

## TEWKSBURY SCHOOL COMMITTEE AGENDA



TEWKSBURY PUBLIC SCHOOLS  
CHRISTOPHER J. MALONE  
SUPERINTENDENT OF SCHOOLS

**Wednesday, November 30, 2016**  
**Regular Meeting #8 • Executive Session #7**  
**6:30 p.m. - Non-Public Session**  
**7:00 p.m. - Public Session**

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

**A. CALL TO ORDER**

**B. EXECUTIVE SESSION - Non-Public Session**

Move to convene an Executive Session to discuss personnel matters. The School Committee will reconvene in Open Session following the Executive Session.

**C. ANNOUNCEMENT**

The November 30, 2016 School Committee meeting will be televised and recorded. Under the Open Meeting Law, the public is permitted to make an audio or video recording of an open session at a public meeting. At this time I would ask if anyone is recording tonight's meeting to please identify himself/herself.

**D. PLEDGE OF ALLEGIANCE**

**E. RECOGNITION**

1. Tewksbury Memorial High School Girls Varsity Cross Country Team -Merrimack Valley Conference Champions

**F. STUDENT REPRESENTATIVE REPORT**

Kelsey Dunn, Student Council Representative to the School Committee

**G. PRESENTATIONS**

1. 2016 PSAT Update
2. 2016 MCAS/PARCC Elementary Schools' Data Summary: Dewing School, Heath Brook School, North Street School, Trahan School, and John Ryan Elementary

**H. 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.*)

**I. APPROVAL OF MINUTES**

1. November 16, 2016 Regular Meeting Minutes

**J. SUBMISSION AND PAYMENT OF BILL**

1. Payroll Period Ending November 17, 2016 (\$1,226,520.67)

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

**L. SUPERINTENDENT & STAFF REPORT**

**M. COMMITTEE REPORTS**

Elementary School Building Committee  
Tewksbury Education Foundation  
Wellness Advisory Committee

**N. POLICY CHANGES, PROPOSALS, and ADOPTION**

None

**O. OLD BUSINESS**

1. Approval of TMHS Athletic Handbook
2. Next Generation MCAS Updates

**P. NEW BUSINESS**

1. FY17 Quality/Enhancements in After-School and Out-of School Time Grant (ASOST-Q)

**Q. SCHOOL COMMITTEE MATTERS OF INTEREST**

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

December 14, 2016; January 11, 2017

**S. FUTURE AGENDA ITEMS**

Recognitions: December 14, 2016 - MCAS/PARCC Perfect Scores & John and Abigail Adams Scholarship Recipients

**T. ADJOURNMENT**

## TEWKSBURY SCHOOL COMMITTEE CONSENT AGENDA

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

TEWKSBURY SCHOOL COMMITTEE  
Kristen M. Polimeno, Chairperson, [kpollimeno@tewksbury.k12.ma.us](mailto:kpollimeno@tewksbury.k12.ma.us)  
Dennis G. Francis, Vice-Chairman, [dfrancis@tewksbury.k12.ma.us](mailto:dfrancis@tewksbury.k12.ma.us)  
Arthy S. Bennett, Clerk, [abennett@tewksbury.k12.ma.us](mailto:abennett@tewksbury.k12.ma.us)  
James A. Cutelis, Member, [jcutelis@tewksbury.k12.ma.us](mailto:jcutelis@tewksbury.k12.ma.us) • Brian H. Dick, Member, [bdick@tewksbury.k12.ma.us](mailto:bdick@tewksbury.k12.ma.us)

### K. CONSENT AGENDA

#### 1. Correspondence

None

#### 2. Enrollment Update

None

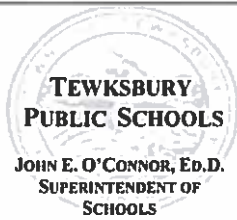
#### 3. Personnel Items

New Hires: Gabriel Alonzo (\$54,844 prorated), Integrated Preschool Teacher, Loella F. Dewing School, effective November 14, 2016; Rachel Curtin (\$14,577 prorated) Kindergarten Classroom Aide, Loella F. Dewing School, effective November 14, 2016; Kaileigh Merrill (\$6,244.64/128 days), Part-time Preschool Classroom Instructional Aide, Tewksbury Memorial High School, effective November 18, 2016

Retirements/Resignations: Tyler Deshler, Freshman Football Coach, Tewksbury Memorial High School, effective November 15, 2016

4. Fundraisers/Raffles: North Street School PAC: NNS Selling Spirit Wear NNS Logo, ongoing, proceeds to go to the school; NSS Tewksbury Spirit Gear, ongoing, proceeds go to 4th grade activities; NSS Spirit Dress-Up Days, \$1.00, November 10, 2016; December 13, 2016; March 1, 2017; January 6, 2017, proceeds go to 4th grade activities; NSS Penny Wars, March 20-March 24, 2017, proceeds go to the school; TMHS Adaptive Ski Team Raffle, A Night with the Celtics, \$5.00/ea, November 15, 2016-December 21, 2016, proceeds to cover cost of skiing.

# Executive Session



## TEWKSBURY SCHOOL COMMITTEE AGENDA

**Meeting Type/Time:** Executive Session #7 – Non-Public Session at 6:30 p.m.

**Meeting Date:** Wednesday, November 30, 2016

**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 personnel matters. The School Committee will reconvene in Open Session.

### **C. ADJOURNMENT**

# Recognition and/or Presentations

**Tewksbury Memorial High School  
Girls Varsity – Cross Country**

| <b>Name</b>             | <b>Grade</b> |
|-------------------------|--------------|
| Alman, Samantha         | 12           |
| Calvo Palavicini, Sofia | 12           |
| Cofer, Nicole           | 10           |
| Conneely, Caitlin       | 10           |
| Crowley, Karina         | 12           |
| Eskenas, Abigail        | 11           |
| Figucia, Rachel         | 11           |
| Glover, Amy             | 12           |
| Higgins, Grace          | 10           |
| O’Leary, Holly          | 11           |
| Polimeno, Lauren*       | 12           |
| Puleo, Shaylee          | 12           |
| Robinson, Lily          | 10           |
| Satterfield, Chloe      | 11           |
| Sessa, Emily*           | 12           |
| Sessa, Rachel           | 11           |
| Veits, Devyn            | 10           |
| Veloz, Natalie          | 12           |

**\* Team Captains**

|                    |               |
|--------------------|---------------|
| Head Coach:        | Peter Malloy  |
| Asst. Coach:       | Fran Cusick   |
| Principal:         | Kristen Vogel |
| Athletic Director: | Ron Drouin    |



**Tewksbury Public Schools**  
**139 Pleasant Street**  
**Tewksbury, MA 01876**

## **MEMORANDUM**

**To:** School Committee Members

**From:** Christopher Malone  
Superintendent of Schools

**Date:** November 30, 2016

**Re:** 2011 - 2016 PSAT Participation at TMHS

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**This is informational only**

Please see the attached data relating to PSAT participation at TMHS from 2011 through 2016.



