the adventures experienced through reading upon return to school. Enjoy your summer!

Sincerely,

John Weir  
Wynn Middle School Principal

Teachers of the  
English Language Arts Department

Attachment

*TPS Mission Statement:*

*To educate and challenge all learners in the Tewksbury Public School Community while supporting their development as well prepared and productive members of a diverse global society.*

## 8<sup>th</sup> Grade Summer Nonfiction Reading Options

Choose one of the following books:



### *Irena's Children* by Tilar Mazzeo

In 1942, one young social worker, Irena Sendler, was granted access to the Warsaw ghetto as a public health specialist. While there, she reached out to the trapped Jewish families, going from door to door and asking the parents to trust her with their young children. She started smuggling them out of the walled district, convincing her friends and neighbors to hide them. Driven to extreme measures and with the help of a network of local tradesmen, ghetto residents, and her star-crossed lover in the Jewish resistance, Irena ultimately smuggled thousands of children past the Nazis. She made dangerous trips through the city's sewers, hid children in coffins, snuck them under overcoats at checkpoints, and slipped them through secret passages in abandoned buildings.

[https://www.amazon.com/Irenas-Children-Extraordinary-Warsaw-Ghetto/dp/1476778507/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1493404259&sr=1-1&keywords=irenas+children](https://www.amazon.com/Irenas-Children-Extraordinary-Warsaw-Ghetto/dp/1476778507/ref=sr_1_1?s=books&ie=UTF8&qid=1493404259&sr=1-1&keywords=irenas+children)



### *Soul Surfer* by Bethany Hamilton, Rick Bundschuh, Shery Berk

In this moving personal account of faith and fortitude, internationally ranked surfer Bethany Hamilton tells how she survived a shark attack that cost her arm—but not her spirit.

They say Bethany Hamilton has saltwater in her veins. How else could one explain the passion that drives her to surf? How else could one explain that nothing—not even the loss of her arm—could come between her and the waves? That Halloween morning in Kauai, Hawaii, Bethany responded to the shark's stealth attack with the calm of a girl with God on her side. Pushing pain and panic aside, she began to paddle with one arm, focusing on a single thought: "Get to the beach...." And when the first thing Bethany wanted to know after surgery was "When can I surf again?" it became clear that her spirit and determination were part of a greater story—a tale of courage and faith that this soft-spoken girl would come to share with the world.

<https://www.amazon.com/Soul-Surfer-Story-Family-Fighting/dp/1416503463>



### *She Said Yes: The Unlikely Martyrdom of Cassie Bernall*, Misty Bernall

In this memoir about Cassie Bernall, a victim of the Columbine High School shooting, her mother tells the story of the problems her daughter struggled with as a teenager and how she turned her life around prior to the tragedy.



### *Geeks: How Two Lost Boys Rode the Internet out of Idaho\** by Jon Katz

Jesse and Eric were geeks: suspicious of authority figures, proud of their status as outsiders, fervent in their belief in the positive power of technology. High school had been an unbearable experience and their small-town Idaho families had been torn apart by hard times. On the fringe of society, they had almost no social lives and little to look forward to. They spent every spare cent on their computers and every spare moment online. Nobody ever spoke of them, much less for them.

But then they met Jon Katz, a roving journalist who suggested that, in the age of geek impresario Bill Gates, Jesse and Eric had marketable skills that could get them out of Idaho and pave the way to a better life. So they bravely set out to conquer Chicago—geek style.

<https://www.amazon.com/Geeks-Lost-Boys-Internet-Idaho/dp/0767906993>



### *Chinese Cinderella: The True Story of an Unwanted Daughter* by Adeline Yen Mah

After her mother died giving birth to her, Adeline was rejected by her siblings, her father, and her stepmother. She finds escape through a play-writing contest and education at an English university.



### *Into Thin Air* by Jon Krakauer

A bank of clouds was assembling on the not-so-distant horizon, but journalist-mountaineer Jon Krakauer, standing on the summit of Mt. Everest, saw nothing that "suggested that a murderous storm was bearing down." He was wrong. The storm, which claimed five lives and left countless more--including Krakauer's--in guilt-ridden disarray, would also provide the impetus for *Into*

*Thin Air*, Krakauer's epic account of the May 1996 disaster.

[https://www.amazon.com/Into-Thin-Air-Personal-](https://www.amazon.com/Into-Thin-Air-Personal-Disaster/dp/0385494785/ref=sr_1_1?s=books&ie=UTF8&qid=1493404406&sr=1-1&keywords=into+thin+air)

[Disaster/dp/0385494785/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1493404406&sr=1-1&keywords=into+thin+air](https://www.amazon.com/Into-Thin-Air-Personal-Disaster/dp/0385494785/ref=sr_1_1?s=books&ie=UTF8&qid=1493404406&sr=1-1&keywords=into+thin+air)



### *Beyond Magenta: Transgender Teens Speak Out* by Susan Kuklin

Author and photographer Susan Kuklin met and interviewed six transgender or gender-neutral young adults and used her considerable skills to represent them thoughtfully and respectfully before, during, and after their personal acknowledgment of gender preference. Portraits, family photographs, and candid images grace the pages, augmenting the emotional and physical journey

each youth has taken. Each honest discussion and disclosure, whether joyful or heartbreaking, is completely different from the other because of family dynamics, living situations, gender, and the transition these teens make in recognition of their true selves.

<https://www.goodreads.com/book/show/18166920-beyond-magenta>



### *Eleven Seconds* by Travis Roy

"In this heartfelt testament to the power of love and the strength of the human spirit, Travis Roy, who suffered a devastating injury eleven seconds into his first college hockey game, reveals how he has managed to cope after the accident and, with the help of family and friends, overcome tremendous barriers to begin a new life." -[Goodreads](#)



### *Throw Like a Girl* by Jennie Finch

"The evidence is overwhelming: sports help girls grow into strong women. Both scientific studies and anecdotal evidence confirm that athletic girls not only grow up to be healthier; they learn teamwork, gain inner confidence, and grow into society's leaders. Sports help preteen and teenage girls make the right choices in a society that is sending them incredibly mixed messages

about who they are supposed to be. Yet no one is speaking directly to these girls. Jennie fills the role of girlfriend, big sister, team captain, and mentor. A smart, credible, and accomplished voice from an athlete who is strong and feminine, fiercely competitive, and fashionably cool, Jennie is someone young women will listen to and take to heart. Jennie's message: Believe in yourself. Go for it, girls."



### *When the Game Stands Tall* by Neil Hayes

By 2002, The Streak--a historic 13-year run of consecutive wins by the Spartans, a high-school football team from Concord, California, that couldn't be beat--was still going strong. In this revised edition of "When the Game Stands Tall," author Neil Hayes, who had unrestricted access to the De

La Salle team, writes from the inside about the games, the players, and their visionary coach, Bob Ladouceur, who managed to amass the highest winning percentage in football history (.995) through standing for something greater than winning. The book, which also features interviews with major sports figures like Bill Walsh and John Gruden, is a revealing portrait of the coach who believed above all in instilling basic life skills where winning is not the goal, but merely the byproduct of playing the game." -[Goodreads](#)



### *My Life in Dog Years*, Gary Paulsen

For animal lovers, Gary Paulsen (author of *Hatchet* and *Woodson*) tells the story of his life through his dog companions. Each chapter presents a different dog and the significance of the dog in his life.

**Name:** \_\_\_\_\_

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

**Author:** \_\_\_\_\_

**Part I:**

*Each of these books focuses on an individual who overcomes a challenging circumstance.*

**Please answer the following questions related to this theme in paragraph form (5-6 sentences).**

1. Describe the individual's challenging circumstance.

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2. Explain how the individual overcomes his/her challenge.

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**3. How does the individual grow as a result of overcoming his/her challenge?**

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**4. In what ways can you relate to this individual or the circumstance that he/she overcomes?**

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## Part II:

*Each student should keep a journal of important excerpts, quotes and events as he/she reads through each chapter. Include at least 2-3 excerpts/quotes per chapter/ scene. Please follow the format that we have included to keep a detailed journal. A minimum of 20 quotes should be included.*

Quotation	Pg #	Why do I find this quote interesting or important?



Quotation	Pg #	Why do I find this quote interesting or important?

Quotation	Pg #	Why do I find this quote interesting or important?

## **TMHS 2017-2018 Summer Reading**

The Summer Reading for TMHS will be done in accordance with themes for each grade level.

