

TEWKSBURY SCHOOL COMMITTEE AGENDA



TEWKSBURY PUBLIC SCHOOLS
CHRISTOPHER J. MALONE
SUPERINTENDENT OF SCHOOLS

Meeting Date: Wednesday, August 16, 2017

Meeting Type: Regular Meeting #2 (7:00PM)

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

A. CALL TO ORDER

B. ANNOUNCEMENT

The August 16, 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.

C. PLEDGE OF ALLEGIANCE

D. RECOGNITION

1. Tewksbury Memorial High School Girls Outdoor Track & Field Outstanding Athletes:
Mckenzie Clark, Lauren Polimeno, Emily Sessa, and Rachel Sessa

E. STUDENT REPRESENTATIVE REPORT

None

F. PRESENTATIONS

1. Elementary School Building Committee

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

H. APPROVAL OF MINUTES

1. July 12, 2017 Regular Meeting Minutes

I. SUBMISSION AND PAYMENT OF BILL

1. Payroll Period Ending, July 13, 2017 (\$1,008,406.33)
2. Payroll Period Ending July 27, 2017 (\$1,085,697.25)

J. SUPERINTENDENT & STAFF REPORT

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

L. COMMITTEE REPORTS

Elementary School Building Committee
Tewksbury Education Foundation
Wellness Advisory Committee

M. POLICY CHANGES, PROPOSALS, and ADOPTION

Section J - Students: Policy Reviewed and Recommended to Accept with No Changes- First Reading:
JICFB, Bullying Prevention (Bully Prevention and Intervention Plan)

MASC Policy Reference Manual Review and Recommended Updates

Policies Recommended to Rescind as Policy is Redundant or Unnecessary: DJG –Vendor Relations; H- Negotiations; IHAЕ – Physical Education; IJJ – Textbook Selection; IJK – Supplementary Materials ; IJM – Special Interest Materials; JBA – Student-to-Student Harassment; JICG – Tobacco Use by Students; JRA-R – Regulations on student records ; KEB – Complaints about School Personnel; KEB-R Complaints about School Personnel; KEC – Complaints about Materials; KJA – Relations with Boosters

TEWKSBURY SCHOOL COMMITTEE CONSENT AGENDA

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

TEWKSBURY SCHOOL COMMITTEE
Kristen M. Polimeno, Chairperson, kpollmeno@tewksbury.k12.ma.us
James A. Cutellis, Vice Chairperson, jcutellis@tewksbury.k12.ma.us
Keith M. Sullivan, Clerk, ksullivan@tewksbury.k12.ma.us
Arthy S. Bennett, abennett@tewksbury.k12.ma.us ♦ Dennis G. Francis, dfrancis@tewksbury.k12.ma.us

K. CONSENT AGENDA

1. Correspondence

a. Multilingual Signs for Tewksbury Public Schools

2. Enrollment Update

None

3. Monthly Expenditure Report

None

4. Personnel Items

New Hires: Michael Arseneault (\$40,788 +\$6,000 Stipend), District-wide Maintenance, Tewksbury Public Schools, effective July 31, 2017; Conner Bourgoi (\$50,513) English Teacher, TMHS, effective August 28, 2017; Jessica Burton (\$73,719), Guidance Counselor, John Wynn Middle School, effective 28, 2017; Lisa Costa (78,690), DLC Preschool Teacher, Loella F. Dewing Elementary School, effective August 28, 2017; Marie Fiori (\$73,719), DLC Preschool Teacher, Loella F. Dewing Elementary School, effective August 28, 2017; Kelly Fox (\$19,549), Classroom Instructional Aide, Tewksbury Memorial High School, effective August 28, 2017; Jillian Goodwin (\$50,513), Special Education Teacher, TMHS, effective August 28, 2017; Jacob Horvitz (\$51,220), Grade 4 Teacher, Louise Davy Trahan School, effective August 28, 2017; Kimberly Khan (\$81,809) Moderate Special Needs Teacher (Learning Center), John Wynn Middle School, effective August 28, 2017; Denise McIntyre (\$27,089), 10-Month Secretary, John Wynn Middle School, effective August 21, 2017; Lauren Nastari (\$49,629), Special Education Teacher, John Wynn Middle School, effective August 28, 2017; Alex Norton (\$51,601), Digital Learning Specialist Classroom Teacher, John Wynn Middle School, effective August 28, 2017; Sean O'Leary (\$95,504), Assistant Principal, TMHS, effective July 1, 2017; Christine Smith (\$78,690), Special Education Teacher, TMHS, effective August 28, 2017; Catherine Stanieich (\$19,549), Classroom Instructional Aide, North Street School, effective August 28, 2017

Transfers: Susan Hogan, from John Ryan Elementary School Grade 5 Math/Science Teacher to Moderate Special Needs Teacher at the Ryan School, effective for August 28, 2017

Retirements/Resignations/Terminations: Kristin Costagliola, Moderate Special Needs Teacher, North Street School, effective June 30, 2017, Caitilyn Coye, Classroom Instructional Aide, John Ryan Elementary School, effective June 21, 2017; Shannon Demos, Special Education Teacher, Louise Davy Trahan School, effective June 30, 2017; Christina Dick, Classroom Instructional Aide, John Ryan Elementary School, effective August 7, 2017; Mary Karamourtopoulos, ELL Teacher, District-wide, effective August 9, 2017; Coryana Prendable, Classroom Instructional Aide/Academic, North Street School, effective June 21, 2017; Nancy Torname, Student Services/Special Education Department, effective August 31, 2020

Appendix B: Jaime Lane (\$2,874.00), Head Teacher at the Louise Davy Trahan Elementary School, effective August 28, 2017

5. Acceptance of Donations/Gifts: None

6. Fundraisers/Raffles: TMHS Class of 2019 Car Wash @ MVP, September 9, 2017, for Class fundraising; Ryan School PAC, Otis Spunkmeyer Cookie sales, proceeds to support the Arts & Enrichment programs at the John Ryan Elementary School, September 21, 2017 through October 10, 2017; Ryan School PAC Monthly Dine-Out Nights fundraiser for the beautification of the John Ryan Elementary School, September 2017 through June 2018; North Street/Dewing PAC selling Gift Cards, proceeds to used for ongoing PAC events, October 2, 2017 through October 20, 2017.

Policies Recommended to Revise as a Result of Legal Changes, Changes in Practice, or Updating of Language to Reflect Modern Needs: ACE – Nondiscrimination on the Basis of Disability; ADC – Smoking on School Premises; BBA – School Committee Powers and Duties; BBBA/BBBB – School Committee Member Qualifications/Oath of Office; BDD – School Committee – Superintendent Relationship; BDE - Subcommittees of the School Committee BDF - Advisory Committees to the School Committee; BEDA – Notification of School Committee Meetings; BEDB – Agenda Format; BEDH – Public Participation at School Committee Meetings; BHE – Use of Electronic Messaging by School Committee Members; BIA – New School Committee Member Orientation; BIBA – School Committee Conferences, Conventions, and Workshops; CB – School Superintendent; CBD – Superintendent’s Contract; CBI – Evaluation of the Superintendent; CE – Administrative Councils, Cabinets, and Committees; CH – Policy Implementation; CHA – Development of Regulations; CHC – Regulations Dissemination; DB – Annual Budget; DBD – Budget Planning; DBJ – Budget Transfer Authority; DD – Funding Proposals and Applications

N. OLD BUSINESS

1. Next Generation MCAS Update: DESE 2017 Assessment & Accountability Data Review & Release Schedule
2. 2016-2017 Mentor Program Survey Results

O. NEW BUSINESS

1. MA Dept. of Elementary and Secondary Education: 2017-2018 Superintendent Checklist
2. 2017-2018 Professional Development & Workshop Schedule

P. SCHOOL COMMITTEE MATTERS OF INTEREST

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

September 13, 2017; September 27, 2017

R. FUTURE AGENDA ITEMS

S. ADJOURNMENT

Recognition and/or Presentations

Tewksbury School Committee – August 16, 2017

RECOGNITIONS

Tewksbury Memorial High School

Girls Outdoor Track & Field Outstanding Athletes

Mckenzie Clark

Lauren Polimeno

Emily Sessa

Rachel Sessa

PRESENTATIONS

- 1. The Elementary School Building Committee**

Minutes

Payroll

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date 7/13/2017

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 **\$1,008,406.33**

GRANTS

\$20,441.46	2016-2017	Special Ed 240 Grant
	2016-2017	Collaborative Partnerships
\$4,368.21	2016-2017	Title I Grant
\$2,370.96	2016-2017	Title II Grant
	2016-2017	Special Ed Improvement
	2016-2017	After School Out of School Time
\$300.00	2016-2017	Academic Support
	2016-2017	Literacy Partnerships
	2016-2017	Early Childhood