**Past PSAT participation:**

| <b>Year</b> | <b>10<sup>th</sup> grade</b> | <b>11 grade</b> | <b>Total participation</b> | <b>Student Cost</b> |
|-------------|------------------------------|-----------------|----------------------------|---------------------|
| 2011        | 68                           | 94              | 162                        | \$29.00             |
| 2012        | 84                           | 71              | 155                        | \$31.00             |
| 2013        | 95                           | 114             | 209                        | \$31.00             |
| 2014        | 162                          | 148             | 308                        | \$31.00 *           |
| 2015        | 225                          | 247             | 472                        | \$0 **              |
| 2016        | 104                          | 96              | 200                        | \$0*                |

\* 2014 TMHS returned all checks for students who signed up and participated in the exam. Participating students also received a voucher to participate in an SAT prep program offered at TMHS. There were 20 students who signed up but failed to attend and participate in the exam, therefore, they did not receive a return payment.

\*2016 TMHS returned all checks for students who signed up and participated in the exam. There were 7 students who failed to attend and participate in the exam, therefore, they did not receive a return payment.

**2015 - Collegeboard gave exclusive rights to Khan Academy for free SAT preparation.**

**\*\*Collegeboard required all high schools to administer the exam on Wednesday. TMHS altered the daily schedule and ordered exams for all students. TPS covered the cost for all exams. 61 students did not attend school and failed to participate in the exam administration.**

# John F. Ryan School

## 2016 PARCC/MCAS Results



Judi McInnes & William Hart



# Accountability Information

[About the Data](#)










## Accountability and Assistance Level

**Level 2** Not meeting gap narrowing goals

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)

All students:  38  
 Lowest performing Highest performing






This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

| Student Group<br>(Click group to view subgroup data) | On Target = 75 or higher  |   |    | <a href="#">View Detailed 2016 Data</a> |
|--|--|---|----|---|
|  | Less progress  | More progress   |    |   |
| <a href="#">All students</a>                         |                             |    | 43 | Did Not Meet Target                     |
| <a href="#">High needs</a>                           |                             |    | 44 | Did Not Meet Target                     |
| <a href="#">Econ. Disadvantaged</a>                  |  |   | -  |   |
| <a href="#">ELL and Former ELL</a>                   |  |   | -  |   |
| <a href="#">Students w/ disabilities</a>             |                             |    | 43 | Did Not Meet Target                     |
| <a href="#">Amer. Ind. or Alaska Nat.</a>            |  |   | -  |   |
| <a href="#">Asian</a>                                |  |   | -  |   |
| <a href="#">Afr. Amer./Black</a>                     |  |   | -  |   |
| <a href="#">Hispanic/Latino</a>                      |  |   | -  |   |
| <a href="#">Multi-race, Non-Hisp./Lat.</a>           |  |   | -  |   |
| <a href="#">Nat. Haw. or Pacif. Isl.</a>             |  |   | -  |   |
| <a href="#">White</a>                                |                           |  | 42 | Did Not Meet Target                     |

- Continuing as a Level 2 school
- First year completing Computer-based Testing (CBT)

# 2016 English Language Arts Proficiency Gap Narrowing

About the Data

|                                   | 0 10 20 30 40 50 60 70 80 90 100  | Baseline<br>CPI | 2015<br>CPI | 2016<br>CPI | CPI<br>Change | 2016<br>Target | 6 Year<br>Goal | CPI<br>Percentile<br>in School<br>Type | N   | PPI<br>Points | Rating    |
|-----------------------------------|---|-----------------|-------------|-------------|---------------|----------------|----------------|--|-----|---------------|-----------|
| <u>All students</u>               |  | 88.4            | 91.1        | 86.3        | -4.8          | 93.2           | 94.2           | 53                                     | 572 | 0             | Declined  |
| <u>High needs</u>                 |  | 71.3            | 78.2        | 72.1        | -6.1          | 83.3           | 85.7           | 32                                     | 187 | 0             | Declined  |
| <u>Econ. Disadvantaged</u>        |  | 83.7            | 83.7        | 83.3        | -0.4          | 85.1           | 91.9           | 81                                     | 99  | 25            | No Change |
| <u>ELL and Former ELL</u>         |   | -               | -           | -           | -             | -              | -              | -                                      | 6   | -             | -         |
| <u>Students w/disabilities</u>    |  | 61.6            | 69.7        | 60.7        | -9.0          | 77.6           | 80.8           | 39                                     | 114 | 0             | Declined  |
| <u>Amer. Ind. or Alaska Nat.</u>  |   | -               | -           | -           | -             | -              | -              | -                                      | 1   | -             | -         |
| <u>Asian</u>                      |   | -               | -           | -           | -             | -              | -              | -                                      | 19  | -             | -         |
| <u>Afr. Amer./Black</u>           |   | -               | -           | -           | -             | -              | -              | -                                      | 8   | -             | -         |
| <u>Hispanic/Latino</u>            |   | -               | -           | -           | -             | -              | -              | -                                      | 12  | -             | -         |
| <u>Multi-race, Non-Hisp./Lat.</u> |   | -               | -           | -           | -             | -              | -              | -                                      | 4   | -             | -         |
| <u>Nat. Haw. or Pacif. Isl.</u>   |   | -               | -           | -           | -             | -              | -              | -                                      | -   | -             | -         |
| <u>White</u>                      |  | 88.2            | 91.6        | 86.1        | -5.5          | 93.1           | 94.1           | 38                                     | 528 | 0             | Declined  |






## PARCC English Language Arts:

- Slight decline for all students in CPI (Composite Performance Index)
- Only group with no change is our Economically Disadvantaged students