They are as follows:

- Grade 9 - Tragedy/internal conflict
- Grade 10 - Self discovery
- Grade 11 - American dream
- Grade 12 - Hero's Journey or inner vs. outer conflict

Selection of books for TMHS Summer Reading:

### **Freshman (Tragedy/Internal Conflict):**

*I am Malala*

Malala Yousafzai and Christina Lamb

*Life as we Knew It*

Susan Beth Pfeffer

*Go Ask Alice*

Beatrice Sparks

*The Chocolate War*

Robert Cormier

*Speak*

Laurie Halse Anderson

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### **Sophomore (Self Discovery):**

*In Cold Blood*

Truman Capote

*The Curious Incident of the Dog in the Night-Time*

Mark Haddon

*The Devil in White City*

Erik Larson

*The Impossible Knife of Memory*

Laurie Halse Anderson

*The Poisoner's Handbook*

Deborah Blum

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### **Junior (American Dream):**

*We are Market Basket*

Daniel Korschun and Grant Welker

*Feed*

M.T. Anderson

*The Selection*

Kiera Cass

*Off Balance: A Memoir Dominique Moceanu*

Dominique Moceanu

*Red Bandana*

Tom Rinaldi

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### **Senior (Heroes/Inner vs. Outer Conflict)**

*Massacre on the Merrimack*

Jay Atkinson

*Station Eleven*

Emily St. John Mandel

*Girl, Interrupted*

Susan Kaysen

*Bomb: The Race to Build-and Steal-The World's Most Dangerous Weapon*  
Steve Sheinkin

*Catch 22 - AP English Literature and Composition*  
Joseph Heller

*Caesar's Gallic War - AP Latin*  
Julius Caesar

*Aeneid - AP Latin*  
Virgil

*Outliers: The Story of Success - AP Economics*  
Malcolm Gladwell

- Any student who is in need of special accommodations, please contact their Guidance Counselor, ELA Dept. Chair Ms. Hardacre, or Principal Vogel **prior to the end of the school year.**
- For a listing of graphic novels for those who need special accommodations - click link:

<https://docs.google.com/document/d/1LVTTfgymRwTQ56SVlcYTkkMDPTTxP4IRd8sRDy7n7ek/edit>

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Assignment for all:

Read the book of your choice from your grade level over the summer (please sign up for the book before the end of school in Google Docs). Upon returning to school, a discussion in English class followed by writing about the grade-level theme, will ensue. Taking notes as you read is a viable tool which will help you with your in-class writing as you will be able to use these notes along with your book. This writing assignment will be a quiz grade.

# TMHS 2017-2018

## Graphic Novel Accommodated Reading List

### List of Graphic Novels for Summer Reading

- *Wires and Nerves* Published January 2017
- Science Fiction, 238p, Reviews: Publisher's Weekly Annex, School Library Journal & Voice of Youth Advocates  
When rogue packs of wolf-hybrid soldiers threaten the tenuous peace alliance between Earth and Luna, Iko takes it upon herself to hunt down the soldiers' leader. She is soon working with a handsome royal guard who forces her to question everything she knows about love, loyalty, and her own humanity. With appearances by Cinder, Cress, Scarlet, Winter, and the rest of the Rampion crew, this is a must-have for fans of the bestselling series.
- *Tomboy* by Liz Prince
- Autobiography, Nonfiction 255p, Reviews: Library Journal, Kirkus Reviews, Voice of Youth Advocates.. And many more.  
Growing up, Liz Prince wasn't a girly girl, dressing in pink tutus or playing Pretty Pretty princess like the other girls in her neighborhood. But she wasn't exactly one of the guys either, as she quickly learned when her Little League baseball coach exiled her to the outfield instead of letting her take the pitcher's mound. Liz was somewhere in the middle, and *Tomboy* is the story of her struggle to find the place where she belonged.  
*Tomboy* is a graphic novel about refusing gender boundaries, yet unwittingly embracing gender stereotypes at the same time, and realizing later in life that you can be just as much of a girl in jeans and a T-shirt as you can in a pink tutu. A memoir told anecdotally, *Tomboy* follows author and zine artist Liz Prince through her early childhood into adulthood and explores her ever-evolving struggles and wishes regarding what it means to "be a girl."
- *Maus I: A Survivor's Tale: My father bleeds history* by Art Spiegelman \*\*\*10th grade?\*\*\*\* could also do the complete Maus I and Maus II
- Biography, Nonfiction 159p Reviews: Wilson's Senior High, School Library Journal, New York Times, and many more.  
The Pulitzer Prize-winning *Maus* tells the story of Vladek Spiegelman, a Jewish survivor of Hitler's Europe, and his son, a cartoonist coming to terms with his father's story. *Maus* approaches the unspeakable through the diminutive. Its form, the cartoon (the Nazis are cats, the Jews mice), shocks us out of any lingering sense of familiarity and succeeds in 'drawing us closer to the bleak heart of the Holocaust' (The New York Times). *Maus* is a haunting tale within a tale. Vladek's harrowing story of survival is woven into the author's account of his tortured relationship with his aging father. Against the backdrop of guilt brought by survival, they stage a normal life of small arguments and unhappy visits.

- *Anya's Ghost* by Vera Brosgol
- Fiction, 221p, Reviews: Wilson's Senior High, School Library Journal, Kirkus Reviews, and many more.

Anya could really use a friend. But her new BFF isn't kidding about the "forever" part. Of all the things Anya expected to find at the bottom of an old well, a new friend was not one of them. Especially not a new friend who's been dead for a century. Falling down a well is bad enough, but Anya's normal life might actually be worse. She's embarrassed by her family, self-conscious about her body, and she's pretty much given up on fitting in at school. A new friend—even a ghost—is just what she needs. Or so she thinks. Spooky, sardonic, and secretly sincere, *Anya's Ghost* is a wonderfully entertaining debut graphic novel from author/artist Vera Brosgol.

- *Hidden: A Child's Story of the Holocaust* by Loic Dauvillier and Greg Salsedo
- Nonfiction, 76p, Reviews: Kirkus Reviews, New York Times, School Library Journal, and many more.

In this gentle, poetic young graphic novel, Dounia, a grandmother, tells her granddaughter the story even her son has never heard: how, as a young Jewish girl in Paris, she was hidden away from the Nazis by a series of neighbors and friends who risked their lives to keep her alive when her parents had been taken to concentration camps.



## TEWKSBURY SCHOOL COMMITTEE 2018 MEETING SCHEDULE

**Meetings are held at 7:00 PM on Wednesday Evenings**  
**Location: Tewksbury Memorial High School – Larrabee Library**  
**320 Pleasant Street, Tewksbury (Unless indicated below.)**

January 10, 2018	Regular Meeting	
January 24, 2018	Regular Meeting/Budget Workshop	Budget Workshop: 6:30 / Regular Meeting: 7:30 PM
February 14, 2018	Regular Meeting	PUBLIC HEARING (BUDGET) – 6:30 PM
March 7, 2018	Regular Meeting	
TBD	FinCom Meeting	7:00 PM at Town Hall – School Committee will attend.
March 21, 2018	Regular Meeting	PUBLIC HEARING (BUDGET) – 6:30 PM
April 4, 2018*	7:00 PM – Reorganization Meeting 7:15 PM – Regular Meeting	*Reorganization Meeting (7:00PM) will precede the Regular Meeting on April 4, 2018, at 7:00 pm
April 25, 2018	Regular Meeting	
May 7, 2018*	Annual Town Meeting	School Committee will attend Annual Town Meeting (7:30PM)
May 9, 2018*	Special Town Meeting / Annual Town Meeting (Reconvened)	School Committee will attend Special Town Meeting (7PM) and Annual Town Meeting (Reconvened) (7:30PM)
May 16, 2018	Regular Meeting	
June 13, 2018	Regular Meeting	
July 25, 2018	Regular Meeting	
TBD	School Committee/Admin Retreat	Tewksbury Memorial High School
August 15, 2018	Regular Meeting	
September 12, 2018	Regular Meeting	
September 26, 2018	Regular Meeting	
October 1, 2018*	Special Town Meeting	*School Committee will attend Special Town Meeting.
October 17, 2018	Regular Meeting	
November 14, 2018	Regular Meeting	
December 5, 2018	Regular Meeting	

**Tewksbury Public Schools Mission Statement**  
**To educate and challenge all learners in the Tewksbury Public Schools Community while supporting their development as well prepared and productive members of a diverse global society.**

\*Tentative dates subject to vote by Board of Selectmen.

**TEWKSBURY PUBLIC SCHOOLS**  
**CONTRACT OF EMPLOYMENT**  
**BRENDA THERIAULT-REGAN**

This contract, or any successor agreement, is made between the Tewksbury Public Schools, through the Superintendent of Schools, hereinafter referred to as the "Superintendent", and Brenda Theriault-Regan, hereinafter referred to as the "Administrator." In consideration of the promises herein contained, the parties agree as follows:

WHEREAS, the parties wish to enter into an employment agreement between them for Ms. Theriault-Regan's services as Assistant Superintendent; and

WHEREAS, this agreement sets forth the terms and conditions pertaining to Ms. Theriault-Regan's employment with the District; and

WHEREAS, the term of said agreement and any subsequent amendments continues to June 30, 2020; and

WHEREAS, the Superintendent will evaluate Ms. Theriault-Regan's performance and contribution to the District by June 1, 2018 which could result in the termination of the contract on June 30, 2018; and

WHEREAS, the parties are mutually desirous of specifying certain of the terms of said agreement and morializing those terms which are not expressly modified herein;

NOW THEREFORE, the parties hereto hereby as follows;

1. **Duration and Termination:** The Administrator's agreement shall be effective as of July 1, 2017 and conditionally extended through June 30, 2020.