REVOLVING ACCOUNTS

\$25,529.12	2016-2017	Ext Day Program
\$2,835.77	2017-2018	Ext Day Program
\$4,948.32	2016-2017	Ext Day Preschool Program
\$300.86	2016-2017	Adult Education Program
\$2,087.47	2017-2018	Adult Education Program
\$2,066.05	2016-2017	New Start
\$654.23	2016-2017	Lunch Program
\$3,458.11	2017-2018	Lunch Program
\$49.04	2016-2017	Hanover Funds
\$1,538.28	2016-2017	Facilities
\$404.12	2016-2017	Parking Fees
\$3,053.69	2016-2017	Preschool
\$795.00	2016-2017	TMHS Clubs

\$75,200.69 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$803,451.90	2016-2017	School Department Account
\$129,753.74	2017-2018	School Department Account

\$933,205.64 SUB TOTAL - LEA FUNDS

\$1,008,406.33 TOTAL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date **7/27/2017**

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 **\$1,085,697.25**

GRANTS

\$30,720.54	2016-2017	Special Ed 240 Grant
	2016-2017	Collaborative Partnerships
\$4,047.81	2016-2017	Title I Grant
	2016-2017	Title II Grant
	2016-2017	Special Ed Improvement
	2016-2017	After School Out of School Time
\$1,918.94	2016-2017	Academic Support
	2016-2017	Literacy Partnerships
	2016-2017	Early Childhood

REVOLVING ACCOUNTS

\$65,693.05	2017-2018	Ext Day Program
\$4,958.32	2017-2018	Ext Day Preschool Program
\$3,529.72	2017-2018	Adult Education Program
\$734.25	2017-2018	Community Servs Recreation
	2016-2017	New Start
\$4,732.85	2017-2018	Lunch Program
\$49.04	2016-2017	Hanover Funds
	2016-2017	Wynn Athletics
\$615.83	2017-2018	Facilities
\$190.28	2017-2018	Recreation
\$404.12	2016-2017	Parking Fees
\$3,053.69	2016-2017	Preschool
\$3,067.49	2017-2018	Building Funds

\$123,715.93 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$708,542.06	2017-2018	School Department Account
\$253,439.26	2016-2017	School Department Account

\$961,981.32 SUB TOTAL - LEA FUNDS

\$1,085,697.25 TOTAL

Superintendent/ Staff /School Committee Reports

Consent Agenda



Tewksbury Public Schools

Office of the Superintendent

139 Pleasant Street

Tewksbury, MA 01876

MEMORANDUM

TO: Tewksbury School Committee

FROM: Brenda Theriault-Regan, Assistant Superintendent

DATE: August 11, 2017

RE: Multilingual Signs

This is Informational Only - No Vote is Required

Please see attached samples of Multilingual Signs the 7th and 8th Graders of the Tewksbury Public Schools Summer School Program have created.

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.

Letter

July 26, 2017

Dear Principals,

The 7th and 8th graders of the Tewksbury Public Schools Summer School Program have created this packet of multilingual signs for you to hang around your building. We hope that the ELL students who aren't fluent in English and may find it difficult to navigate the school will find these signs extremely helpful. In addition, we hope this will help native English speakers to become familiar with words from other cultures.

Sincerely,

dam Donovan
Owen Hernandez

7th and 8th Graders
Tewksbury Summer School Program
2017

Tyler Dacosta

Julia Kirby

yuri Gvinar

Janf Key

Brett Nkabasele

Austin Charlton

Koby Law

Colin Saunders

Coly Dien

Austin Tingdella

School Set: MULTILINGUAL SIGNS

CONTENTS (quantity)

Welcome (1)

Main Office (1)

Main Lobby (1)

Nurse's Office (1)

ELL Classroom (1)

Guidance Office (1)

Gym (1)

Auditorium (1)

Cafeteria (1)

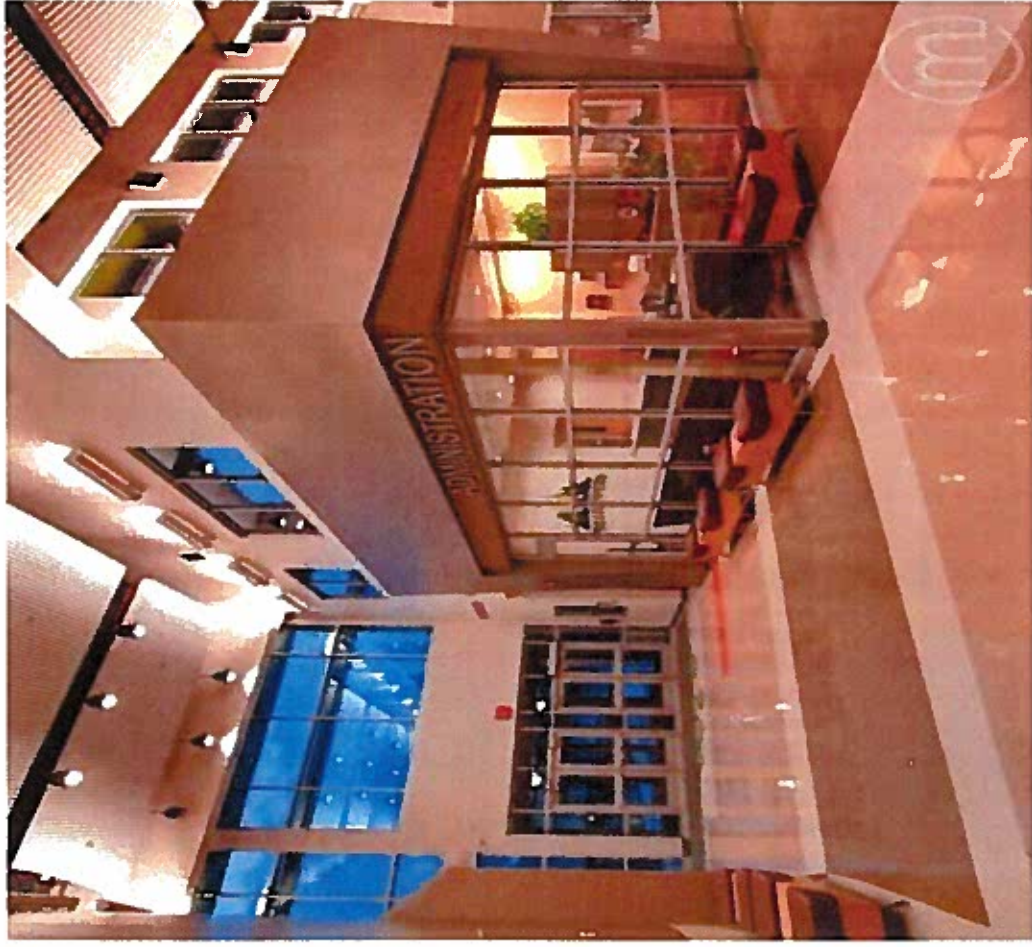
Library (1)

Elevator (1)

A.L.I.C.E. (7 signs; different languages)

Bathroom (11)

Emergency Exit (11)



Main Office

Chinese: 主要办公室

Malay: Pejabat utama

Vietnamese: văn phòng Chính

Khmer: ការិយាល័យធំ

Spanish: oficina principal

Portuguese: escritório principal

Nurse's Office

Chinese: 護士辦公室

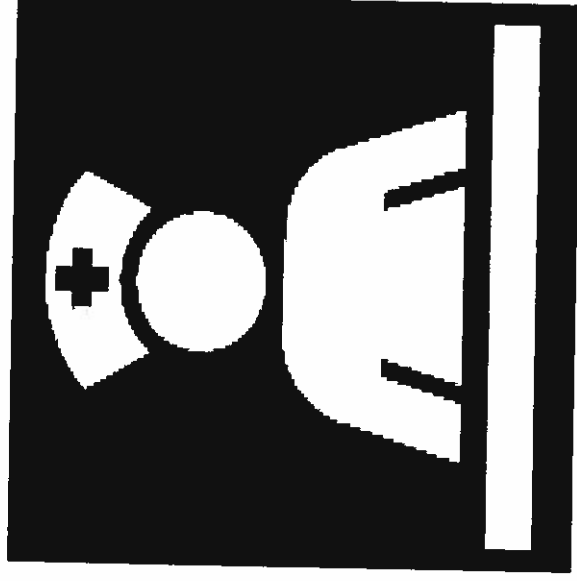
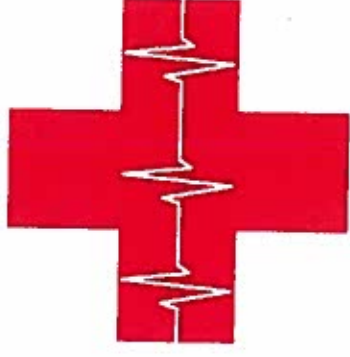
Malay: Pejabat jururawat

Vietnamese: Văn phòng y tá

Khmer: គិលានុបដ្ឋាយិកា

Spanish: Enfermería

Portuguese: Escritório da enfermeira



A.L.I.C.E. - Vietnamese

Cảnh báo: Sử dụng ngôn ngữ đơn giản và cụ thể. Tránh từ mã.