## 2016 Mathematics Proficiency Gap Narrowing

About the Data

|                                   | 0 10 20 30 40 50 60 70 80 90 100   | Baseline<br>CPI | 2015<br>CPI | 2016<br>CPI | CPI<br>Change | 2016<br>Target | 6 Year<br>Goal | CPI<br>Percentile<br>in School<br>Type | N   | PPI<br>Points | Rating   |
|-----------------------------------|--|-----------------|-------------|-------------|---------------|----------------|----------------|--|-----|---------------|----------|
| <u>All students</u>               |   | 77.6            | 83.4        | 79.1        | -4.3          | 86.9           | 88.8           | 24                                     | 570 | 0             | Declined |
| <u>High needs</u>                 |   | 55.0            | 66.4        | 60.3        | -6.1          | 73.8           | 77.5           | 5                                      | 187 | 0             | Declined |
| <u>Econ. Disadvantaged</u>        |   | 73.6            | 73.6        | 68.2        | -5.4          | 75.8           | 86.8           | 20                                     | 99  | 0             | Declined |
| <u>ELL and Former ELL</u>         |  | -               | -           | -           | -             | -              | -              | -                                      | 6   | -             | -        |
| <u>Students w/disabilities</u>    |   | 45.3            | 54.9        | 49.3        | -5.6          | 68.1           | 72.7           | 13                                     | 114 | 0             | Declined |
| <u>Amer. Ind. or Alaska Nat.</u>  |  | -               | -           | -           | -             | -              | -              | -                                      | 1   | -             | -        |
| <u>Asian</u>                      |  | -               | -           | -           | -             | -              | -              | -                                      | 19  | -             | -        |
| <u>Afr. Amer./Black</u>           |  | -               | -           | -           | -             | -              | -              | -                                      | 8   | -             | -        |
| <u>Hispanic/Latino</u>            |  | -               | -           | -           | -             | -              | -              | -                                      | 12  | -             | -        |
| <u>Multi-race. Non-Hisp./Lat.</u> |  | -               | -           | -           | -             | -              | -              | -                                      | 4   | -             | -        |
| <u>Nat. Haw. or Pacif. Isl.</u>   |  | -               | -           | -           | -             | -              | -              | -                                      | -   | -             | -        |
| <u>White</u>                      |  | 77.7            | 83.4        | 78.8        | -4.6          | 87.0           | 88.9           | 12                                     | 526 | 0             | Declined |

### PARCC Mathematics:

- Slight decline for all students
- Larger discrepancy for High Needs students

# 2016 Science Proficiency Gap Narrowing

About the Data

|                                   | 0 10 20 30 40 50 60 70 80 90 100 | Baseline<br>CPI | 2015<br>CPI | 2016<br>CPI | CPI<br>Change | 2016<br>Target | 6 Year<br>Goal | CPI<br>Percentile<br>in School<br>Type | N   | PPI<br>Points | Rating   |
|-----------------------------------|----------------------------------|-----------------|-------------|-------------|---------------|----------------|----------------|--|-----|---------------|----------|
| <u>All students</u>               |                                  | 79.3            | 76.8        | 73.8        | -3.0          | 87.9           | 89.7           | 31                                     | 262 | 0             | Declined |
| <u>High needs</u>                 |                                  | 59.7            | 63.4        | 60.1        | -3.3          | 76.5           | 79.9           | 27                                     | 92  | 0             | Declined |
| <u>Econ. Disadvantaged</u>        |                                  | 72.8            | 72.8        | 69.0        | -3.8          | 75.1           | 86.4           | 58                                     | 50  | 0             | Declined |
| <u>ELL and Former ELL</u>         |                                  | -               | -           | -           | -             | -              | -              | -                                      | 2   | -             | -        |
| <u>Students w/disabilities</u>    |                                  | 53.6            | 55.6        | 50.9        | -4.7          | 72.9           | 76.8           | 16                                     | 57  | 0             | Declined |
| <u>Amer. Ind. or Alaska Nat.</u>  |                                  | -               | -           | -           | -             | -              | -              | -                                      | 1   | -             | -        |
| <u>Asian</u>                      |                                  | -               | -           | -           | -             | -              | -              | -                                      | 8   | -             | -        |
| <u>Afr. Amer./Black</u>           |                                  | -               | -           | -           | -             | -              | -              | -                                      | 3   | -             | -        |
| <u>Hispanic/Latino</u>            |                                  | -               | -           | -           | -             | -              | -              | -                                      | 4   | -             | -        |
| <u>Multi-race, Non-Hisp./Lat.</u> |                                  | -               | -           | -           | -             | -              | -              | -                                      | 2   | -             | -        |
| <u>Nat. Haw. or Pacif. Isl.</u>   |                                  | -               | -           | -           | -             | -              | -              | -                                      | -   | -             | -        |
| <u>White</u>                      |                                  | 79.5            | 76.9        | 73.9        | -3.0          | 88.0           | 89.8           | 15                                     | 244 | 0             | Declined |

## MCAS Science Technology and Engineering:

- Last two days of a 12 day testing cycle due to CBT
- Continuing to transition to Next Generation Standards



English Language Arts~ PARCC

**Grade 5**

**Grade 6**

| Sub-claims<br>↓                                 | At or<br>Above | Near | Below | At or<br>Above | Near | Below |
|---|----------------|------|-------|----------------|------|-------|
| Reading<br>Literature                           | 54%            | 22%  | 23%   | 52%            | 27%  | 20%   |
| Reading<br>Information                          | 48%            | 28%  | 23%   | 48%            | 32%  | 19%   |
| Reading<br>Vocabulary                           | 47%            | 32%  | 20%   | 50%            | 29%  | 20%   |
| Written<br>Expression                           | 54%            | 22%  | 23%   | 53%            | 27%  | 9%    |
| Writing<br>Knowledge<br>Language<br>Conventions | 42%            | 40%  | 17%   | 54%            | 22%  | 13%   |

Consistent Scores  
for Reading and  
Vocabulary

Mathematics~ PARCC

**Grade 5**

**Grade 6**

| Sub-claims<br>↓                       | At or<br>Above | Near | Below | At or<br>Above | Near | Below |
|---------------------------------------|----------------|------|-------|----------------|------|-------|
| Major<br>Content                      | 45%            | 28%  | 26%   | 40%            | 36%  | 24%   |
| Mathematical<br>Reasoning             | 47%            | 22%  | 30%   | 49%            | 25%  | 26%   |
| Modeling<br>Practice                  | 47%            | 26%  | 26%   | 48%            | 23%  | 29%   |
| Additional &<br>Supporting<br>Content | 48%            | 29%  | 22%   | 44%            | 30%  | 26%   |

Consistent Scores for  
Math Reasoning and  
Modeling Practice



# Mode Effect

- **Student's mastery of the mode or method matters.**
- Use of online tools and digital literacy skills impacted students' ability to perform at the same level as on paper and pencil assessments.
- "Even if you reach this benchmark (adequate words per minute typing), you will have no hope of typing fast enough to get all of your thoughts down on paper before some of your ideas slip from memory."