The parties agree that all disputes relative to termination of this contract by the Committee will be resolved by final binding arbitration in accordance with the Labor and Arbitration Rules of the American Arbitration Association. Initiation of arbitration shall occur only by filing a written demand therefore with the other party and the American Arbitration Association within 21 calendar days of the date of notice of discharge. In no case may an arbitrator apply any definition of the words "good cause" except as same were interpreted by Massachusetts' courts prior to June 18, 1993, and as contained in M.G.L. c. 71§42 prior to same date. In no case shall arbitrator enter an award which calls for re-instatement; any award entered may only award monetary damages on a breach of contract theory.

Consistent with state law, the District may elect not to renew an Administrator's contract beyond a stated expiration date. The District's decision not to extend or renew a contract after a stated expiration date shall not be considered a dismissal or discharge. Under this agreement a non-renewal or decision not to extend the contract is not subject to the arbitration clause herein.

2. **Duties/Responsibilities:** The Administrator shall perform all duties/responsibilities as specified in the job description approved by the District for the position specified below and further duties as assigned.

3. **Certification:** The Administrator shall furnish and maintain, during the term of this contract, a valid and appropriate certificate qualifying her for the position as Assistant Superintendent.

4. **Professional Days:** The administrator shall be entitled to participate in and attend professional development workshops and conferences approved in advance by the Superintendent.

5. **Professional Development:** The Administrator shall be expected to participate in continuous professional development approved in advance by the Superintendent.

6. **Personal Leave:** Personal leave shall be granted with the approval of the Superintendent.

7. **Sick Leave:** The Administrator shall be entitled to sick leave in the amount equal to, but not in excess of fifteen (15) days of sick leave for each year of this agreement. Unlimited sick days may be accumulated. The Administrator will be granted the value of 10% of her unused sick leave upon her retirement from the school system.

8. **Professional Development & Course Tuition Reimbursement:** The Administrator shall receive reimbursement for tuition and registration fees for professional development or courses of at least two (2) credits from an approved college or university. All courses must receive the prior approval of the Superintendent. To receive reimbursement, the Administrator must submit a copy of the grade report and receipted bill(s) for the cost of the course.

9. **Insurance:**

a.) **Health;** All full-time Administrators shall be entitled to participate in the Town of Tewksbury's current Health Insurance Program at the current rate of contribution.

b.) **Life;** The Committee agrees to reimburse up to a one thousand dollars (\$1,000.00) premium annually towards a term life insurance policy approved by the Superintendent.

c.) **Short-term Disability;** The district shall provide to the Administrator sufficient additional sick leave to satisfy the 90 day waiting period for benefits under the long-term disability policy once accumulated sick leave under Article 7 is exhausted.

10. **Vacation:** The Administrator shall receive twenty-five (25) working days annual vacation exclusive of legal holidays. Up to ten (10) vacation days may be carried over from one year to the next but in no case shall the total number of accumulated or earned days exceed the total of thirty-five (35) vacation days.

11. **Holidays:** The Administrator shall be entitled to fourteen (14) paid holidays as required by law or District Policy.

12. **Other Benefits or Conditions of Employment:** The Administrator shall be entitled to other benefits and conditions of employment generally available to Tewksbury Administrators employed on individual employment agreements.

13. **Evaluation:** By June 1 of each year of this agreement, the Superintendent shall complete an evaluation of the Administrator.

14. **District Travel & Other Expenses:**

a.) **Travel:** The Administrator shall be entitled to \$2,600 per year in-district travel, to be paid in two (2) payments during December and June of each year without voucher.

b.) **Out of Pocket Expense:** The Administrator will be reimbursed for reasonable out of pocket expenses incurred in performance of her duties, subject to advanced approval by the Superintendent.

15. **Position:** The Administrator shall perform all duties and responsibilities as the: **Assistant Superintendent.**

16. **Compensation:**

Salary: FY18 \$141,976

FY19 \$141,976\*

FY20 \$141,976\*

\*Yearly salary may be impacted by annual increase authorized by the School Committee.

This agreement embodies the entire agreement between the Superintendent and the Administrator and there are no inducements, promises, terms, conditions or obligations made or entered into by either party other than those contained herein. Any part of this agreement may be amended by mutual agreement of the Superintendent and the Administrator.

\_\_\_\_\_  
Christopher J. Malone      Date  
Superintendent of Schools

\_\_\_\_\_  
Brenda Theriault-Regan      Date  
Assistant Superintendent

\_\_\_\_\_  
Kristen M. Polimeno, Chairperson      Date  
Tewksbury School Committee

# Tewksbury Public Schools

139 Pleasant Street  
Tewksbury, MA 01876

## MEMORANDUM

**To:** Tewksbury School Committee  
**From:** Christopher J. Malone, Superintendent  
**Date:** May 4, 2017  
**Re:** Tewksbury Memorial High School Freshman English Textbook Proposal

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### **This is Informational Only - No Vote is Required**

Tewksbury Memorial High School Department Chair, Lynne Hardacre and related staff, piloted two grade 9 ELA textbooks: "*Collections 2017*" and "*My Perspectives*".

Attached is:

- The Principal's Recommendation;
- Department Head's Recommendation;
- TPS Criteria for Recommending Textbooks;
- Cost Proposal.

Both of the piloted text are on display in the Curriculum Office, Center School, 139 Pleasant Street, Tewksbury.

This is for the review of the School Committee. No vote is required at this time.

# Tewksbury Memorial High School

**PRINCIPAL**

Kristen Vogel, M.A.T.

**ASSISTANT PRINCIPALS**

M. Eileen Taylor Osborne, Ed.D.

Jason Stamp, M.S.

**MAIN OFFICE**

(978) 640-7825

**FAX**

(978) 640-7829

**GUIDANCE SERVICES**

(978) 640-7838

May 5, 2016

Ms. Brenda Theriault-Regan  
Assistant Superintendent of Schools  
Tewksbury Public Schools  
Tewksbury, MA 01876

Dear Brenda:

I am writing to approve the selection of *My Perspectives* as the textbook for the 9th grade English course.

Department Head, Lynne Hardacre reviewed textbooks with her ninth grade English teachers. They came to the conclusion that this particular text was the best for their ninth grade English curriculum.

Thank you for reviewing our selection.

Sincerely,

Kristen S. Vogel  
Principal

# *Tewksbury Memorial High School*

320 Pleasant Street

Tewksbury, Massachusetts 01876

[www.tewksbury.k12.ma.us](http://www.tewksbury.k12.ma.us)

**PRINCIPAL**

Kristen S. Vogel, M.A.T.

**ASSISTANT PRINCIPALS**

Eileen Taylor Osborne, Ed. D.

Jason Stamp, M.S.

**MAIN OFFICE**

(978) 640-7825

**FAX**

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**GUIDANCE SERVICES**

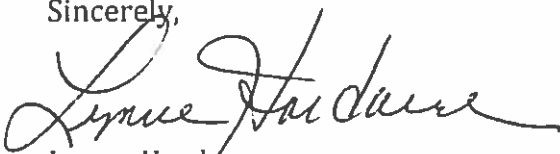
(978) 640-7838

May 1, 2017

Dear Ms. Vogel:

I would like to recommend *My Perspectives English Language Arts 2017* for a ninth grade textbook anthology for the 2017-2018 school year and beyond. Thank you.

Sincerely,



Lynne Hardacre  
English Department Chair



*DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
TEWKSBURY PUBLIC SCHOOLS  
CRITERIA FOR EVALUATING TEXTBOOKS*

The purpose of this checklist is to provide a guide to the considerations and concerns in evaluating textbooks. It serves the purpose of directing the attention of teachers, administrators and the School Committee to the essential features that a textbook should possess.