Khóa khoan: Hàng rào phòng. khoảng lặng thiết bị di động.
Chuẩn bị sơ tán hoặc quây tính tiền nếu cần thiết.

Thông báo: Truyền đạt vị trí của tay súng trong thời gian thực.

Quây tính tiền: Tạo tiếng ồn, di chuyển, khoảng cách và Phân tâm với mục đích Giảm Của tay súng Có khả năng bắn chính xác

Ditản: Khi an toàn để làm như vậy, thoát bản thân khỏi vùng nguy hiểm.

TEWKSBURY PUBLIC SCHOOLS
Request for Fund Raising

Date: 8/2/17

1. Name of Organization: TMHS Class of 2019
2. Describe in detail the method of the fund raising activity. Attach additional information if necessary: Car wash @ MVP
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).
Class Fundraising
5. Proposed dates of fund raising activity: from: 9/9/17 to: 9/9/17
6. Describe student involvement in the fund raising activity:
Students will help promote & run car wash day of the event
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: Julia W. Fabiano
Signature of applicant: Julia Fabiano
Address: TMHS
Telephone No. [REDACTED]

- Date: 8/3/17
1. Your request for permission to raise funds is approved/disapproved. (Circle)
 2. Reason for disapproval:
 3. You are authorized to begin the activity 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: 8/3/17

TEWKSBURY PUBLIC SCHOOLS
Request for Fundraising

File: JJE-E

Date: 7-19-17

1. Name of Organization Ryan School PAC

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

Monthly Doc-out Night

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

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.)

Benefit of the Ryan School.

5. Proposed dates of fund raising activity From 9/17 To 6/18

6. Describe student involvement in the fund raising activity. N/A

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

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

9. Name of responsible individual Caroline Gayheron

Address [REDACTED]

Telephone No. [REDACTED] Signature of Applicant Carlye Gayheron

(To be completed by the School Principal)

Date _____

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 Judi McGlone Date 7-27-17

TEWKSBURY PUBLIC SCHOOLS
Request for Fundraising

File: JJE-E

Date: 7-19-17

1. Name of Organization Ryan School PAC
2. Describe in detail the method of the fundraising activity. Attach additional information necessary.
We will be selling cookies and mixed bag
3. School location and facilities desired (cafetorium, cafeteria, classroom, gymnasium). NIA
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.)
Arts and Enrichment Programs
5. Proposed dates of fund raising activity From 9/21/17 To 10/10/17
6. Describe student involvement in the fund raising activity. Students will bring home packets but absolutely no door-to-door selling
7. Type of identifying credential to be used during Fund Raising Activity. Mixed Bag Design
Otis Spunkmeyer
8. Is there a contract or agreement to be signed. Yes ☒ No ☐
9. Name of responsible individual Carolyn Gagliardi
Address [REDACTED]
Telephone No. [REDACTED] Signature of Applicant Carolyn Gagliardi

(To be completed by the School Principal)

Date _____

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

Judi McElhines

Date

7-27-17

TEWKSBURY PUBLIC SCHOOLS
Request for Fundraising

File: JJE-E

Date: 5.30.17

1. Name of Organization North Street and Dewing PAC

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

Selling Gift Cards

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.)

Ongoing PAC events

5. Proposed dates of fund raising activity From Oct 2, 2017 To Nov. Oct. 20, 2017

6. Describe student involvement in the fund raising activity. They will sell gift

cards to friends & family

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 & Monica Johnson

Address 133 North St Tewksbury MA 01876

Telephone No. () _____ Signature of Applicant Debbie Johnson

(To be completed by the School Principal)

Date 6/20/2017

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: Approved for both schools. I will share

6. Copy sent to the Office of the Superintendent of Schools. Yes No (Circle)

Principal's Signature L. Harris Date 6/19/17

Policy

File: JICFB

BULLYING PREVENTION

The Tewksbury Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

"Bullying" is the repeated use by one or more students or staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means 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.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying 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 one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or
- Through the use of technology or an electronic device owned, leased or used by the Tewksbury Public Schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Tewksbury School District if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school principal or their designee, or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee, or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged aggressor of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged aggressor, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the student aggressor, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

Target Assistance

The Tewksbury Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and aggressors, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Tewksbury Public Schools website.

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR [26:00](#)

MGL [71:37O](#)

MGL [265:43](#), [43A](#)

MGL [268:13B](#)

MGL [269:14A](#)

CROSS REFS.: [AC](#), Nondiscrimination

[ACAB](#), Sexual Harassment

[JIC](#), Student Discipline

[JICFA](#), Prohibition of Hazing

Adopted: March 24, 2010

Revised: January 26, 2011

March 26, 2014

Reviewed and Approved:



Tewksbury Public Schools

Bully Prevention and Intervention Plan

Submitted by
The Tewksbury Public Schools
Adopted
January 26, 2011
Revised
February 12, 2014
Reviewed
August 16, 2017

Bully Prevention, Intervention and Education Committee



BULLYING POLICY, PREVENTION AND INTERVENTION PLAN

The Tewksbury Public Schools policy prohibits bullying as defined by M.G.L., c.71, § 370.

I. LEADERSHIP

On or before December 31, 2010, the Tewksbury Public Schools will submit the Tewksbury Public Schools Bullying Prevention and Intervention Plan to the Massachusetts Department of Elementary and Secondary Education and post it on the Tewksbury Public Schools website. The Plan will be reviewed and updated at least biennially, as mandated by M.G.L. c. 71, § 370 sec. 5(d).

A. Public involvement in developing the Plan

As required by M.G.L. c. 71, § 370, sec. 5 (d) the Plan will be developed in consultation with various constituencies. This involvement will include:

Tewksbury Public Schools Bullying Prevention, Intervention and Education Committee (BPIEC) comprised of administration, staff, professional support personnel, school volunteers, students, parents and guardians, local law enforcement agencies, and community representatives. This process will be conducted biennially.

Consultation will include, at a minimum, notice and a public comment period prior to adoption.

B. Assessing needs and resources

The **Superintendent** and the **Tewksbury Public Schools Bullying Prevention, Intervention and Education Committee**, with input from families, the community and staff, will assess the adequacy of current programs. This may include the following:

- Review of current policies and procedures;
- Review of available data on bullying and behavioral incidents;
- Assessment of available resources including curricula, training programs, and behavioral health services;
- Researching current and relevant articles and data-proven research on best methodology for prevention and intervention of bullying and cyber-bullying;
- Review of the MA comprehensive Health and Wellness Curriculum Frameworks to provide a working curriculum context for anti-bullying curriculum; and

- Determine initial and periodic needs, by means of surveys of students, staff, parents and guardians on school climate and school safety issues.

C. Planning and Oversight

The individual **Building Leaders** will be responsible for the following tasks under the Plan:

1. Receiving reports on bullying;
2. Collecting and analyzing building and/or school-wide data on bullying to assess the present problem and to measure improved outcomes;
3. Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors;
4. Implementing the district plan for the ongoing professional development that is required by the law;
5. Planning supports that will respond to the needs of targets and aggressors;
6. Choosing and implementing the curricula that each school will use;
7. Amending student and staff handbooks and codes of conduct to, among other things, make clear that bullying of students by school staff or other students will not be tolerated; and
8. Leading the parent or family engagement efforts and drafting parent information materials;
9. Developing new or revising current policies and protocols, including an Internet Safety policy, and designating key staff to be in charge of implementation of them;
10. Reviewing and updating the Plan each year.

The **Assistant Superintendent/Technology Committee** will be responsible for updating the Internet Safety Use Policy. Each building's **Technology Coordinators/Teachers** will be responsible for overseeing the distribution and return of signed Internet Safety Use Policy forms.