Lynch, M. (2016, September) Here's how the method of testing can change student scores. *The Edvocate*. Retrieved from <http://www.theedadvocate.org/heres-how-the-method-of-testing-can-change-student-scores/> September 2016



# Strategies for Improvement

~ Implementation of new ELA Curriculum, *Journeys*

~ Increase in inclusive practices and co-teaching models

~ Use of MasteryConnect: analyze data & track standards through formative and summative assessments

~ Professional Learning Communities to analyze data, review standards, tune lessons, and assess student work

~ Participation in cross district science curriculum mapping

~ Purchase of additional devices to increase opportunities for daily use in learning

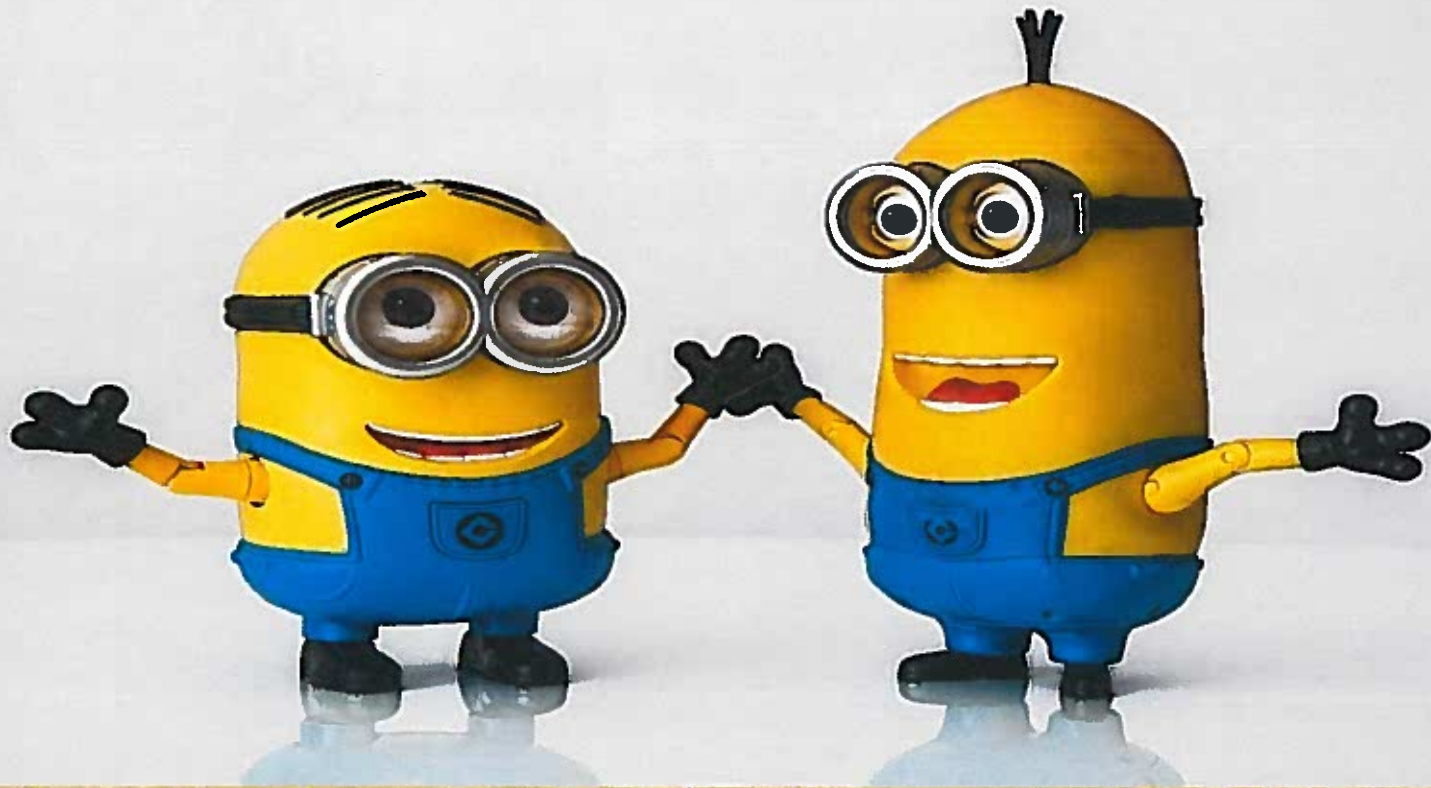
~ TSS (Massachusetts Tiered System of Support) on team for mathematics and Reading Department for reading

~ Schedule change to optimize instructional time

~ SEL (Social Emotional Learning) curriculum being taught by school psychologists with both grade



# ***Questions & Answers***



# Minutes

# Payroll

TEWKSBURY PUBLIC SCHOOLS  
Tewksbury, Massachusetts

Date 11/17/2016

I move the School Department Payroll for the period ending  
to be approved and certified in the amounts and categories as shown for  
a total amount of **\$1,226,520.67**

**GRANTS**

|             |           |                                 |
|-------------|-----------|---------------------------------|
| \$24,527.54 | 2015-2016 | Special Ed 240 Grant            |
|             | 2016-2017 | Collaborative Partnerships      |
| \$7,700.61  | 2016-2017 | Title I Grant                   |
| \$304.38    | 2016-2017 | Title II Grant                  |
|             | 2016-2017 | Special Ed Improvement          |
|             | 2016-2017 | After School Out of School Time |
|             | 2016-2017 | Academic Support                |
|             | 2016-2017 | Literacy Partnerships           |
|             | 2016-2017 | Early Childhood                 |
|             | 2016-2017 | Early Childhood Improvement     |

**REVOLVING ACCOUNTS**

|                     |           |                                  |
|---------------------|-----------|----------------------------------|
| \$37,122.16         | 2016-2017 | Ext Day Program                  |
| \$1,174.09          | 2016-2017 | Adult Education Program          |
| \$450.00            | 2016-2017 | New Start                        |
| \$22,221.54         | 2016-2017 | Lunch Program                    |
|                     | 2016-2017 | TMHS Clubs                       |
|                     | 2016-2017 | Athletic Revolving               |
|                     | 2016-2017 | Circuit Breaker                  |
| \$235.83            | 2016-2017 | Hanover Funds                    |
| \$224.19            | 2016-2017 | Recreation                       |
| \$3,131.23          | 2016-2017 | Facilities                       |
| \$404.12            | 2016-2017 | Parking Fees                     |
| \$3,053.69          | 2016-2017 | Preschool                        |
|                     | 2016-2017 | Community Ed - Rec               |
| <b>\$100,549.38</b> |           | <b>SUB TOTAL - NON LEA FUNDS</b> |

**LEA FUNDS**

|                |           |                           |
|----------------|-----------|---------------------------|
| \$1,125,971.29 | 2016-2017 | School Department Account |
|----------------|-----------|---------------------------|

**\$1,125,971.29 SUB TOTAL - LEA FUNDS**

**\$1,226,520.67 TOTAL**

# Consent Agenda

## REQUEST FOR FUND RAISING

File JFE-E

Date: 10/24/16

1. Name of Organization North Street School PAC

2. Describe in detail the method of the fund raising activity. Attach additional information if necessary. Selling Spirit Wear (North St. Logo)

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

Please attach an approved Use of Facilities Form!

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

5. Proposed dates of fund raising activity From To

6. Describe student involvement in the fund raising activity

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

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

9. Name of responsible individual

Signature of Applicant

Address

Telephone No.

Date

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

2. Reason for approval

3. You are authorized to begin the activity on (Date)

4. You are to submit a written narrative describing the amount of money raised and the funds not later than thirty (30) days after the ending date as shown above.

5. Comments by the principal:

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

Signature:

SOURCE: Tewksbury



File: JJE-E

## REQUEST FOR FUND RAISING

Date: 10-24-16

1. Name of Organization North Street PAC
2. Describe in detail the method of the fund raising activity. Attach additional information if necessary. Tewksbury Spirit Gear
3. School location and facilities desired (cafetorium, cafeteria, classroom, gymnasium) N/A

Please attach an approved Use of Facilities Form!