**Rating Scale:**

After each point has been carefully studied, record your judgment in the space provided using the following scale:

- Strongly Agree
- Agree
- Cannot Judge
- Disagree
- Strongly Disagree

**Textbooks Reviewed:**

- A. Collections 2017
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

## *Criteria for Evaluating Instructional Materials and Programs*

	STRONGLY AGREE	AGREE	CANNOT JUDGE	DISAGREE	STRONGLY DISAGREE
<b>I. Contents</b>					
Reflect the learning standards in the <i>DESE Common Core and Curriculum Frameworks</i>	X				
<b>II. Features</b>					
Contain illustrations of contemporary figures that reflect the diversity of our society		X			
Illustrations are well constructed and clear		X			
Include a master source of materials and resources		X			
Provide student texts, online materials, or printed material and accompanying teacher manuals	X				
Provide coherent units that is accurate and build conceptual understanding		X			
Essential vocabulary is clearly identified for students		X			
Illustrations support student understanding of content standards		X			
Do the materials have historical reference, address current issues, and equally represent all cultural groups		X			
Current issues are presented in a way that engages students and promotes social responsibility		X			
<b>III. Learning Activities</b>					
Involve students in active learning and inquiry		X			
Clarify appropriate use of instructional technology				X	
Show how instructional technology can help students visualize complex concepts, analyze and refine information, and communicate solutions				X	
Provide multiple ways for students to explore concepts and communicate ideas and solutions				X	
Are developmentally appropriate and provide for different abilities and learning paces		X			
Encourage discussion and reflection		X			
<b>IV. Teacher Support Materials</b>					
Provide a clear conceptual framework for the concepts and skills taught		X			
Offer ideas for involving parents and community, and keeping them informed about the programs		X			
Give suggestions for a variety of pedagogical strategies, such as open-ended questioning, direct instruction, practice, discussion, and cooperative learning		X			
Reference resource materials, such as appropriate videos, file clips, reference books, software, video laser discs.		X			

long-distance learning, CD-ROMs, and electronic bulletin boards					
Suggests ways to differentiate instruction: specific strategies are provided to adapt or modify instruction for various subgroups, including English language learners, special education, gifted and talented		✓			
Suggest how to adapt materials for students with differing levels of achievement		✓			
Suggest enrichment and skill reinforcement activities for extended learning		✓			
Include suggestions for a variety of assessment approaches such as portfolios, journals, projects, and informal and formal tests		✗			
<b>V. Student Assessment Materials</b>					
Are free of inappropriate or derogatory material	✗				
Assessments occur throughout the unit, not just at the end	✗				
Incorporate multiple forms of assessment, such as oral presentations, written reports, teacher observations, performance assessments, quizzes, and pre- and post-tests		✗			
Students are provided opportunities to self-assess and reflect in their progress		✗			
<b>VI. Program Development and Implementation</b>					
Have field test data showing positive effects on student learning			✗		
Chapter layout is consistent and chapters are arranged logically		✗			
Offer training and long-term follow-up for teachers		✓			
<b>VII. Representation of all Groups</b>					
Pronouns, descriptors and illustrations of both sexes are used equally			✓		
Is sensitive to all members of the protected classes: i.e., race, color, sexual orientation, color, national origin, religion, disability, sex, gender identity, age, etc.			✓		
Subject matter covers a spectrum of accomplishments and contributions by all genders, races and physical conditions			✓		
Nouns, adjectives, terms and illustrations are non-stereotypical and non-prejudicial			✗		

Please provide other resources used to help guide you in the selection of the recommended textbook (i.e., polling of Social Studies teachers from other districts, contacts with sales representatives, etc.).

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*DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
TEWKSBURY PUBLIC SCHOOLS  
CRITERIA FOR EVALUATING TEXTBOOKS*

The purpose of this checklist is to provide a guide to the considerations and concerns in evaluating textbooks. It serves the purpose of directing the attention of teachers, administrators and the School Committee to the essential features that a textbook should possess.

**Rating Scale:**

After each point has been carefully studied, record your judgment in the space provided using the following scale:

- Strongly Agree
- Agree
- Cannot Judge
- Disagree
- Strongly Disagree

**Textbooks Reviewed:**

- A. My Perspectives
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

## *Criteria for Evaluating Instructional Materials and Programs*

	STRONGLY AGREE	AGREE	CANNOT JUDGE	DISAGREE	STRONGLY DISAGREE
<b>I. Contents</b>					
Reflect the learning standards in the <i>DESE Common Core and Curriculum Frameworks</i>	X				
<b>II. Features</b>					
Contain illustrations of contemporary figures that reflect the diversity of our society		X			
Illustrations are well constructed and clear		X			
Include a master source of materials and resources		X			
Provide student texts, online materials, or printed material and accompanying teacher manuals	X				
Provide coherent units that is accurate and build conceptual understanding	X				
Essential vocabulary is clearly identified for students		X			
Illustrations support student understanding of content standards		X			
Do the materials have historical reference, address current issues, and equally represent all cultural groups	X				
Current issues are presented in a way that engages students and promotes social responsibility		X			
<b>III. Learning Activities</b>					
Involve students in active learning and inquiry	X				
Clarify appropriate use of instructional technology			X		
Show how instructional technology can help students visualize complex concepts, analyze and refine information, and communicate solutions				X	
Provide multiple ways for students to explore concepts and communicate ideas and solutions		X			
Are developmentally appropriate and provide for different abilities and learning paces	X				
Encourage discussion and reflection	X				
<b>IV. Teacher Support Materials</b>					
Provide a clear conceptual framework for the concepts and skills taught	X				
Offer ideas for involving parents and community, and keeping them informed about the programs		X			
Give suggestions for a variety of pedagogical strategies, such as open-ended questioning, direct instruction, practice, discussion, and cooperative learning	X				
Reference resource materials, such as appropriate videos, file clips, reference books, software, video laser discs,	X				

long-distance learning, CD-ROMs, and electronic bulletin boards					
Suggests ways to differentiate instruction: specific strategies are provided to adapt or modify instruction for various subgroups, including English language learners, special education, gifted and talented	X				
Suggest how to adapt materials for students with differing levels of achievement	X				
Suggest enrichment and skill reinforcement activities for extended learning	X				
Include suggestions for a variety of assessment approaches such as portfolios, journals, projects, and informal and formal tests	X				
<b>V. Student Assessment Materials</b>					
Are free of inappropriate or derogatory material	X				
Assessments occur throughout the unit, not just at the end	X				
Incorporate multiple forms of assessment, such as oral presentations, written reports, teacher observations, performance assessments, quizzes, and pre- and post-tests		X			
Students are provided opportunities to self-assess and reflect in their progress			X		
<b>VI. Program Development and Implementation</b>					
Have field test data showing positive effects on student learning			X		
Chapter layout is consistent and chapters are arranged logically	X				
Offer training and long-term follow-up for teachers	X				
<b>VII. Representation of all Groups</b>					
Pronouns, descriptors and illustrations of both sexes are used equally			X		
Is sensitive to all members of the protected classes; i.e., race, color, sexual orientation, color, national origin, religion, disability, sex, gender identity, age, etc.			X		
Subject matter covers a spectrum of accomplishments and contributions by all genders, races and physical conditions			X		
Nouns, adjectives, terms and illustrations are non-stereotypical and non-prejudicial			X		

Please provide other resources used to help guide you in the selection of the recommended textbook (i.e., polling of Social Studies teachers from other districts, contacts with sales representatives, etc.).

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## Tewksbury MA Perspectives 9th grade 04.10.17

### School Information:

**TEWKSBURY MEMORIAL HIGH SCHOOL**

School District Name

**320 Pleasant St**

Address

**Tewksbury, MA 01876**

City, State, ZIP

Phone Number

### Purchase Summary

Description	Amount Free	Amount Charged
myPerspectives ELA	\$14,755.08	\$10,572.30
Subtotal	\$14,755.08	\$10,572.30
Shipping & Handling		\$792.92
Total		\$11,365.22

- Prices effective through Sept. 30, 2017
- Prices do not include applicable taxes
- \*\*\*\* Titles are subject to change without notice

To Order  
Customer Service  
[https://pearsoncommunity.force.com/coco/s/Customer\\_Service\\_Support\\_Form](https://pearsoncommunity.force.com/coco/s/Customer_Service_Support_Form)  
Phone 1-800-848-9500  
Fax 1-877-260-2530  
Online at OASIS <http://k12oasis.pearson.com>

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indiaSh\_S00047293\_04.10.2017

## myPerspectives ELA

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
myPerspectives ELA							
1	MYPERSPECTIVES ENGLISH LANGUAGE ARTS 2017 DIGITAL COURSEWARE 6-YEAR LICENSE GRADE 09	9780133338881	88.47	160	0	\$14,155.20	\$0.00
2	MYPERSPECTIVES ENGLISH LANGUAGE ARTS 2017 TEACHER EDITION GRADE 09	9780133338683	149.97	4	0	599.88	0.00
3	MYPERSPECTIVES ENGLISH LANGUAGE ARTS 2017 STUDENT EDITION 2-VOLUME(HARD COVER) + DIGITAL COURSEWARE 6-YEAR LICENSE GRADE 9	9780328920938	117.47	0	90	0.00	10,572.30
Subtotal						\$14,755.08	\$10,572.30
Purchase Subtotal						\$14,755.08	\$10,572.30
Shipping & Handling							\$792.92
Totals						\$14,755.08	\$11,365.22

**Proposal Grand Total: \$11,365.22**

Districts schools registering to use OASIS for the first time receive a promo code for 3% freight. This code is good for every K12 order shipped via ground purchased through OASIS for the first 30 days after an account is activated.

To register for OASIS: <http://k12oasis.pearson.com>  
For OASIS assistance: 1-800-850-9124

- \* Prices effective through Sept. 30, 2017
- \*\* Prices do not include applicable taxes
- \*\*\* Titles are subject to change without notice

**Note: This is a cost proposal. It is not a formal contract.**

**Ordering Information:**

**Schools:** Simply enclose your official purchase order, authorized signature, and title.

**Teachers:** We can bill your school if you provide an approved P.O.

**Individuals:** Please enclose check, money order, or credit card information.

**Shipping Charges:**

**All orders** are billed approximately 10% shipping & handling. Orders under \$100 may be billed more.

International and overseas shipping and handling are slightly higher.