The Superintendent will be responsible for reviewing and updating the Plan biennially, or more frequently.

D. Priority statements

The Tewksbury Public Schools expect that all members of the school community will treat each other in a civil manner and with respect for differences.

The Tewksbury Public School District is committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The Tewksbury Public School community understands that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The Tewksbury Public Schools will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

The Tewksbury Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore a target's sense of safety. We will support

this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Plan is a comprehensive approach to address bullying and cyber-bullying. The Tewksbury Public School Community is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of bullying and violence. In consultation with these constituencies, we have established this Plan for preventing, intervening and responding to incidents of bullying, cyber-bullying, and retaliation. The Tewksbury Public Schools **Principals** are responsible for the implementation and oversight of the Plan at their respective buildings. except when a reported bullying incident involves the principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The Tewksbury Public Schools will meet the requirements under M.G.L. c.71, S 370 to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

A. Annual Staff Training on the Plan

Annual training for all Tewksbury Public Schools staff on the Plan will include staff duties under the Plan, an overview of the steps that the building Principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the schools. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing Professional Development

The **Assistant Superintendent** will be responsible for oversight of choosing and implementation of the curricula each school will use. The goal of professional development is to establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of professional development will be informed by research and will include:

- Developmentally appropriate strategies to prevent bullying;
- Developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- Information regarding the powerful effect the bystanders have on bully prevention;

- Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- Information on the incidence and nature of cyber-bullying; and
- Internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school for professional development include:

- Promoting and modeling the use of respectful language;
- Fostering an understanding of and respect for diversity and difference;
- Building relationships and communicating with families;
- Managing classroom behaviors constructively;
- Using positive behavioral intervention strategies;
- Applying constructive disciplinary practices;
- Teaching students skills including positive communication, anger management, and empathy for others;
- Engaging students in school or classroom planning and decision-making; and
- Maintaining safe and caring classrooms for all students ; and
- Engaging staff and those responsible for the implementation and oversight of the Plan to distinguish between acceptable managerial behaviors designed to correct misconduct, instill accountability in the school setting, etc and bullying behaviors

C. Written Notice to Staff

The Tewksbury Public Schools will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, and bullying of students by school staff, in the school employee handbook and the code of conduct.

III. ACCESS TO RESOURCES AND SERVICES

A. Identifying resources

The Tewksbury Public School District will provide resources to address the underlying emotional needs of targets, *student* aggressors, and their families. These may include, but are not limited to: adopting new curricula, establishing safety planning teams, creating safety plans for targets and Identifying agencies that can provide services, including Community Service Agencies (CSAs) for Medicaid eligible students.

The Tewksbury Public Schools **Assistant Superintendent**, in conjunction with the district's **Bullying Prevention, Intervention and Education Committee** will be responsible for finalizing a bibliography of anti-bullying resources that may include, but are not limited to: the Tewksbury Public Schools Bullying Policy, curriculum and instructional guides and materials; Tewksbury Public Schools Bullying Prevention and Intervention Plan; relevant articles for professional, student, and parent use; data on the prevalence and characteristics of bullying and behavioral issues; relevant curriculum and books that help foster a sense of positive and pro-active school community and culture; relevant and useful web-sites; and linkages with community based organizations.

The Tewksbury Public Schools **Assistant Superintendent**, in conjunction with the district's **Bullying Prevention, Intervention and Education Committee** will conduct a search for materials that are research based or field-tested, age appropriate, well designed and user-friendly.

B. Counseling and Other Services

A list of staff and service providers is available to all students and families; these may assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. A variety of tools will be considered including, but not limited to: behavioral intervention plans, social skills groups, and individually focused curricula.

C. Students with Disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when an IEP Team determines a student has a disability that affects social skills development, or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

D. Referral to Outside Services

The Tewksbury Public School District has established a referral protocol for referring students and families to appropriate and timely outside services. Referrals will comply with relevant laws and policies. Current local referral protocols will be evaluated to assess their relevance to the Plan, and revised as needed.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific Bullying Prevention Approaches

Bullying prevention curricula will be incorporated into each school's curricula and will be evidence-based and informed by current research that, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Emphasizing the powerful role bystanders have in bully prevention
- Empowering the bystanders to take action when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respectful communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Tewksbury Public Schools staff will review the Plan with students each school year.

B. General Teaching Approaches that Support Bullying Prevention Efforts

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of the Tewksbury Public Schools District's bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines;
- Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the Internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting bullying or retaliation

Reports of bullying or retaliation may be made by *school* staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. Staff members will report immediately to the building Principal or designee, *or the superintendent or designee when the principal or assistant principal is the alleged aggressor, or the school committee or designee when the superintendent is the alleged aggressor* any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals, may be made anonymously. The Tewksbury Public School District will make a variety of reporting resources available to the school community including, but not limited to, a Bullying Incident Report Form. Use of a Bullying Incident Report Form is not required as a condition of making a report. The Tewksbury Public School district will:

1. Include a copy of the Bullying Incident Report Form in the beginning of the year packets for students and parents or guardians;
2. Make it available in the main office of each school, the counseling office, and other locations determined by the building Principals and/or designees; and
3. Post it on the Tewksbury Public Schools Website. The Bullying Incident Report Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, The Superintendent will provide the school community, including but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, administrators, staff, students, and parents or guardians with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, and the superintendent or designee when the principal or the assistant principal is the alleged aggressor, will be incorporated in student and staff handbooks and made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the building Principal or designee, or to the superintendent or designee when the principal or the assistant principal is the

alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the building Principal or designee as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or collaborative policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The Tewksbury Public Schools expect students, parents or guardians, and others, who witness or become aware of an instance of bullying or retaliation involving a student, to report it to the building Principal or designee or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the building Principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

B. Responding to a report of bullying or retaliation– Allegations of Bullying by a Student

1. Safety

Before fully investigating the allegations of bullying or retaliation, the building Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on a transportation vehicle; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The building Principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The building Principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who: has reported bullying or retaliation;

a student who has witnessed bullying or retaliation; a student who provides information during an investigation; or a student who has reliable information about a reported act of bullying or retaliation.

2. Obligations to Notify Others

a. Notice to parents or guardians

Upon determining that bullying or retaliation has occurred, building Principal or designee will promptly notify the parents or guardians of the target and the student aggressor of this finding, and of the procedures for responding to it. There may be circumstances in which the building Principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations, 603 CMR 49.00.

B. Notice to Another School or District

If a reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the

building Principal or designee who was informed first of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and Federal privacy laws and regulations, and 603 CMR 49.00.

C. Notice to Law Enforcement

At any point after receiving a report of bullying or retaliation, including after an investigation, if the building Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the building Principal or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00. Also, if an incident occurs on school grounds and involves a former student under the age of 21, who is no longer enrolled in school, the building Principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the building Principal will, consistent with the Plan and with applicable Tewksbury Public Schools policies and procedures, consult with the school resource officer, and the Superintendent or designee as deemed appropriate.

C. Investigation

The building **Principal** or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the building **Principal** or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary.

The building Principal or designee will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

The building **Principal** or designee, in consultation with a school counselor, as appropriate, may conduct interviews. To the extent practical, and given his/her obligation to investigate and address the matter, the building Principal or designee will maintain confidentiality during the investigative process. The building Principal or designee will maintain a written record of the investigation, including the preservation of all email and text communications.

Procedures for investigating reports of bullying and retaliation will be consistent with the Tewksbury Public School District's policies and procedures for investigations. If necessary, the building Principal will, with the consent of the Superintendent, consult with legal counsel about the investigation.

D. Determinations

The building **Principal** or designee will make a determination based upon all of the facts and circumstances. If, after an investigation, bullying or retaliation is substantiated, the building **Principal** or designee will take steps reasonably

calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The building Principal or designee will:

1. Determine what remedial action is required, if any, and
2. Determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the building **Principal** or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The building **Principal** or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and Federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the building **Principal** or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills Building

When the building **Principal** or designee has determined that bullying or retaliation has occurred, he/she will use a range of responses that balance the need for accountability with the need to teach appropriate behavior (M.G.L. c. 71, § 370 (d) (v)). Skill building approaches that building Principal or designee may consider include:

- Offering individualized skill-building sessions based on the school's anti-bullying curricula;
- Providing relevant educational activities for individual students or groups of students, in consultation with counselors and other appropriate school personnel;
- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and
- Making a referral for evaluation.