4. Purpose of anticipated funds (To be approved by the building principal) 4th Grade activities
5. Proposed dates of fund raising activity From \_\_\_\_\_ To \_\_\_\_\_
6. Describe student involvement in the fund raising activity Bring Order forms home to sell to family & friends
7. Type of identifying credential to be used during Fund Raising Activity: \_\_\_\_\_

8. Is there a contract or agreement to be signed. Yes \_\_\_\_\_ No ☒9. Name of responsible individual Debbie JohnsonSignature of Applicant Debbie Johnson

Address \_\_\_\_\_

Telephone No. (\_\_\_\_) \_\_\_\_\_

Date \_\_\_\_\_

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

2. Reason for approval \_\_\_\_\_

3. You are authorized to begin the activity on \_\_\_\_\_ (Date)

4. You are to submit a written narrative describing the amount of money raised and the funds not later than thirty (30) days after the ending date as shown above.

5. Comments by the principal: \_\_\_\_\_

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

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

SOURCE: Tewksbury

File: JLE-E

## REQUEST FOR FUND RAISING

Date: 10-24-16

1. Name of Organization North St. PAC
2. Describe in detail the method of the fund raising activity. Attach additional information if necessary: 1. Spirit Days for students to dress up in different ways
3. School location and facilities desired (cafetorium, cafeteria, classroom, gymnasium) \_\_\_\_\_

Please attach an approved Use of Facilities Form!

4. Purpose of anticipated funds (To be approved by the building principal.) \_\_\_\_\_  
4th Grade Activities
5. Proposed dates of fund raising activity From November 10th, December 13th, January 6th,  
March 1st To \_\_\_\_\_
6. Describe student involvement in the fund raising activity they would pay \$1 and get to dress in the theme chosen
7. Type of identifying credential to be used during Fund Raising Activity: \_\_\_\_\_

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

9. Name of responsible individual Debbie Johnson

Signature of Applicant Debbie Johnson

Address \_\_\_\_\_

Telephone No. \_\_\_\_\_

Date \_\_\_\_\_

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

2. Reason for approval \_\_\_\_\_

3. You are authorized to begin the activity on \_\_\_\_\_ (Date)

4. You are to submit a written narrative describing the amount of money raised and the funds not later than thirty (30) days after the ending date as shown above.

5. Comments by the principal: \_\_\_\_\_

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

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

SOURCE: Tewksbury

## REQUEST FOR FUND RAISING

Date: 10-24-161. Name of Organization North Street School PAC2. Describe in detail the method of the fund raising activity. Attach additional information if necessary. Penny wars to raise money for the School.3. School location and facilities desired (cafetorium, cafeteria, classroom, gymnasium)  
All classrooms as they will all have buckets for collecting money  
Please attach an approved Use of Facilities Form!4. Purpose of anticipated funds (To be approved by the building principal.)  
to go to the School5. Proposed dates of fund raising activity From 3-20-17 to 3-24-176. Describe student involvement in the fund raising activity they bring in money and strategize with teachers to get their classroom to win

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

8. Is there a contract or agreement to be signed. Yes \_\_\_\_\_ No ☒9. Name of responsible individual Debbie JohnsonSignature of Applicant Debra Johns

Address \_\_\_\_\_

Telephone No. ( ) \_\_\_\_\_  
\*\*\*\*\*

Date \_\_\_\_\_

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

2. Reason for approval \_\_\_\_\_

3. You are authorized to begin the activity on \_\_\_\_\_ (Date)

4. You are to submit a written narrative describing the amount of money raised and the funds not later than thirty (30) days after the ending date as shown above.

5. Comments by the principal: \_\_\_\_\_

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

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

SOURCE: Tewksbury

Approved  
11/16/16

# TEWKSBURY PUBLIC SCHOOLS

## Request for Fund Raising

RECEIVED  
TEWKSBURY PUBLIC SCHOOLS  
Date: 11/10/2016

M

1. Name of Organization: TMHS Adaptive Ski Team
2. Describe in detail the method of the fund raising activity. Attach additional information if necessary: See attached
3. School location and facilities desired: (cafetorium, cafeteria, classroom, gymnasium).  
**Please attach an approved Use of Facilities form!!**
4. Purpose of anticipated funds (to be approved by the building principal).  
Cover the cost of lesson and lift tickets to ski with NEHSA at Mt. Sunapee. There are four (4) ski days planned and an overnight family weekend with banquet.
5. Proposed dates of fund raising activity: from: 11/15/2016 to: 12/21/2016
6. Describe student involvement in the fund raising activity:  
Parent and student will be selling raffle tickets.
7. Type of identifying credential to be used during fund raising activity.  
TMHS Adaptive Ski Team Red Jacket
8. Is there a contract or agreement to be signed: Yes ☐ No ☒
9. Name of responsible individual: Patrick Galligan & Anne M. Grogan  
Signature of applicant: [Signature]  
Address: TMHS, 320 Pleasant Street, Tewksbury, MA 01876  
Telephone No.: (978) 640-7825 x211

.....  
Date: 11/10/14

1. Your request for permission to raise funds is approved/disapproved. (Circle)
2. Reason for disapproval: \_\_\_\_\_
3. You are authorized to begin the activity of this date: \_\_\_\_\_
4. You are to submit a written narrative describing the amount of money raised and the funds not later than thirty (30) days after the ending date as shown above.
5. Comments by the principal: \_\_\_\_\_
6. Copy sent to the office of the Athletic Director.  
Signature: [Signature] Date: 11/10/14

**Tewksbury Memorial High School**  
**Adaptive Ski Team**  
***Raffle Fundraiser***

---

- Club:** TMHS Adaptive Ski Club
- Sponsors:** Patrick Galligan/ Anne McGregor Fay, LEAP/Lifeskills., TMHS
- Participants:** All students eligible for adaptive Physical Education
- Location:** Mt. Sunapee, NH (New England Handicapped Sports Association)
- Dates:** Tentative until booked through N.E.H.S.A. in November:  
  
*January 8, 2017// February 12, 2017/ March 11 & 12, 2017*  
*And one previously approved overnight trip.*
- Chaperones:** All students must be accompanied by a parent or guardian
- Fundraiser:** Raffle tickets for "A night with the Boston Celtics". One winner only. All tickets will feature the club name, school, contact number, prize, and drawing date.
- Prize:** 4 Boston Celtics Tickets  
Game TBD  
  
4 Boston Celtics T-Shirts  
  
\$100 Gift Certificate for dinner before the game at the "99" Restaurant  
(Valid at any 99)
- Goal:** Raise \$3,000 by selling 600 tickets at \$5.00 per ticket
- Sellers:** Only the sponsors and parents of club students will be responsible for the sale of raffle tickets and the collection of monies. All money collected will be placed in a school account managed by Assistant Principal Eileen Osborne.
- Drawing:** One winner will be randomly selected from all entries on December 22, 2016. A member of the Administrative team from TMHS will be invited to witness the drawing and ensure validity. The winner will be contacted immediately following the drawing.