**Special handling** is additional on all orders.

All prices are in U.S. dollars, guaranteed until Sept. 30, 2017. Please call for current prices.

Districts/schools registering to use OASIS for the first time receive a promo code for 3% freight. This code is good for every K12 order shipped via ground purchased through OASIS for the first 30 days after an account is activated.

As of December 31, 2016, Pearson will no longer accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, ecommerce, or OASIS.

**Pearson Customer Support**

P.O. Box 6820

Chandler, AZ 85246

[https://pearsoncommunity.force.com/coco/s/Customer\\_Service\\_Support\\_Form](https://pearsoncommunity.force.com/coco/s/Customer_Service_Support_Form)

Phone: 1-800-848-9500 or Fax 1-877-260-2530 (Monday-Friday, 8am - 5pm EST, 8am - 6pm DST)

Order OASIS: <http://k12oasis.pearson.com>

For additional information regarding product go to: <http://www.pearsonschool.com>

**ALWAYS LEARNING**





# Houghton Mifflin Harcourt

Cost Proposal

Prepared For

## Tewksbury Memorial High School

320 Pleasant St  
Tewksbury MA 01876

For the Purchase of:

## HMH Collections Grade 9 National 2017

Prepared By

Art Germano

[arthur.germano@hmhco.com](mailto:arthur.germano@hmhco.com)

***ATTN: This Proposal is not approved and is not valid***



Houghton Mifflin Harcourt

Attention:  
Lynne Hardacre  
[lhardacre@tewksbury.k12.ma.us](mailto:lhardacre@tewksbury.k12.ma.us)

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9205 South Park Center Loop  
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**ATTN: This Proposal is not approved and is not valid**

ISBN	Title	Sale Price	Purchase	
			Quantity	Amount
<b>Grade 9</b>				
<b>Classroom Package</b>				
1591873	<b>DRAFT</b> Collections Premium Classroom Package (print w/6yrs digital) for 75 students Grade 9	\$9,097.75	1	\$9,097.75
<i>Package Includes.</i> <i>Student Edition Grade 9</i> <i>Close Reader Print Subscription 6 Year Grade 9</i> <i>Online Interactive Edition with Close Reader, Student Access 6-Year Grade 9</i> <i>Student Edition and Close Reader eTextbook ePub 6-Year Grade 9</i> <i>Performance Assessment 6 Year Print Subscription Grade 9</i> <i>HMH Close Reads App, Grade 9-10</i> <i>Integrated Teacher Edition Grade 9</i> <i>Online Interactive Edition with Close Reader, Teacher Access 6-Year Grade 9</i> <i>Performance Assessment Teacher's Guide Grade 9</i> <i>Downloadable Student Edition PDF Grade 9</i> <i>Downloadable Teacher Resource Tool PDF Grade 9</i> <i>This package includes the choice of 3 novels. Please contact your Account Executive for a list of novels to choose from.</i>				
<b>SRP/TRP</b>				
1597154	<b>DRAFT</b> Houghton Mifflin Harcourt Collections Premium Student Resource Package print w/6yr digital Grade 9 2015	\$117.80	15	\$1,767.00
<i>Package Includes.</i> <i>Student Edition Grade 9</i> <i>Close Reader Print Subscription 6 Year Grade 9</i> <i>Online Interactive Edition with Close Reader, Student Access 6-Year Grade 9</i> <i>Student Edition and Close Reader eTextbook ePub 6-Year Grade 9</i> <i>Performance Assessment 6 Year Print Subscription Grade 9</i> <i>HMH Close Reads App, Grade 9-10</i>				
1611554	<b>DRAFT</b> Collections Premium Hybrid Teacher Resource Package Print w/6-year Digital Grade 9	\$262.85	2	\$525.70
<i>Package Includes.</i> <i>Integrated Teacher Edition Grade 9</i> <i>Online Interactive Edition with Close Reader, Teacher Access 6-Year Grade 9</i> <i>Performance Assessment Teacher's Guide Grade 9</i> <i>Downloadable Teacher Resource Tool PDF Grade 9</i>				
<b>Total for Classroom Package</b>				<b>\$11,390.45</b>
<b>A la carte items available for purchase</b>				
1538342	<b>DRAFT</b> "Collections Online Interactive Edition with Close Reader, Student Access 6-year Grade 9 2015"	\$69.70	160	\$11,152.00
<b>Total for A la carte items available for purchase</b>				<b>\$11,152.00</b>
<b>Total for Grade 9</b>				<b>\$22,542.45</b>

**Proposal Summary**

**Subtotal Purchase Amount:** \$22,542.45  
**Shipping & Handling (10.50%):** \$1,196.00  
**Total Cost of Proposal (PO Amount):** \$23,738.45

**Houghton Mifflin Harcourt**

Attention:  
 Lynne Hardacre  
 lhardacre@tewksbury.k12.ma.us

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 Orlando, FL 32819  
 FAX 800-269-5232  
 k12orders@hmhpub.com

**ATTN: This Proposal is not approved and is not valid****Total Cost of Proposal (PO Amount): \$ 23,738.45**

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**Date of Proposal: 4/3/2017****Proposal Expiration Date: 5/18/2017**

# Houghton Mifflin Harcourt

**Houghton Mifflin Harcourt**

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lhardacre@tewksbury.k12.ma.us

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# Tewksbury Public Schools

139 Pleasant Street  
Tewksbury, MA 01876

## MEMORANDUM

**To:** Tewksbury School Committee  
**From:** Christopher J. Malone, Superintendent  
**Date:** May 4, 2017  
**Re:** Science Textbook Proposal for Grades 6 Through 8

---

### **This is Informational Only - No Vote is Required**

Members of the Ryan Elementary and the Wynn Middle Schools' Science departments, piloted grade 6-8 Science textbooks: "Science, Structure, and Function" by McGraw Hill (Glencoe) and "Realize - Interactive Science" by Pearson.

Attached is:

- TPS Criteria for Recommending Textbooks;
- Cost Proposal.

The piloted text are on display in the Curriculum Office, Center School, 139 Pleasant Street, Tewksbury.

This is for the review of the School Committee. No vote is required at this time.



*DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
TEWKSBURY PUBLIC SCHOOLS  
CRITERIA FOR EVALUATING TEXTBOOKS*

The purpose of this checklist is to provide a guide to the considerations and concerns in evaluating textbooks. It serves the purpose of directing the attention of teachers, administrators and the School Committee to the essential features that a textbook should possess.

**Rating Scale:**

After each point has been carefully studied, record your judgment in the space provided using the following scale:

- Strongly Agree
- Agree
- Cannot Judge
- Disagree
- Strongly Disagree

**Textbooks Reviewed:**

- A. Glencoe
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

## Criteria for Evaluating Instructional Materials and Programs

	STRONGLY AGREE	AGREE	CANNOT JUDGE	DISAGRE E	STRONGLY DISAGRE E
<b>I. Contents</b>					
Reflect the learning standards in the <i>DESE Common Core and Curriculum Frameworks</i>	✓				
<b>II. Features</b>					
Contain illustrations of contemporary figures that reflect the diversity of our society			✓		
Illustrations are well constructed and clear	✓				
Include a master source of materials and resources	✓				
Provide student texts, online materials, or printed material and accompanying teacher manuals	✓				
Provide coherent units that is accurate and build conceptual understanding		✓			
Essential vocabulary is clearly identified for students		✓			
Illustrations support student understanding of content standards	✓				
Do the materials have historical reference, address current issues, and equally represent all cultural groups			✓		
Current issues are presented in a way that engages students and promotes social responsibility	✓				
<b>III. Learning Activities</b>					
Involve students in active learning and inquiry		✓			
Clarify appropriate use of instructional technology		✓			
Show how instructional technology can help students visualize complex concepts, analyze and refine information, and communicate solutions			✓		
Provide multiple ways for students to explore concepts and communicate ideas and solutions		✓			
Are developmentally appropriate and provide for different abilities and learning paces	✓				
Encourage discussion and reflection		✓			
<b>IV. Teacher Support Materials</b>					
Provide a clear conceptual framework for the concepts and skills taught		✓			
Offer ideas for involving parents and community, and keeping them informed about the programs			✓		
Give suggestions for a variety of pedagogical strategies, such as open-ended questioning, direct instruction, practice, discussion, and cooperative learning		✓			
Reference resource materials, such as appropriate videos, file clips, reference books, software, video laser discs,		✓			

long-distance learning, CD-ROMs, and electronic bulletin boards					
Suggests ways to differentiate instruction: specific strategies are provided to adapt or modify instruction for various subgroups, including English language learners, special education, gifted and talented	✓				
Suggest how to adapt materials for students with differing levels of achievement		✓			
Suggest enrichment and skill reinforcement activities for extended learning		✓			
Include suggestions for a variety of assessment approaches such as portfolios, journals, projects, and informal and formal tests		✓			
<b>V. Student Assessment Materials</b>					
Are free of inappropriate or derogatory material	✓				
Assessments occur throughout the unit, not just at the end		✓			
Incorporate multiple forms of assessment, such as oral presentations, written reports, teacher observations, performance assessments, quizzes, and pre- and post-tests		✓			
Students are provided opportunities to self-assess and reflect in their progress			✓		
<b>VI. Program Development and Implementation</b>					
Have field test data showing positive effects on student learning			✓		
Chapter layout is consistent and chapters are arranged logically	✓				
Offer training and long-term follow-up for teachers		✓			
<b>VII. Representation of all Groups</b>					
Pronouns, descriptors and illustrations of both sexes are used equally		✓			
Is sensitive to all members of the protected classes; i.e., race, color, sexual orientation, color, national origin, religion, disability, sex, gender identity, age, etc.		✓			
Subject matter covers a spectrum of accomplishments and contributions by all genders, races and physical conditions		✓			
Nouns, adjectives, terms and illustrations are non-stereotypical and non-prejudicial		✓			

Please provide other resources used to help guide you in the selection of the recommended textbook (i.e., polling of Social Studies teachers from other districts, contacts with sales representatives, etc.).