2. Taking Disciplinary Action

If the building **Principal** or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the building Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the code of conduct for the school.

Discipline procedures for students with disabilities are governed by the Federal Individuals with Disabilities Education Improvement Act (IDEA), which will be considered in conjunction with state laws regarding student discipline.

If the building Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to

disciplinary action.

3. Promoting Safety for the Target and Others

The building **Principal** or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the building **Principal** or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the building **Principal** or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the building **Principal** or designee will work with appropriate school staff to implement them immediately.

F. Responding to a Report of Bullying by School Staff

Schools and districts need to develop policies and procedures that address how school or district administration will respond to and resolve a report of bullying of a student by school staff. The policies and procedures must address safety planning, notification to parent or guardians and others, investigation, and response – areas that are addressed when a student is alleged to have bullied another student (see Section V. B – E above). Policies and procedures currently in place that address unacceptable conduct by school staff may be a useful starting place. Schools and districts should consider consulting with local counsel. The policy should emphasize the importance of the investigation, the need for the aggressor, target, and witnesses to be truthful, and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Upon receipt of a report of alleged bullying of a student by school staff, the principal/designee will be responsible for taking appropriate actions in accordance with this Plan and other applicable TPS district policies and procedures, including providing for the safety of the alleged target where necessary. If the principal is the alleged aggressor, then the Superintendent/designee shall be responsible for such actions. In the event the Superintendent is the alleged aggressor, the School Committee/designee shall be responsible for such actions.

A staff member who is the subject of a complaint of a serious nature will be informed promptly and will be afforded the opportunity to respond to the allegations as he/she sees them, in accordance with TPS district policies and procedures, including any applicable collective bargaining agreements.

Procedures for investigating reports of bullying and retaliation by staff shall be consistent with TPS district policies and procedures for investigations of other alleged misconduct by staff. If necessary, the designated school official will consult with legal counsel about such procedures. Investigations may include interviews of staff, students, and others as deemed appropriate.

School officials will remind individuals (1) that retaliation is strictly prohibited and will result in disciplinary action and (2) of the importance of being truthful. To the extent practicable given their obligation to investigate and address the allegations at issue, the school officials will maintain confidentiality during the investigative process.

In the event a designated school official determines that the staff member has engaged in bullying of or retaliation against a student, the student's parent/guardian will be notified of what action is being taken to prevent further such acts and to restore the student's sense of safety.

Notices to parents or guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of personnel records, the school official will not report specific information to the target's parent or guardian about any disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

In the event disciplinary action against an employee is under consideration, appropriate due process will be provided. Any disciplinary action imposed will be based upon facts found by the designated school official and appropriate standards and expectations in light of the employee's role and responsibilities.

VI. COLLABORATION WITH FAMILIES

A. Parent Education and Resources

The Tewksbury Public Schools, in collaboration with individual school Parent Advisory Councils, and the Special Education Parent Advisory Council, School Councils, and Extended Student & Community Educational Services, will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by each school.

B. Notification Requirements

Each year the building **Principal** will notify parents and guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber-bullying and online safety. The Tewksbury Public Schools will send parents written notice each year about the student-related sections of the Plan and the school's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school district will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyber-bullying, are prohibited:

- i. On school grounds and property immediately adjacent to school grounds; at a school sponsored or school-related activity, function, or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by the school district; and
- ii. At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by the Tewksbury Public Schools, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the Tewksbury Public Schools to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

In order to work as collaboratively and as efficaciously as possible, to prevent and intervene on all acts of bullying, it is essential for school personnel, students, parents or guardians, law enforcement agencies, and other interested parties to use common language. The following definitions are provided to facilitate this goal:

Aggressor is a student or a member of a school staff who engages in bullying, cyber-bullying, or retaliation towards a student.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. Causes physical or emotional harm to the target or damage to the target's property;
- ii. Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. Creates a hostile environment at school for the target;
- iv. Infringes on the rights of the target at school; or
- v. Materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber-bullying.

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and Federal laws, and the policies of the Tewksbury Public Schools, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such

public school on account of race, color, sex, religion, ancestry, national origin, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. Nothing in the Plan prevents the Tewksbury Public Schools from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or Federal law, or Tewksbury Public School District policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the schools to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H1/2, M.G.L. c. 71, §§41 and 42 M.G.L.c 76 § 5, other applicable laws or local school or district policies, or collective bargaining agreements, in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Appendix A
List of Schools and Contact People

Tewksbury Memorial High School (978-640-7825)	Kristen Vogel, Principal Eileen Osborne, Assistant Principal Sean O’Leary, Assistant Principal
John W. Wynn Middle School (978-640-7846)	John Weir, Principal Andrew Long, Assistant Principal
John F. Ryan Elementary School (978-640-7880)	Judi McInnes, Principal William Hart, Assistant Principal
Loella F. Dewing School (978-640-7858)	Terry Gerrish, Principal Jan Fuller, Assistant Principal
Heath Brook School (978-640-7865)	Felicia Wettstone, Principal
North Street School (978-640-7875)	Karen Cronin, Principal
Louise Davy Trahan School (978-640-7870)	Matthew Castonguay, Principal

Appendix B

Professional Training and Development

- June 16: Full-day Training: All WMS Staff Members
Peggy Schleicher, M. Ed, "Schools With Heart"
- August 26: All Student Specific Aides
Peggy Schleicher, M. Ed, "Schools With Heart"
- August 30: Teachers, Non-certified & Certified Aides, Nurses
Peggy Schleicher, M. Ed, "Schools With Heart"
- Summer, 2010 *MSSAA Summer Institute on Bullying*
(District Representatives)
- September – June: Student Awareness & Training –
on-going, District School Psychologists
- September 27: Bus & Van Drivers
Peggy Schleicher, M. Ed, "Schools With Heart"
- October 1 Middlesex Partnerships for Youth , *Fall Mental Health Series*
November 27 (District Psychologists and Guidance Staff)
- October 4: Elementary Lunch Monitors
Peggy Schleicher, M. Ed, "Schools With Heart"
- October 5: Cafeteria, Custodial, & Maintenance Staff
Peggy Schleicher, M. Ed, "Schools With Heart"
- October 14: *Preventing and Responding to Bullying*,
Attorney Catherine Lyons
(District Administrators)
- October 27: Middlesex Partnerships for Youth, *School Safety Summit*
(District Representatives)
- October 29: Rachel's Challenge Parent Information Night, WMS
(WMS Guidance Staff)
- November 3: District-Wide Parent Information Night
(Bully Prevention, Intervention and Education Committee)
- December 1: School-based Secretaries
Peggy Schleicher, M. Ed, "Schools With Heart"

Appendix C Resources

- Resources from State Agencies & DESE:
 - [Bullying and Harassment](#)
 - [Internet Safety](#)
 - [Stop Bullying Now Campaign](#)
- www.gomcgruff.com (McGruff Safeguard)
- Tewksbury Public School's *Bully Prevention, Intervention and Education Committee*
- Local Anti-Bullying Expert - *Peggy Schleicher, M. Ed, "Schools With Heart"*
- *Safe, Disciplined and Drug-Free Schools Programs Grant*
- Rosalind Wiseman, author of "Queen Bees and Wannabees"
- Allen Bean, author of "The Bully-Free Classroom", (K-8)
- Sgt. Steve DelNegro, Massachusetts State Police (he is the Internet Crimes Against Children resource for the state of MA and has resources available to do presentations)
- Please visit the Department of Secondary & Elementary Education for additional resources: www.doe.mass.edu
- Pro-Kindness Campaign
- Student Ambassadors
- Health Curriculum

Appendix D

Curricula, Programs and Initiatives

District-Wide

- Handbooks/District-Wide *Code of Conduct*
- PAC-Sponsored Presentations for Students
- Guidance, Psychologist Groups
- Social Skills Training
- “Second Step” Program
- Lunch Buddies (all elementary schools)

TMHS

- Tolerance Core
- SADD
- Student Support Teams
- Peer Leadership
- Health Curriculum and Health Classes
- “Stand Up to Bullying” Student Leaders Conference

Wynn Middle School

- Rachel’s Challenge
- Friends of Rachel Club
- Cyber-Bullying Awareness Computer Program
- Health Curriculum and Health Classes
- “Owning Up” Program
- “Random Acts of Kindness” Program
- “Stand Up to Bullying” Student Leaders Conference

Ryan Elementary School (Gr. 5-6)

- “Bully-Free Classroom”
- Cyber-Bullying Awareness Computer Program
- “PAWS” Program

Dewing Elementary School (Gr. K-2)