# Superintendent/ Staff /School Committee Reports

# Old Business



**Tewksbury Public Schools**  
**139 Pleasant Street**  
**Tewksbury, MA 01876**

## **MEMORANDUM**

**To:** School Committee Members  
**From:** Christopher Malone  
Superintendent of Schools  
**Date:** November 30, 2016  
**Re:** Approval of Athletic Handbook

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**This requires a Roll Call Vote**

I recommend the School Committee vote to approve the Tewksbury Memorial High School Athletic Handbook as presented.



TEWKSBURY MEMORIAL HIGH SCHOOL  
ATHLETIC HANDBOOK



*A Guide for Students and Parent*

Presented by the TMHS Department of Interscholastic Athletics



**Tewksbury Public Schools**  
**139 Pleasant Street**  
**Tewksbury, MA 01876**

## **MEMORANDUM**

**To:** School Committee Members

**From:** Christopher Malone  
Superintendent of Schools

**Date:** November 30, 2016

**Re:** Test Design Test Blueprints by Grade

---

**This is informational only**

Please see the attached data relating to Test Design Test Blueprints by Grade for English Language Arts, Mathematics, Science and Technology/Engineering.

## Massachusetts Comprehensive Assessment System

### English Language Arts

#### Test Design

##### Test Blueprints by Grade

##### Grade 10

| MCAS  |   |   |  |  |
|-------|---|---|--|--|
|       | Reading Comprehension                                 |   | Composition  |  |
| Grade | Number of Multiple-Choice Items<br>(1 point per item) | Number of Open-Response (OR) Items<br>(4 points per OR item, grades 3-10) | Number of Writing Prompts<br>(2-20 points per composition) | Total Common Points Available per Form |
| 10    | 36  | 4   | 1  | 72                                     |

##### Next-Generation MCAS Test Information for Grades 3-8 English Language Arts (ELA)

Beginning in spring 2017, students in grades 3-8 will take newly redesigned MCAS tests in English Language Arts (ELA). This document describes the new test designs, question types, and other information related to the new ELA tests.

The next-generation tests in ELA will include items developed specifically for MCAS, as well as items developed by the Partnership for Assessment of Readiness for College and Careers (PARCC).

The tests include both operational items, which count toward a student's score, as well as matrix items. The matrix portion of the test consists of field-test and equating questions that do not count toward a student's score.

##### Number of Sessions

Grades 3-5: 3 shorter sessions

Grades 6-8: 2 longer sessions

In September, the Department [released a full testing schedule](#), including recommended session times, for the 2016-17 school year.

##### Question Types

In addition to multiple-choice questions, the next-generation ELA tests will include questions that assess writing at all grades, as well as technology-enhanced questions for students taking computer-based tests.

| Question Type   | Total Points | Domain Assessed                   | Grade Levels   |
|---|--------------|-----------------------------------|----------------|
| <b>Multiple Choice</b><br><i>Students select the correct answer(s) from among several answer options.</i>   | 1 or 2       | Reading Comprehension             | Grades 3-8     |
| <b>Technology Enhanced</b><br><i>Students taking the computer-based test answer questions using technology such as drag-and-drop or hot spot.</i>     | 2            | Reading Comprehension             | Grades 3-8     |
| <b>Short Response</b><br><i>Students construct a short written response, approximately the length of a paragraph.</i>                                 | 3            | Reading Comprehension             | Grades 3 and 4 |
| <b>Narrative Essay*</b><br><i>Students write an essay in response to text they have read. See below for information about length of response.</i>     | 12-15        | Writing                           | Grades 3-8     |
| <b>Text-Based Essays</b><br><i>Students write an essay in response to text(s) they have read. See below for information about length of response.</i> | 7            | Reading Comprehension and Writing | Grades 3-5     |
|   | 8            |                                   | Grades 6-8     |

\*All students in grades 3-8 will write a narrative essay in 2017. In 2018 and beyond, this essay will be presented in one of three modes (narrative, literary analysis, or research), which will vary by grade. The literary analysis and research essays will be scored for reading comprehension as well as writing.

### Length of Response for Essay Questions

Students taking the paper-based test will write their essays in their Test and Answer Booklet (grade 3) or Student Answer Booklet (grades 4-8). The total amount of space provided for student responses on the paper-based test is:

- Narrative Essay—two pages at grade 3 and four pages at grades 4-8
- Text-Based Essays—one page at grades 3-5 and two pages at grades 6-8

On the computer-based test, students will type their responses into response boxes that provide a similar amount of space. For example, the response box for the Narrative Essay at grade 3 provides a total space that is equivalent to about two pages; the response box for Text-Based Essays at grade 3 provides a total space that is equivalent to about one page. The response boxes are of fixed size. As students type their response, a scroll bar will appear. Students will be able to use the scroll bar to review everything they have written. Item-level directions will indicate the amount of space provided for each response.

The Department is developing practice tests that will give students the opportunity to practice using the response boxes and item-level directions. The practice tests are targeted for release this winter.

### Rubrics

The Department will release the rubrics for the short-response questions, narrative essay, and text-based essays this winter.

### Operational Test Design by Grade

On the operational portion of the test, students will read three passage sets and answer the associated questions; each passage set will include a single passage or a passage pairing.

| Grade | Number of<br>1-Point Questions<br>(Multiple-choice) | Number of<br>2-point Questions<br>(Multiple-choice or technology-enhanced) | Number of<br>Short Responses | Number of Essays<br>(Includes Narrative and Text-Based Essays) |
|-------|---|--|------------------------------|--|
| 3     | 18  | 4  | 1                            | 2  |
| 4     | 18  | 4  | 1                            | 2  |
| 5     | 18  | 4  | 0                            | 3  |
| 6     | 18  | 4  | 0                            | 3  |
| 7     | 18  | 4  | 0                            | 3  |
| 8     | 18  | 4  | 0                            | 3  |

### Matrix Design by Grade

In addition to operational questions, students will take a matrix (field test and equating) portion of the test, which will vary by grade:

- Students in grades 3-4 will read one additional passage set (single or pairing), respond to eight questions (one or two-point) and write either two short response questions or one text-based essay.
- Students in grade 5 will read one additional passage set (single or pairing), respond to eight questions (one or two-point), and write one one-page text-based essay.
- Students in grades 6-8 will read one additional passage set (single or pairing), respond to eight questions (one or two-point), and write one two-page text-based essay.

### Additional Resources and Training

**Conference calls:** The Department will host conference calls focused specifically on the new test designs in early December; the calls will be announced via our website and our student assessment email update.

**Practice tests:** Practice tests for all grades are scheduled to be available in January. The practice tests will include examples of the various item types for both the paper-based and computer-based tests.