- Please see our Pros/Cons list
- Science dept. at the Wynn overwhelmingly prefers Glencoe  
(7 out of 7 teachers)

*DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
TEWKSBURY PUBLIC SCHOOLS  
CRITERIA FOR EVALUATING TEXTBOOKS*

The purpose of this checklist is to provide a guide to the considerations and concerns in evaluating textbooks. It serves the purpose of directing the attention of teachers, administrators and the School Committee to the essential features that a textbook should possess.

**Rating Scale:**

After each point has been carefully studied, record your judgment in the space provided using the following scale:

- Strongly Agree
- Agree
- Cannot Judge
- Disagree
- Strongly Disagree

**Textbooks Reviewed:**

- A. Pearson
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

## Criteria for Evaluating Instructional Materials and Programs

	STRONGLY AGREE	AGREE	CANNOT JUDGE	DISAGRE E	STRONGLY DISAGRE E
<b>I. Contents</b>					
Reflect the learning standards in the <i>DESE Common Core and Curriculum Frameworks</i>		✓			
<b>II. Features</b>					
Contain illustrations of contemporary figures that reflect the diversity of our society			✓		
Illustrations are well constructed and clear				✓	
Include a master source of materials and resources		✓			
Provide student texts, online materials, or printed material and accompanying teacher manuals		✓			
Provide coherent units that is accurate and build conceptual understanding				✓	
Essential vocabulary is clearly identified for students				✓	
Illustrations support student understanding of content standards				✓	
Do the materials have historical reference, address current issues, and equally represent all cultural groups			✓		
Current issues are presented in a way that engages students and promotes social responsibility			✓		
<b>III. Learning Activities</b>					
Involve students in active learning and inquiry		✓			
Clarify appropriate use of instructional technology				✓	
Show how instructional technology can help students visualize complex concepts, analyze and refine information, and communicate solutions			✓		
Provide multiple ways for students to explore concepts and communicate ideas and solutions				✓	
Are developmentally appropriate and provide for different abilities and learning paces					✓
Encourage discussion and reflection					✓
<b>IV. Teacher Support Materials</b>					
Provide a clear conceptual framework for the concepts and skills taught				✓	
Offer ideas for involving parents and community, and keeping them informed about the programs			✓		
Give suggestions for a variety of pedagogical strategies, such as open-ended questioning, direct instruction, practice, discussion, and cooperative learning				✓	
Reference resource materials, such as appropriate videos, file clips, reference books, software, video laser discs,		✓			

long-distance learning, CD-ROMs, and electronic bulletin boards					
Suggests ways to differentiate instruction: specific strategies are provided to adapt or modify instruction for various subgroups, including English language learners, special education, gifted and talented		✓			
Suggest how to adapt materials for students with differing levels of achievement				✓	
Suggest enrichment and skill reinforcement activities for extended learning				✓	
Include suggestions for a variety of assessment approaches such as portfolios, journals, projects, and informal and formal tests		✓			
<b>V. Student Assessment Materials</b>					
Are free of inappropriate or derogatory material		✓			
Assessments occur throughout the unit, not just at the end		✓			
Incorporate multiple forms of assessment, such as oral presentations, written reports, teacher observations, performance assessments, quizzes, and pre- and post-tests		✓			
Students are provided opportunities to self-assess and reflect in their progress			✓		
<b>VI. Program Development and Implementation</b>					
Have field test data showing positive effects on student learning			✓		
Chapter layout is consistent and chapters are arranged logically					✓
Offer training and long-term follow-up for teachers		✓			
<b>VII. Representation of all Groups</b>					
Pronouns, descriptors and illustrations of both sexes are used equally		✓			
Is sensitive to all members of the protected classes; i.e., race, color, sexual orientation, color, national origin, religion, disability, sex, gender identity, age, etc.		✓			
Subject matter covers a spectrum of accomplishments and contributions by all genders, races and physical conditions		✓			
Nouns, adjectives, terms and illustrations are non-stereotypical and non-prejudicial		✓			

Please provide other resources used to help guide you in the selection of the recommended textbook (i.e., polling of Social Studies teachers from other districts, contacts with sales representatives, etc.).

- Please see our Pros/Cons list
- The Wynn Science dept. feels that the Pearson book is very weak compared to Glencoe

## Pilot books: Pearson v. Glencoe

### GLENCOE

Pros	Cons
<ul style="list-style-type: none"> <li>• Level of rigor is higher – more appropriate reading level</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment bank – do we have access?</li> </ul>
<ul style="list-style-type: none"> <li>• Better graphics</li> </ul>	<ul style="list-style-type: none"> <li>• Website not as easy to navigate</li> </ul>
<ul style="list-style-type: none"> <li>• Aligned better with the state map and standards</li> </ul>	<ul style="list-style-type: none"> <li>• No pre/post-tests (may be in test bank but we do not currently have access)</li> </ul>
<ul style="list-style-type: none"> <li>• More online teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• Not completely aligned with the standards yet – has the book been updated?</li> </ul>
<ul style="list-style-type: none"> <li>• Better differentiation for ELL and special education students</li> </ul>	
<ul style="list-style-type: none"> <li>• Offers pre-reading, during reading, and post-reading strategies</li> </ul>	
<ul style="list-style-type: none"> <li>• Multiple resources with quick access. Ex: self-check, quizzes, tests, project-based learning activities</li> </ul>	
<ul style="list-style-type: none"> <li>• Emphasizes design and modeling skills</li> </ul>	
<ul style="list-style-type: none"> <li>• Provides more resources online</li> </ul>	
<ul style="list-style-type: none"> <li>• Inquiry-based vs. directed-based</li> </ul>	
<ul style="list-style-type: none"> <li>• Hard cover book – non-consumable – less waste</li> </ul>	
<ul style="list-style-type: none"> <li>• Resources are editable</li> </ul>	

## PEARSON

Pros	Cons
<ul style="list-style-type: none"> <li>Website is easier to navigate than Glencoe</li> </ul>	<ul style="list-style-type: none"> <li>Assessment bank is very limited</li> </ul>
<ul style="list-style-type: none"> <li>Documents are editable</li> </ul>	<ul style="list-style-type: none"> <li>Not easy to download resources</li> </ul>
<ul style="list-style-type: none"> <li>We are already familiar with the layout</li> </ul>	<ul style="list-style-type: none"> <li>Fewer teacher directions or resources on website</li> </ul>
<ul style="list-style-type: none"> <li>No wear and tear because books will be new every year (consumable books)</li> </ul>	<ul style="list-style-type: none"> <li>Wasteful – books are consumable</li> </ul>
	<ul style="list-style-type: none"> <li>Question depth lacking</li> </ul>
	<ul style="list-style-type: none"> <li>Reshuffling of current book to different grade levels – no new content.</li> <li>Actually took good content out and did not add anything in its place</li> </ul>
	<ul style="list-style-type: none"> <li>Too many opinionated questions</li> </ul>
	<ul style="list-style-type: none"> <li>Cannot edit tests/quizzes</li> </ul>
	<ul style="list-style-type: none"> <li>Less rigor</li> </ul>
	<ul style="list-style-type: none"> <li>No differentiation</li> </ul>
	<ul style="list-style-type: none"> <li>Not as well aligned with the new state standards</li> </ul>



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TEWKSBURY PUBLIC SCHOOLS  
CRITERIA FOR EVALUATING TEXTBOOKS*

The purpose of this checklist is to provide a guide to the considerations and concerns in evaluating textbooks. It serves the purpose of directing the attention of teachers, administrators and the School Committee to the essential features that a textbook should possess.