- Open Circle

Heath Brook Elementary School (Gr. K-2)

- “Penguin Pride” Program
- Fill the Bucket” Program
- Open Circle

Trahan Elementary School (Gr. 3-4)

- “Bully-Free Classroom”
- ROAR (Respect, Offer Help, Aim to Achieve, and Responsibility)
- Open Circle

North Street Elementary School (Gr. 3-4)

- Open Circle

Appendix E

Forms

Form A Bullying Prevention and Intervention Incident Reporting Form
(to be used by anyone)

Form B Bullying Action Report Form
(for Administrative purposes only)

File: ~~DJG – VENDOR RELATIONS~~

~~Representatives of firms doing or hoping to do business with the school system will be acknowledged and interviews granted or not, depending on the circumstances. Personnel charged with the purchasing function will not be required to put their time at the indiscriminate use of sales personnel, who will limit their visits to staff members designated by school officials.~~

~~Adoption date: January 1996~~

~~Reviewed and Adopted August 21, 2013~~

~~File: H~~ **NEGOTIATIONS**

~~NOTE: This section is for filing policies relating to the process of negotiations, not for filing personnel "policies" that have been negotiated. (Most of the latter would go in the Personnel Section if you determine to include items from negotiated agreements in your policy manual.)~~

~~In compiling a policy manual, you need to make a decision at the start as to how you will handle the various statements in agreements with staff units that relate to the bargaining process and to employee compensation, benefits, and other conditions of work determined through the process.~~

~~It is recommended that:~~

- ~~1. You use references to pertinent portions of agreements as appropriate to the various categories in the classification system. Otherwise, use agreement excerpts verbatim as appropriate to the various categories.~~
- ~~2. Whichever method you choose, be consistent in the treatment of negotiated "policies" throughout your manual and give the same treatment to agreements with all staff units with which you negotiate.~~

~~Many examples of the use of contract references appear in the Personnel section of this reference manual.~~

~~Reviewed and Adopted December 11, 2013~~

File: IHAE – PHYSICAL EDUCATION

~~The Tewksbury School Committee will attempt to provide every student with an opportunity for wholesome and enriched educational experiences. It is the committee's belief that the following basic aims and objectives of the physical education program will contribute to this goal:~~

- ~~1. To aid the development of the entire student so that a well-trained mind may function properly in a healthy body.~~
- ~~2. To encourage student participation in vigorous physical activity while in school, and to teach the skills of those activities so that they will have a carry-over value for later activities in every-day life.~~
- ~~3. To increase appreciation of physical fitness and its importance in regard to good health.~~
- ~~4. To impress upon students the importance of integrating one's mind, body and attitude in preparing to face the obligations of a complex society.~~

~~No pupil shall be required to take part in physical education exercises if a licensed physician certifies in writing that in his opinion such physical education exercises would be injurious to the pupil.~~

~~{Adoption date}~~

~~Revised: January 18, 1996~~

~~Revised: February 12, 2014~~

~~LEGAL REFS.: M.G.L. [71:1](#); [71:2](#)~~

~~Board of Education Regulations Pertaining to Physical Education, adopted~~

~~4/25/78, effective 9/1/78~~

~~603, CMR [26:05](#)~~

~~File: IJJ~~ **TEXTBOOK SELECTION AND ADOPTION**

~~Responsibility for the review and selection of textbooks to be purchased shall rest with the Principal of each school. The Principal is encouraged through the School Committee to establish a review committee to assist in the process to determine the textbooks that best meet the curriculum guidelines of the District. The review committee should include teachers who will use the texts and other staff members as found desirable. Students and parents will be encouraged to serve.~~

~~Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook support materials shall be chosen:~~

- ~~–To advance the educational objectives of the school system and particular objectives of the course program;~~
- ~~–To contribute toward continuity, integration, and articulation of the curriculum; and~~
- ~~–To establish a general framework for the particular course or program.~~

~~Because the instructional purposes of textbooks, as stated above, are of such importance, particular care shall be taken in their selection as to content.~~

~~Although many points must be examined, the School Committee directs the staff to be mindful of the following considerations:~~

- ~~–The needs of all learners must be provided for.~~
- ~~–Attention should be given to gender roles depicted in the materials.~~
- ~~–The textbook and textbook support materials should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.~~
- ~~–If the textbook deals with problems and issues of our times, it should present and encourage examination of varied points of view.~~
- ~~–Because textbooks are selected for several years' use, special attention also shall be given their physical characteristics, durability, format and price.~~

REVISED: March 26, 2014

Revised: January 18, 1996

SOURCE: MASC Policy

LEGAL REFS.: [71:48](#); [30B:7](#); [71:50](#)

[603 CMR 26:05](#)

CROSS REF.: [KEC](#), Public Complaint About the Curriculum or Instructional Material

File: IJK ~~SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION~~

~~The Tewksbury School Committee recognizes that knowledge is changing and expanding and that it may be necessary to use various types of supplementary materials in addition to the basic and fundamental textbooks.~~

~~For the purpose of this policy, supplementary materials shall be defined as any instructional materials other than textbooks including, but not limited to, books, periodicals, newspapers, pictures, diagrams, maps, charts, slides, filmstrips, films, records, audiotapes, and suitable technological applications which relate directly to the adopted curriculum.~~

~~The Tewksbury School Committee believes that teachers and administrators should have a large role in selection and recommendation of supplementary materials. Teachers are encouraged to use a wide range of learning aids, provided the expense incurred in purchasing these aids remains within the limits of the budget.~~

~~{Adoption date}~~

~~Revised: January 18, 1996~~

~~Reviewed and Adopted February 12, 2014~~

~~LEGAL REF.: 603 CMR [26:05](#)~~

~~SOURCE: MASC Policy~~

~~File: IJM SPECIAL INTEREST MATERIALS SELECTION AND ADOPTION~~

~~Organizations, institutions, and individuals at times develop materials that are offered to schools free or inexpensively. As a general rule, sponsored materials present a particular point of view, and extreme care must be exercised in evaluating and using them. The responsibility for using sponsored materials rests with the certified staff member who recommends its use. The use of this material must receive prior approval of the superintendent. In any questionable instance, the principal should be informed and shall decide whether its use is in the best interests of the students.~~

~~Sponsored materials must meet the same basic selection criteria as any other learning material, as well as the following special criteria:~~

~~Any expression of a point of view should be clearly identified.~~

~~No advertising should appear on or with any material.~~

~~The source of all material should be clearly identifiable.~~

~~{Adoption date}~~

~~SOURCE: MASC Policy~~

~~Revised: January 18, 1996~~

~~Reviewed and Adopted February 12, 2014~~

~~LEGAL REF.: 603 CMR [26:05](#)~~

File: JBA – STUDENT TO STUDENT HARASSMENT

~~Harassment of students by other students will not be tolerated in the Tewksbury Public Schools. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.~~

~~Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.~~

~~Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:~~

- ~~▲ Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;~~
- ~~▲ Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student; or;~~
- ~~▲ Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.~~

~~Harassment as described above may include, but is not limited to:~~

- ~~▲ Verbal, physical or written (including texting, blogging, or other technological methods) harassment or abuse;~~
- ~~▲ Repeated remarks of a demeaning nature;~~
- ~~▲ Implied or explicit threats concerning one's grades, achievements, or other school matter.~~
- ~~▲ Demeaning jokes, stories, or activities directed at the student.~~

~~The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.~~

~~Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.~~

~~The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.~~

ADOPTED: November 4, 2015

LEGAL REF.: M.G.L. [151B:3A](#)

Informational Reading – August 16, 2017

RESCIND – Changes in Federal or State law rendered policy obsolete or invalid: Policy may no longer be relevant or needed.