**More information:** Please contact Student Assessment Services (781-338-3625; [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu)) with any questions.

## Massachusetts Comprehensive Assessment System

### Mathematics

#### Test Design

##### Test Blueprints by Grade

##### Grade 10

| MCAS  |  |   |   |  |
|-------|--|---|---|--|
| Grade | Number of Multiple-Choice Items (1 point per item) | Number of Short-Answer Items (1 point per item) | Number of Open-Response Items (4 points per item) | Total Common Points Available per Form |
| 10    | 32   | 4   | 6   | 60                                     |

##### Next-Generation MCAS Test Information for Grades 3–8 Mathematics

Beginning in spring 2017, students in grades 3-8 will take newly redesigned MCAS tests in Mathematics. This document describes the new test designs, question types, and other information related to the new Mathematics tests.

The next-generation tests in Mathematics will include items developed specifically for MCAS, as well as items developed by the Partnership for Assessment of Readiness for College and Careers (PARCC).

The tests include both operational items, which count toward a student's score, as well as matrix items. The matrix portion of the test consists of field-test and equating questions that do not count toward a student's score.

##### Number of Sessions

All mathematics tests will have two sessions.

Grades 3-6: Both sessions will be non-calculator.

Grades 7-8: Session 1: non-calculator; Session 2: calculator allowed.

In September, the Department [released a full testing schedule](#), including recommended session times, for the 2016-17 school year.

##### Question Types

In addition to multiple-choice, short-answer, and open-response questions, the next-generation Mathematics tests will include questions with different point values, as well as technology-enhanced questions for students taking computer-based tests.

| Question Type  | Total Points | Grade Levels |
|--|--------------|--------------|
| <b>Multiple Choice</b><br><i>Students select one correct answer from among several answer options.</i>   | 1            | Grades 3-8   |
| <b>Multiple Select</b><br><i>Students select more than one correct answer from among several answer options.</i>                                     | 1            | Grades 3-8   |
| <b>Short Answer/Fill-in-the-Blank</b><br><i>Students construct a short written response, typically only a word or a number.</i>                      | 1            | Grades 3-8   |
| <b>Technology Enhanced</b><br><i>Students answer questions using technology such as drag-and-drop or hot spot (on the computer based test only).</i> | 1 or 2       | Grades 3-5   |
|  | 1, 2, or 4   | Grades 6-8   |
| <b>Open Response</b><br><i>Students write a response to a multi-part item that includes answers and explanations to all parts.</i>                   | 2 or 3       | Grade 3      |
|  | 3 or 4       | Grades 4-8   |

##### Operational Test Design by Grade

On the operational portion of the test, students will complete a range of item types depending on grade level.

| Grade | Number of 1-Point Questions<br>(includes Multiple-choice, multiple-select, short answer/fill-in-the-blank, or technology-enhanced) | Number of 2-point Questions<br>(includes Multiple-choice, multiple-select, short answer/fill-in-the-blank, or technology-enhanced) | Number of 4-point Questions<br>(includes Multiple-choice, multiple-select, short answer/fill-in-the-blank, or technology-enhanced) | Number of Open Response Questions |
|-------|--|--|--|-----------------------------------|
|-------|--|--|--|-----------------------------------|

pg 1.06 3.

|   |    |   |   |   |
|---|----|---|---|---|
| 3 | 34 | 2 | 0 | 4 |
| 4 | 32 | 4 | 0 | 4 |
| 5 | 32 | 4 | 0 | 4 |
| 6 | 24 | 4 | 2 | 4 |
| 7 | 24 | 4 | 2 | 4 |
| 8 | 24 | 4 | 2 | 4 |

#### Matrix Design by Grade

In addition to operational questions, students will take a matrix (field test and equating) portion of the test, which will vary by grade:

- Students in grades 3-5 will answer three additional 1, 2, or 4-point questions and one additional open-response question.
- Students in grades 6-8 will answer four additional 1, 2, or 4-point questions and two additional open-response questions.

#### Additional Resources and Training

**Conference calls:** The Department will host conference calls focused specifically on the new test designs in early December; the calls will be announced via our website and our student assessment email update.

**Practice tests:** Practice tests for all grades are scheduled to be available in January. The practice tests will include examples of the various item types for both the paper-based and computer-based tests.

**More information:** Please contact Student Assessment Services (781-338-3625; [mcas@doe.mass.edu](mailto:mcas@doe.mass.edu)) with any questions.

#### 2017 MCAS Mathematics Reporting Categories

| Grade | Reporting Category                  | Percentage (+/- 5%) | Total Number of Points |
|-------|-------------------------------------|---------------------|------------------------|
| 3     | Operations & Algebraic Thinking     | 33%                 | 15-16                  |
|       | Number & Operations in Base Ten     | 15%                 | 7-8                    |
|       | Number & Operations-Fractions       | 15%                 | 7-8                    |
|       | Measurement & Data                  | 25%                 | 12                     |
|       | Geometry                            | 12%                 | 5-6                    |
| 4     | Operations & Algebraic Thinking     | 25%                 | 13-14                  |
|       | Number & Operations in Base Ten     | 20%                 | 10-11                  |
|       | Number & Operations-Fractions       | 20%                 | 10-11                  |
|       | Measurement & Data                  | 20%                 | 10-11                  |
|       | Geometry                            | 15%                 | 8                      |
| 5     | Operations & Algebraic Thinking     | 20%                 | 10-11                  |
|       | Number & Operations in Base Ten     | 25%                 | 13-14                  |
|       | Number & Operations-Fractions       | 25%                 | 13-14                  |
|       | Measurement & Data                  | 20%                 | 10-11                  |
|       | Geometry                            | 10%                 | 5-6                    |
| 6     | Ratios & Proportional Relationships | 19%                 | 10-11                  |
|       | The Number System                   | 18%                 | 9-10                   |
|       | Expressions & Equations             | 30%                 | 16                     |
|       | Geometry                            | 15%                 | 8                      |
|       | Statistics & Probability            | 18%                 | 9-10                   |
| 7     | Ratios & Proportional Relationships | 20%                 | 10-11                  |
|       | The Number System                   | 22%                 | 12                     |
|       | Expressions & Equations             | 20%                 | 10-11                  |
|       | Geometry                            | 20%                 | 10-11                  |
|       | Statistics & Probability            | 18%                 | 9-10                   |

|    |                          |     |       |
|----|--------------------------|-----|-------|
| 8  | The Number System        | 5%  | 3     |
|    | Expressions & Equations  | 30% | 16    |
|    | Functions                | 25% | 13-14 |
|    | Geometry                 | 30% | 16    |
|    | Statistics & Probability | 10% | 5-6   |
| 10 | Number & Quantity        | 20% | 12    |
|    | Algebra & Functions      | 30% | 18    |
|    | Geometry                 | 30% | 18    |
|    | Statistics & Probability | 20% | 12    |

\*Additional information on the [reporting categories for the grade 10 mathematics MCAS](#).