**Rating Scale:**

After each point has been carefully studied, record your judgment in the space provided using the following scale:

- Strongly Agree
- Agree
- Cannot Judge
- Disagree
- Strongly Disagree

**Textbooks Reviewed:**

- A. Pearson Realize - Interactive Science
- B. McGraw Hill (Glencoe) Science Structure & Function
- C. \_\_\_\_\_
- D. \_\_\_\_\_

# Criteria for Evaluating Instructional Materials and Programs

1. curriculum  
Realize  
Gr 6

	STRONGLY AGREE	AGREE	CANNOT JUDGE	DISAGREE	STRONGLY DISAGREE
<b>I. Contents</b>					
Reflect the learning standards in the <i>DESE Common Core and Curriculum Frameworks</i>		✓			
<b>II. Features</b>					
Contain illustrations of contemporary figures that reflect the diversity of our society		✓			
Illustrations are well constructed and clear	✓				
Include a master source of materials and resources		✓			
Provide student texts, online materials, or printed material and accompanying teacher manuals	✓				
Provide coherent units that is accurate and build conceptual understanding	✓				
Essential vocabulary is clearly identified for students		✓			
Illustrations support student understanding of content standards	✓				
Do the materials have historical reference, address current issues, and equally represent all cultural groups	✓				
Current issues are presented in a way that engages students and promotes social responsibility		✓			
<b>III. Learning Activities</b>					
Involve students in active learning and inquiry	✓				
Clarify appropriate use of instructional technology		✓			
Show how instructional technology can help students visualize complex concepts, analyze and refine information, and communicate solutions		✓			
Provide multiple ways for students to explore concepts and communicate ideas and solutions	✓				
Are developmentally appropriate and provide for different abilities and learning paces	yes - we do it	1/2		1/2	
Encourage discussion and reflection		✓			
<b>IV. Teacher Support Materials</b>					
Provide a clear conceptual framework for the concepts and skills taught		✓			
Offer ideas for involving parents and community, and keeping them informed about the programs				✓	
Give suggestions for a variety of pedagogical strategies, such as open-ended questioning, direct instruction, practice, discussion, and cooperative learning	✓				
Reference resource materials, such as appropriate videos, file clips, reference books, software, video laser discs,		✓			

1 curricular  
Realize  
Gr 6

long-distance learning, CD-ROMs, and electronic bulletin boards					
Suggests ways to differentiate instruction: specific strategies are provided to adapt or modify instruction for various subgroups, including English language learners, special education, gifted and talented		✓			
Suggest how to adapt materials for students with differing levels of achievement		✓			
Suggest enrichment and skill reinforcement activities for extended learning		✓			
Include suggestions for a variety of assessment approaches such as portfolios, journals, projects, and informal and formal tests		✓			
<b>V. Student Assessment Materials</b>					
Are free of inappropriate or derogatory material	✓				
Assessments occur throughout the unit, not just at the end	✓				
Incorporate multiple forms of assessment, such as oral presentations, written reports, teacher observations, performance assessments, quizzes, and pre- and post-tests		✓			
Students are provided opportunities to self-assess and reflect in their progress					✓
<b>VI. Program Development and Implementation</b>					
Have field test data showing positive effects on student learning			✓		
Chapter layout is consistent and chapters are arranged logically		✓			
Offer training and long-term follow-up for teachers	✓				
<b>VII. Representation of all Groups</b>					
Pronouns, descriptors and illustrations of both sexes are used equally	✓				
Is sensitive to all members of the protected classes; i.e., race, color, sexual orientation, color, national origin, religion, disability, sex, gender identity, age, etc.		✓			
Subject matter covers a spectrum of accomplishments and contributions by all genders, races and physical conditions		✓			
Nouns, adjectives, terms and illustrations are non-stereotypical and non-prejudicial		✓			

Please provide other resources used to help guide you in the selection of the recommended textbook (i.e., polling of Social Studies teachers from other districts, contacts with sales representatives, etc.).

Pearson Reps. have been extremely helpful w/ any questions and provided us w/ training. We were also very fortunate to get lab resources student books for all kids grades 6-8, online access to virtual labs and resources. We were able to assess students w/ online assessments.

Pearson does do a great job ~~aligning~~ aligning w/ the NGSS.

Glencoe  
Gr 6

## Criteria for Evaluating Instructional Materials and Programs

	STRONGLY AGREE	AGREE	CANNOT JUDGE	DISAGREE	STRONGLY DISAGREE
<b>I. Contents</b>					
Reflect the learning standards in the <i>DESE Common Core and Curriculum Frameworks</i>		✓			
<b>II. Features</b>					
Contain illustrations of contemporary figures that reflect the diversity of our society		✓			
Illustrations are well constructed and clear		✓			
Include a master source of materials and resources		✓			
Provide student texts, online materials, or printed material and accompanying teacher manuals		✓			
Provide coherent units that is accurate and build conceptual understanding			✓		
Essential vocabulary is clearly identified for students	✓				
Illustrations support student understanding of content standards		✓			
Do the materials have historical reference, address current issues, and equally represent all cultural groups		✓			
Current issues are presented in a way that engages students and promotes social responsibility		✓			
<b>III. Learning Activities</b>					
Involve students in active learning and inquiry		✓			
Clarify appropriate use of instructional technology			✓		
Show how instructional technology can help students visualize complex concepts, analyze and refine information, and communicate solutions		✓			
Provide multiple ways for students to explore concepts and communicate ideas and solutions		✓			
Are developmentally appropriate and provide for different abilities and learning paces			✓		
Encourage discussion and reflection		✓			
<b>IV. Teacher Support Materials</b>					
Provide a clear conceptual framework for the concepts and skills taught		✓			
Offer ideas for involving parents and community, and keeping them informed about the programs			✓		
Give suggestions for a variety of pedagogical strategies, such as open-ended questioning, direct instruction, practice, discussion, and cooperative learning		✓			
Reference resource materials, such as appropriate videos, file clips, reference books, software, video laser discs,		✓			



Glenade Grp

long-distance learning, CD-ROMs, and electronic bulletin boards					
Suggests ways to differentiate instruction: specific strategies are provided to adapt or modify instruction for various subgroups, including English language learners, special education, gifted and talented		✓			
Suggest how to adapt materials for students with differing levels of achievement			✓		
Suggest enrichment and skill reinforcement activities for extended learning	✓+				
Include suggestions for a variety of assessment approaches such as portfolios, journals, projects, and informal and formal tests			✓		
<b>V. Student Assessment Materials</b>					
Are free of inappropriate or derogatory material		✓			
Assessments occur throughout the unit, not just at the end		✓			
Incorporate multiple forms of assessment, such as oral presentations, written reports, teacher observations, performance assessments, quizzes, and pre- and post-tests		✓			
Students are provided opportunities to self-assess and reflect in their progress		✓			
<b>VI. Program Development and Implementation</b>					
Have field test data showing positive effects on student learning			✓		
Chapter layout is consistent and chapters are arranged logically		✓			
Offer training and long-term follow-up for teachers			✓		
<b>VII. Representation of all Groups</b>					
Pronouns, descriptors and illustrations of both sexes are used equally		✓			
Is sensitive to all members of the protected classes; i.e., race, color, sexual orientation, color, national origin, religion, disability, sex, gender identity, age, etc.		✓			
Subject matter covers a spectrum of accomplishments and contributions by all genders, races and physical conditions		✓			
Nouns, adjectives, terms and illustrations are non-stereotypical and non-prejudicial		✓			

Please provide other resources used to help guide you in the selection of the recommended textbook (i.e., polling of Social Studies teachers from other districts, contacts with sales representatives, etc.).

Difficult to fully assess w/ only one student edition and one teacher edition. Did not have lab resources or any piloting materials



 Because learning changes everything.™

**QUOTE PREPARED FOR:**

Tewksbury Pub Schs  
C/O SUPT  
TEWKSBURY, MA 01876  
ACCOUNT NUMBER: 333386

**SUBSCRIPTION/DIGITAL CONTACT:**

Brenda Regan

**CONTACT:**

Brenda Regan

**SALES REP INFORMATION:**

Laurie Reynolds  
laurie.reynolds@mheducation.com  
508-468-9916

Section Summary	Value of All Materials	Free Materials	Product Subtotal
<a href="#">MA iScience</a>	\$0.00	\$0.00	\$0.00
<a href="#">Student Materials</a>	\$87,225.60	\$0.00	\$87,225.60
<a href="#">Teacher Materials</a>	\$6,799.44	(\$6,799.44)	\$0.00
<b>PRODUCT TOTAL*</b>	<b>\$94,025.04</b>	<b>(\$6,799.44)</b>	<b>\$87,225.60</b>
<b>ESTIMATED S&amp;H**</b>			\$4,423.11
<b>ESTIMATED TAX**</b>			TBD
<b>GRAND TOTAL*</b>			<b>\$91,648.71</b>

\* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

\*\*Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Comments

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:**

McGraw-Hill Education | PO Box 182605 | Columbus, OH 43218-2605  
Email: [orders\\_mhe@mheducation.com](mailto:orders_mhe@mheducation.com) | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE 02/08/2017  
QUOTE NUMBER ZJOHN-02082017-011