~~Title VII, Section 703, Civil Rights Act of 1964 as amended~~

~~BESE 603 CMR [26:00](#)~~

~~REFS.: "Words that Hurt," American School Board Journal, September 1999~~

~~National Education Policy Network, NSBA~~

~~File: JICC – TOBACCO USE BY STUDENTS~~

~~Smoking, chewing, snuff, electronic, smokeless tobacco, and vaporizing products or other use of tobacco products by staff, students, and members of the public shall be banned from all District buildings. All forms of tobacco or vaporizing product use shall be prohibited on all District property. In addition, tobacco or vaporizing product use by students is banned at all school sponsored events, even though this use does not take place on school grounds.~~

~~Adoption date: January 1996~~

~~SOURCE: MASC~~

~~LEGAL REF: M.G.L. [71:37H](#)~~

~~CROSS REF.: [ADC](#), Smoking on School Premises~~

~~[GBED](#), Tobacco Use on School Property by Staff Members~~

~~ADOPTED: May 14, 2014~~

~~Revised: April 13, 2016~~

~~LEGAL REF.: M.G.L. [151B:3A](#)~~

~~Title VII, Section 703, Civil Rights Act of 1964 as amended~~

~~BESE 603 CMR [26:00](#)~~

~~REFS.: "Words that Hurt," American School Board Journal, September 1999~~

~~National Education Policy Network, NSBA~~

~~File: JRA R – STUDENT RECORDS~~

~~603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c. 71, s.34D which directs that "the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth," and under M.G.L.c. 71, s.34F which directs that "the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times." 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and is to be construed harmoniously with such statutes.~~

Application of Rights

~~603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.~~

- ~~(1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.~~
- ~~(2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.~~
- ~~(3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, s.34E, the parent of a student may inspect the student record regardless of the student's age.~~
- ~~(4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.~~

Definition of Terms

~~The various terms as used in 603 CMR 23.00 are defined below:~~

~~Access: shall mean inspection or copying of a student record, in whole or in part.~~

~~Authorized school personnel: shall consist of three groups:~~

- ~~(1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an~~

~~administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.~~

~~(2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.~~

~~(3) The evaluation team which evaluates a student.~~

~~Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.~~

~~Evaluation Team: shall mean the team, which evaluates school age children pursuant to M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.~~

~~Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c. 71, s. 34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.~~

~~Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.~~

~~School age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.~~

~~School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.~~

~~Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person's employment by the School Committee.~~

~~The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth.~~

~~The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.~~

~~The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.~~

~~Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.~~

~~Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part.~~

~~The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:~~

- ~~(a) authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;~~
- ~~(b) administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and~~
- ~~(c) school nurses who inspect the student health record.~~

~~Access of Eligible Students and Parents. The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.~~

- ~~(a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.~~
- ~~(b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.~~
- ~~(c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.~~
- ~~(d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.~~

~~Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.~~

~~Access of Third Parties. Except for the provisions of 603 CMR [23.07\(4\)\(a\)](#) through [23.07\(4\)\(h\)](#), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR [23.07\(4\)\(a\)](#), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.~~

~~(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR [23.07](#) and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR [23.10](#).~~

~~(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.~~

~~(c) A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. [119](#), sections [51B](#), [57](#), [69](#) and [69A](#) respectively.~~

~~(d) Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.~~

~~e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. [71](#), section [37L](#) and M.G.L. c. [119](#), section [51A](#).~~

~~(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. [22A](#), section [9](#).~~

~~(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided~~

~~that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR [23.10](#).~~

~~(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.~~

~~Access Procedures for Non-Custodial Parents. As required by M.G.L. c. [71, § 34H](#), a non-custodial parent may have access to the student record in accordance with the following provisions:~~

~~(a) A non-custodial parent is eligible to obtain access to the student record unless:~~

- ~~1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or~~
- ~~2. the parent has been denied visitation, or~~
- ~~3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or~~
- ~~4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.~~

~~(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR [23.07\(5\)\(a\)](#).~~

~~(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.~~

~~(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR [23.07](#) (5)(a).~~

~~(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.~~

~~(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. [71, § 34H](#), the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.~~

~~At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:~~

~~(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.~~

~~(b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.~~

~~In those school systems required under M.G.L. c. 71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.~~

SOURCE: MASC

LEGAL REFS: ~~Family Educational Rights and Privacy Act of 1974,~~

~~P.L. 93-380, Amended~~

~~P.L. 103-382, 1994~~

~~M.G.L. 66:10 71:34A, B, D, E, H~~

~~Board of Education Student Record Regulations adopted 2/10/75, as amended June 2002~~

~~603 CMR: Dept. of Elementary and Secondary Education 23.00 through 23:12~~

~~Mass Dept. of Elementary and Secondary Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995~~

CROSS REF: KDB, Public's Right to Know

Revised: October 8, 1996

Revised: August 20, 2014

~~File: KEB PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL~~

~~The Tewksbury School Committee expects that all complaints about school personnel will be investigated fully and fairly by the appropriate administrator. However, before any such complaint is investigated, the complainant must submit his/her complaint in writing. Anonymous complaints will be disregarded.~~

~~Whenever a complaint is made directly to the Tewksbury School Committee as a whole or to a committee member as an individual, it will be referred to the school administration for study and possible resolution.~~

~~The Superintendent will develop, for approval by the Tewksbury School Committee, procedures that assure prompt and fair attention to complaints against school personnel. An employee who is the object of a complaint will be informed promptly and be afforded the opportunity to present the facts as he/she sees them.~~

~~If it appears necessary and is within the purview of the Tewksbury School Committee, the administration, the person who made the complaint, or the employee involved may request an executive session of the Tewksbury School Committee for a formal hearing and decision. Statutory restrictions on executive sessions will be observed.~~

~~REVISED: February 11, 2015~~

~~LEGAL REF.: M.G.L. [76:5](#)~~

~~603 CMR [26.00](#)~~

~~CROSS REF.: [BEC](#), Executive Sessions~~

File: KEB R- PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

The following procedures are established to ensure that a citizen's complaint is given respectful attention and that the integrity of the educational program is upheld. "Complaint" in this regulation will be restricted in meaning to that criticism of particular school employees by a citizen of the School District which includes or implies a demand for action by school authorities. Other comments and suggestions will be referred informally to affected personnel.

1. If a complaint comes first to the person against whom it is directed, he/she will listen courteously and may try to resolve the difficulty by explaining the background and educational purpose involved. If the complaint remains unsatisfied, the employee will refer him/her to the building Principal or other immediate supervisor to have his/her views considered further. Whether the complaint terminates with the individual staff member involved or seems likely to go further, the staff member will immediately inform his/her supervisor of the complaint.
2. If a complaint comes first to the Principal or other supervisor of the person criticized, he/she should listen courteously or acknowledge a letter promptly and politely, but should make no commitments, admissions of guilt, or threats. If the complaint involves a particular employee, the supervisor should suggest a conference between the complainant and the person criticized and should inform that person immediately of the complaint.
3. If the complainant has already met with the person criticized and remains unsatisfied, the supervisor should invite the complainant to file his complaint in writing and offer to send him the appropriate form regarding a school employee's behavior, character or qualifications.
4. If a complaint comes first to any other school employee, that employee will refer the complainant to the person criticized or his immediate supervisor and immediately inform both.
5. No further action on the complaint should be taken unless the complainant submits the complaint in writing.
6. When a written complaint form is received, the Principal or other supervisor will schedule a conference with himself, the complainant, the person criticized, and if advisable, the department chairman or other personnel that either the supervisor or the person criticized feels could contribute resolution of the problem.
7. If the complainant is not satisfied with the results of the conference above, he/she should then be referred to the Superintendent, who may handle the complaint personally.
8. Should dissatisfaction remain after the above steps have been taken, the matter will be forwarded to the. The decision of the Committee will be communicated in writing to all interested persons.

ADOPTED: February 11, 2015

LEGAL REFS.: M.G.L. [76:5](#)
[603 CMR 26.00](#)

NOTE: Regulations pertaining to public complaints about school personnel should have the official approval of the School Committee.

~~File: KEC – PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS~~

~~The Tewksbury School Committee, though it is ultimately responsible for all curriculum and instructional materials (including library books), recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the professional staff to select books and other materials supportive of the school system's educational philosophy and goals.~~

~~The Tewksbury School Committee assumes final responsibility for all books and instructional materials it makes available to students; it holds its professional staff accountable for their proper selection. It recognizes rights of individual parent/guardians with respect to controversial materials used by their own children; it will provide for the reevaluation of materials in library collections upon formal request.~~

~~Criticism of a book or other materials used in the schools may be expected from time to time. In such instances:~~

~~1. If a parent/guardian requests that his/her own child not read a given book, the teacher and/or school administrator should resolve the situation, perhaps by arranging for use of alternative material meeting essentially the same instructional purpose. This does not apply however, to basic program texts and materials that the Tewksbury School Committee has adopted.~~

~~2. The Tewksbury School Committee will not permit any individual or group to exercise censorship over instructional materials and library collections, but recognizes that at times a reevaluation of certain material may be desirable. Should an individual or group ask to have any book or other material withdrawn from school use:~~

~~a. The person who objects to the book or other material will be asked to sign a complaint on a standard form on which he/she will document his/her criticism. (see [IJJ-E](#))~~