## Massachusetts Comprehensive Assessment System

### Science and Technology/Engineering

#### Test Design

#### Test Blueprints by Grade

#### Science and Technology/Engineering (STE) Test Blueprints

|                           | Number of Multiple-Choice Items<br>(1 point per item) |                | Number of Open-Response Items<br>(4 points per item) |                |   |
|---------------------------|---|----------------|--|----------------|---|
| Grade/Subject             | Common  | Matrix-Sampled | Common   | Matrix-Sampled | Total Common Points<br>Available per Form |
| 5/STE                     | 38  | 3              | 4  | 1              | 54  |
| 8/STE                     | 38  | 3              | 4  | 1              | 54  |
| High School/Biology       | 40  | 12             | 5  | 2              | 60  |
| High School/Chemistry     | 40  | 20             | 5  | 2              | 60  |
| HS/Introductory Physics   | 40  | 12             | 5  | 2              | 60  |
| HS/Technology/Engineering | 40  | 20             | 5  | 2              | 60  |

#### Science and Technology/Engineering (STE) Reporting Categories

| Grade                              | Reporting Category                           | Percentage (+/-<br>5%) | Total Number of<br>Points |
|------------------------------------|--|------------------------|---------------------------|
| Grade 5 STE                        | Earth and Space Science                      | 30%                    | 16                        |
|                                    | Life Science                                 | 30%                    | 16                        |
|                                    | Physical Sciences                            | 25%                    | 14                        |
|                                    | Technology/Engineering                       | 15%                    | 8                         |
| Grade 8 STE                        | Earth and Space Science                      | 25%                    | 13-14                     |
|                                    | Life Science                                 | 25%                    | 13-14                     |
|                                    | Physical Sciences                            | 25%                    | 13-14                     |
|                                    | Technology/Engineering                       | 25%                    | 13-14                     |
| High School Biology                | Biochemistry & Cell Biology                  | 25%                    | 15                        |
|                                    | Genetics                                     | 20%                    | 12                        |
|                                    | Anatomy and Physiology                       | 15%                    | 9                         |
|                                    | Ecology                                      | 20%                    | 12                        |
|                                    | Evolution and Biodiversity                   | 20%                    | 12                        |
| High School Introductory Physics   | Motion and Forces                            | 40%                    | 24                        |
|                                    | Heat and Heat Transfer                       | 15%                    | 9                         |
|                                    | Waves and Radiation                          | 25%                    | 15                        |
|                                    | Electromagnetism                             | 20%                    | 12                        |
| High School Chemistry              | Properties of Matter and Thermochemistry     | 25%                    | 15                        |
|                                    | Atomic Structure and Periodicity             | 25%                    | 15                        |
|                                    | Bonding and Reactions                        | 30%                    | 18                        |
|                                    | Solutions, Equilibrium, and Acid-Base Theory | 20%                    | 12                        |
| High School Technology/Engineering | Engineering Design                           | 20%                    | 12                        |
|                                    | Construction and Manufacturing               | 20%                    | 12                        |
|                                    | Fluid and Thermal Systems                    | 30%                    | 18                        |
|                                    | Electrical and Communication Systems         | 30%                    | 18                        |



# New Business



# **Tewksbury Public Schools**

## **MEMORANDUM**

**To:** School Committee Members  
**From:** Chris Malone  
Superintendent of Schools  
**Date:** November 17, 2016  
**Re:** Competitive Grant Award

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**This is an “Informational Only” Item - No Vote Required**

The district received the attached congratulatory letter, from Governor Charles D. Baker and Lieutenant Governor Karyn E. Polito, notifying us that Tewksbury Public Schools has been awarded the FY17 Quality Enhancements in After-School and Out-of-School Time Competitive Grant Award of \$34,950. This is an informational item, no vote is required.

RECEIVED  
TEWKSBURY PUBLIC SCHLS  
2016 OCT 27 PM 3 37  
*Tewksbury Public Schools*  
320 Pleasant Street  
Tewksbury, Massachusetts 01876

**GRANTS COORDINATOR  
NEW START  
SUMMER SCHOOL**

Cynthia A. Basteri, Ed.D.

**OFFICE**  
(978) 640-7825 Ex. 2123

**FAX**  
(978) 640-7829

**EMAIL**  
*basteric@tewksbury.k12.ma.us*

October 24, 2016

**Memo to:** Christopher Malone, Superintendent ✓  
Brenda Theriault-Regan, Assistant Superintendent

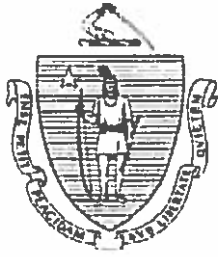
**From:** Dr. Cynthia Basteri, Grants Coordinator *CAB*

**Re: ASOST Grant Award Letter from Governor Baker**

Enclosed please find a copy of a grant award letter I received recently from Governor Baker informing me that Tewksbury Public Schools is the recipient of a Quality Enhancements in After-School and Out-of-School Time grant in the amount of \$34,950. This money will be used in our after school fall and spring New Start program, along with our summer school programs, for continued curriculum development and program enhancements. I have been told that this was a highly competitive grant process, and only eight other entities received money from this funding source.

I am extremely pleased to begin the professional development with my colleagues at Tewksbury Memorial High School that DESE will be providing. I am also very appreciative of your willingness to support the application process and your continued support throughout its duration.

Thank you.



OFFICE OF THE GOVERNOR  
**COMMONWEALTH OF MASSACHUSETTS**  
STATE HOUSE • BOSTON, MA 02133  
(617) 725-4000

**CHARLES D. BAKER**  
GOVERNOR

**KARYN E. POLITO**  
LIEUTENANT GOVERNOR

September 29, 2016

Dear Ms. Basteri,

Congratulations! I am pleased to notify you that Tewksbury Public Schools has been awarded an FY17 *Quality Enhancements in After-School and Out-of-School Time (ASOST-Q) Grant* thru Fund Code 530 for the following amount: \$34,950.

I want to thank you for your commitment to providing extended academic opportunities and enrichment for students. Through this funding and your continued support, we hope to expand access to great educational opportunities in the Commonwealth.

As stated in the grant application posting, all funding associated with this grant is ultimately subject to the FY2017 final budget allotment and appropriations, as well as budget language. In the event that a reduction in funding occurs, the Department of Elementary and Secondary Education (ESE) reserves the right to reduce grant awards and/or modify required services or priorities associated with these grants.

You will be receiving further instructions from the Department of Elementary and Secondary Support on next steps, and please feel free to contact Rachelle Engler Bennett, Associate Commissioner, at [renglerbennett@doe.mass.edu](mailto:renglerbennett@doe.mass.edu) if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Charles Baker".

Governor Charles D. Baker

A handwritten signature in black ink, appearing to read "Karyn E. Polito".

Lt. Governor Karyn E. Polito