ACCOUNT NAME Tewksbury Pub Schs  
ACCOUNT #: 333386

EXPIRATION DATE 03/25/2017  
PAGE #: 1



Because learning changes everything.™

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
<b>MA iScience</b>					
MA iScience Subtotal:				\$0.00	\$0.00
<b>Student Materials</b>					
CUS ISCIENCE GR 6 MASSACHUSETTS SE PRINT DIGITAL 6 YEAR SUBSCRIPTION BUNDLE	978-0-07-904274-3	280	\$99.12	\$0.00	\$27,753.60
CUS ISCIENCE GR 7 MASSACHUSETTS PRINT SE DIGITAL 6 YEAR SUBSCRIPTION BUNDLE	978-0-07-904275-0	290	\$99.12	\$0.00	\$28,744.80
CUS ISCIENCE GR 8 MASSACHUSETTS PRINT SE DIGITAL 6 YEAR SUBSCRIPTION BUNDLE	978-0-07-904279-8	310	\$99.12	\$0.00	\$30,727.20
Student Materials Subtotal:				\$0.00	\$87,225.60
<b>Teacher Materials</b>					
CUS ISCIENCE GRADE 6 MASSACHUSETTS TEACHER EDITION	978-0-07-901799-4	8	\$145.26	\$1,162.08	*Free Materials
CUS ISCIENCE GRADE 7 MASSACHUSETTS TEACHER EDITION	978-0-07-901803-8	8	\$145.26	\$1,162.08	*Free Materials
CUS ISCIENCE GRADE 8 MASSACHUSETTS TEACHER EDITION	978-0-07-901804-5	8	\$145.26	\$1,162.08	*Free Materials
CUS ISCIENCE GRADE 6 MASSACHUSETTS ONLINE TEACHER EDITION 6 YEAR SUBSCRIPTION	978-0-07-901822-9	8	\$138.05	\$1,104.40	*Free Materials
CUS ISCIENCE GRADE 7 MASSACHUSETTS ONLINE TEACHER EDITION 6 YEAR SUBSCRIPTION	978-0-07-901826-7	8	\$138.05	\$1,104.40	*Free Materials
CUS ISCIENCE GRADE 8 MASSACHUSETTS ONLINE TEACHER EDITION 6 YEAR SUBSCRIPTION	978-0-07-901827-4	8	\$138.05	\$1,104.40	*Free Materials
Teacher Materials Subtotal:				\$6,799.44	\$0.00

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw-Hill Education | PO Box 182605 | Columbus, OH 43218-2605  
Email: orders\_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 02/08/2017  
QUOTE NUMBER: ZJOHN-02082017-011

ACCOUNT NAME: Tewksbury Pub Schs  
ACCOUNT #: 333386

EXPIRATION DATE: 03/25/2017  
PAGE #: 2



Because learning changes everything.™

**QUOTE PREPARED FOR:**

Tewksbury Pub Schs  
C/O SUPT  
TEWKSBURY, MA 01876  
ACCOUNT NUMBER 333386

**CONTACT:**

Brenda Regan

VALUE OF ALL MATERIALS	\$94,025.04
FREE MATERIALS	(\$6,799.44)
PRODUCT TOTAL*	\$87,225.60
ESTIMATED SHIPPING & HANDLING**	\$4,423.11
ESTIMATED TAX**	TBD
GRAND TOTAL	\$91,648.71

**SUBSCRIPTION/DIGITAL CONTACT:**

Brenda Regan

**Comments**

\* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

\*\*Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

**Terms of Service**

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service. Subject to Subscriber's payment of the fees set out above, McGraw-Hill School Education, LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the [Terms of Service](#). The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

**ATTENTION:** In our effort to protect our customer's data, we will no longer store credit card data in any manner within our system. Therefore, as of April 30, 2016, we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting [www.mheducation.com](http://www.mheducation.com) (or [www.mhcoast2coast.com](http://www.mhcoast2coast.com)).

**School Purchase Order Number:** \_\_\_\_\_

\_\_\_\_\_  
Name of School Official (Please Print)

\_\_\_\_\_  
Signature of School Official

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:**

McGraw-Hill Education | PO Box 182605 | Columbus, OH 43218-2605  
Email: [orders\\_mhe@mheducation.com](mailto:orders_mhe@mheducation.com) | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

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EXPIRATION DATE: 03/25/2017

QUOTE NUMBER: ZJOHN-02082017-011

ACCOUNT #: 333386

PAGE #: 3





**Tewksbury MA 6-8 science 02.20.17**  
**6 year student text with year 1 Kits**

**School Information:**

**TEWKSBURY PUBLIC SCHOOL DIST**

\_\_\_\_\_  
Principal's Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City and State

\_\_\_\_\_  
Phone Number

**Purchase Summary**

Description	Amount Free	Amount Charged
Massachusetts State Specific Science	\$0.00	\$102,699.87
<b>Subtotal</b>	<b>\$0.00</b>	<b>\$102,699.87</b>
<b>Shipping &amp; Handling</b>		<b>\$7,702.49</b>
<b>Total</b>		<b>\$110,402.36</b>

**Please note costs for refill equipment lab kits will be approx 20K for year 2 and year 3**

- \* Prices effective through Sept. 30, 2017.
- \*\* Prices do not include applicable taxes
- \*\*\*\* Titles are subject to change without notice.

To Order:  
Customer Service  
[https://pearsoncommunity.force.com/coc/s/Customer\\_Service\\_Support\\_Form](https://pearsoncommunity.force.com/coc/s/Customer_Service_Support_Form)  
Phone: 1-800-848-9500  
Fax: 1-877-260-2530  
Online at OASIS: <http://k12oasis.pearson.com>

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02/20/17 11:20 AM

## 6 year student text with year 1 Kits

### Massachusetts State Specific Science

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
Massachusetts State Specific Science							
	MIDDLE GRADES SCIENCE 2017 MASSACHUSETTS GRADE 6 STUDENT EDITION 6 YEAR SUBSCRIPTION + DIGITAL COURSEWARE 6-YEAR LICENSE	9781323205419	92.47	0	280	\$0.00	\$25,891.60
	MIDDLE GRADES SCIENCE 2017 MASSACHUSETTS GRADE 7 STUDENT EDITION 6 YEAR SUBSCRIPTION + DIGITAL COURSEWARE 6-YEAR LICENSE	9781323205433	92.47	0	290	0.00	26,816.30
	MIDDLE GRADES SCIENCE 2017 MASSACHUSETTS GRADE 8 STUDENT EDITION 6 YEAR SUBSCRIPTION + DIGITAL COURSEWARE 6-YEAR LICENSE	9781323205464	92.47	0	310	0.00	28,665.70
	MIDDLE GRADES SCIENCE 2017 MASSACHUSETTS CLASSROOM MATERIALS REFILL KIT GRADE 6	9780328934522	309.47	0	13	0.00	4,023.11
	MIDDLE GRADES SCIENCE 2017 MASSACHUSETTS CLASSROOM MATERIALS REFILL KIT GRADE 7	9780328934539	566.47	0	14	0.00	7,930.58
	MIDDLE GRADES SCIENCE 2017 MASSACHUSETTS CLASSROOM MATERIALS REFILL KIT GRADE 8	9780328934546	669.47	0	14	0.00	9,372.58
Subtotal						\$0.00	\$102,699.87
Purchase Subtotal						\$0.00	\$102,699.87
Shipping & Handling							\$7,702.49
Totals						\$0.00	\$110,402.36

**Proposal Grand Total: \$110,402.36**

Districts/schools registering to use OASIS for the first time receive a promo code for 3% freight. This code is good for every K12 order shipped via ground purchased through OASIS for the first 30 days after an account is activated.

To register for OASIS: <http://k12oasis.pearson.com>  
For OASIS assistance: 1-800-850-9124

- \* Prices effective through Sept. 30, 2017.
- \*\* Prices do not include applicable taxes.
- \*\*\* Titles are subject to change without notice.

**Note: This is a cost proposal. It is not a formal contract.**

**Ordering Information:**

**Schools:** Simply enclose your official purchase order, authorized signature, and title.

**Teachers:** We can bill your school if you provide an approved P.O.

**Individuals:** Please enclose check, money order, or credit card information.

**Shipping Charges:**

**All orders** are billed approximately 10% shipping & handling. Orders under \$100 may be billed more.

International and overseas shipping and handling are slightly higher.

**Special handling** is additional on all orders.

All prices are in U.S. dollars, guaranteed until Sept. 30, 2017. Please call for current prices.

Districts/schools registering to use OASIS for the first time receive a promo code for 3% freight. This code is good for every K12 order shipped via ground purchased through OASIS for the first 30 days after an account is activated.

As of December 31, 2016, Pearson will no longer accept Credit Card information via postal/mail, facsimile, or email. Credit Card information will only be accepted via phone, ecommerce, or OASIS.

**Pearson Customer Support**

P.O. Box 6820

Chandler, AZ 85246

[https://pearsonnacomunity.force.com/coco/s/Customer\\_Service\\_Support\\_Form](https://pearsonnacomunity.force.com/coco/s/Customer_Service_Support_Form)

Phone: 1-800-848-9500 or Fax 1-877-260-2530 (Monday-Friday, 8am - 5pm EST; 8am - 6pm DST)

Order OASIS: <http://k12oasis.pearson.com>

For additional information regarding product go to: <http://www.pearsonschool.com>

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