~~b. Following receipt of the formal complaint, the Superintendent will provide for a reevaluation of the material in question. He/she will arrange for the appointment of a review committee from among the faculty to consider the complaint. This review committee shall consist of subject area specialists.~~

~~c. The Superintendent or designee will review the complaint and the review committee's reevaluation and will render a decision in the matter. Should the decision be unsatisfactory to the complainant, he may appeal it to the Tewksbury School Committee.~~

REVISED: February 11, 2015

LEGAL REFS.: MG.L. [76:5](#)

[603 CMR 26.00](#)

CROSS REFS.: [II](#), Instructional Materials

[IJJ](#), Selection and Adoption of Textbooks

[IJJ-E](#), Request for reconsideration of materials

[IJJ](#), Selection and Adoption of Library Materials

File: KJA – RELATIONS WITH BOOSTER ORGANIZATIONS

~~The Tewksbury School Committee recognizes that the endeavors and objectives of booster organizations and similar groups can be a valuable means of stimulating interest in and endorsement of the aims and achievements of our public school system.~~

~~Actions initiated by booster clubs provide the atmosphere and climate to foster and encourage community school relationships.~~

~~Booster proposed plans, projects, or activities must be evaluated and promoted in light of their stated contribution to the academic as well as the athletic and fine arts programs of the schools. Care must be taken to avoid compromising or diluting the responsibilities and authorities of the Tewksbury School Committee.~~

~~Fund raising activities by booster organizations will be subject to Tewksbury School Committee policies.~~

~~Any donations by booster organizations to the Tewksbury Public Schools must conform to the Tewksbury School Committee policy relative to Acceptance of Gifts ([KCD](#))~~

~~Adoption date: January 1996~~

~~Reviewed and Adopted January 14, 2015~~

File: ACE - NONDISCRIMINATION ON THE BASIS OF HANDICAP DISABILITY

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the district's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the district or be subject to discrimination. Nor shall the district exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition: A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the district.

Reasonable Modification: The district shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the district can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications: The district shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the district shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the district. In determining what type of auxiliary aid or service is necessary, the district shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification: The district is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the district shall be made by the Tewksbury School Committee after considering all resources available for use in funding and operating the program, service, or activity. The decision shall be accompanied by a written statement of the reasons for reaching that conclusion.

Notice: The district shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American With Disabilities Act (ADA) and its applicability to the services, programs, or activities of the district. The information shall be made available in such a manner as the Tewksbury School Committee and superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator: The district shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The district shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the Tewksbury School Committee is of the general view that:

1. Discrimination against a qualified ~~handicapped~~ **disabled** persons solely on the basis of ~~handicap~~ **disability** is unfair; and
2. To the extent possible, qualified ~~handicapped~~ **disabled** persons should be in the mainstream of life in a school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this committee to ensure nondiscrimination on the basis of ~~handicap~~ **disability**.

Revised: January 18, 1996

REVISED: April 14, 2015

REVISED:

LEGAL REFS.: Rehabilitation Act of 1973, Section 504

Education For All ~~Handicapped~~ **Disabled** Children Act of 1975

M.G.L. [71B:1](#) et seq. (Chapter 766 of the Acts of 1972)
Title II, Americans with Disabilities Act of 1992

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS.: [IGB](#), Learning Support Services Programs

File: ADC - SMOKING ON SCHOOL PREMISES PROHIBITED

Use of any tobacco, chewing, snuff, electronic, smokeless tobacco, and vaporizing products within the school buildings, school facilities, or on school grounds or school buses **or at school sponsored events** by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the district policy and requirements of state law.

LEGAL REF: M.G.L. [71:37H](#); [270:6](#)

Reviewed and adopted March 11, 2015

Revised: April 13, 2016

Revised:

File: BBA - SCHOOL COMMITTEE POWERS AND DUTIES

The Tewksbury School Committee has the dual responsibility for implementing statutory requirements pertaining to public education and local citizens' expectations for education of the community's youth. It also has an obligation to determine and assess citizens' desires. When citizens elect delegates to represent them in the conduct of public education, their representatives have the authority to exercise their best judgment in determining policies, making decision and approving procedures for carrying out the responsibility.

The Tewksbury School Committee takes a broad view of its functions. It sees them as:

1. Legislative or policy making. The committee is responsible for the development of policy as guides for administrative action and for employing a superintendent who will implement its policies.
2. Appraisal. The committee is responsible for evaluating the effectiveness of its policies and their implementation.
3. Provision of financial resources. The committee is responsible for adoption of a budget that will enable the school system to carry out the committee's policies.
4. Public relations. The committee is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.
5. Educational planning and evaluation. The committee is responsible for establishing educational goals and policies that will guide the committee and staff for the administration and continuing improvement of the educational programs provided by the school district.

Personnel Matters

The Superintendent shall be appointed by vote of the Committee and shall directly report to the Committee as provided by law and perform all the duties that are prescribed by law and such other duties, not inconsistent there to, as a majority of the Committee may direct.

The School Committee shall appoint, upon the recommendation of the Superintendent, Assistant Superintendent, Director of Business Services, and Director of Student Services. Such positions shall not report directly to the School Committee.

Revised: January 18, 1996

Reviewed and Adopted September 11, 2013

Revised:

LEGAL REF.: M.G.L. [71:37](#) specifically, but powers and duties of school committees are established throughout the Massachusetts General Laws.

CROSS REF.: [BB](#) School Committee Legal Status

File: BBBA/BBBB - SCHOOL COMMITTEE MEMBER QUALIFICATIONS/OATH OF OFFICE

In order to serve on the sSchool eCommittee, an individual must be a registered voter in the town from which he/she is elected or appointed and must take an oath of office as required by law.

Each new member will present to the eCommittee secretary official certification of having sworn the oath before an officer duly qualified to administer oaths prior to entering on his/her official duties as a member of the eCommittee.

From the tTown eClerk, newly qualified eCommittee members--by law--receive, and sign a receipt for, a copy of the Massachusetts open meeting law governing the conduct of eCommittee meetings in general and executive sessions in particular.

Newly qualified Committee members shall, by law, receive and sign a receipt for, within 30 days of taking office, a copy of the Massachusetts Ethics Commission's Summary of the Conflict of Interest laws. As municipal employees, all School Committee members shall receive a copy of said summary annually. All School Committee members shall, within 30 days of taking office, and every 2 years thereafter, complete the Massachusetts Ethics Commission's online training program. Upon completion of the online training program, members shall provide notice of such completion to be retained for 6 years by the Town Clerk.

Membership on a sSchool eCommittee is not limited to race, color, sex, religion, national origin, or gender identity or sexual orientation.

~~Established by law~~

Adoption date: January 1996

Reviewed and Adopted September 11, 2013

Revised:

~~Established by law~~

LEGAL REFS.: M.G.L. 30A:20; 41:1; 41:107; 76:5; 268A:27-28
~~M.G.L. 76:5 Amended 1993~~

File: BDD - SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP

The Committee will leave to the superintendent all matters of decision and administration that come within his/her scope as executive officer or as professional leader of the school system. While the Committee reserves to itself the ultimate decision of all matters concerning general policy or expenditures of funds, it will normally proceed in these areas after receiving recommendations from its executive officer. Further:

1. The Superintendent ~~will have the privilege of asking~~ *may seek* guidance from the Committee with respect to matters of operation whenever appropriate. If it is necessary to make exceptions to an established policy, he/she will submit the matter to the Committee for advice and direction.
2. The Superintendent will assist the Committee in reaching sound judgments and establishing policies, and will place before the committee all relevant facts, information, and reports necessary to keep the Committee adequately informed of situations or business at hand.

Adoption date: January 1996

Reviewed and Adopted September 11, 2013

Revised:

File: BDE - SUBCOMMITTEES OF THE SCHOOL COMMITTEE

The Tewksbury School Committee will have no standing Committees. It may, however, establish special subcommittees at its annual organizational meeting. These subcommittees may be created for a specific purpose and to make recommendations for Committee action.

1. The subcommittee will be established through action of the Committee.
2. The subcommittee Chairperson and its members will be appointed by the Committee Chairperson, subject to approval by the Committee.
3. The subcommittee will be provided with a list of its functions and duties.
4. The subcommittee may make recommendations for Committee action, but it may not act for the Tewksbury School Committee.

■ The Committee Chairperson and superintendent will be exofficio members of all special subcommittees.

■ A subcommittee will be dissolved by the Committee upon completion of its assignment, or it may be dissolved by a vote of the Committee at any time.

■ No subcommittee shall consist of more than two members of the Tewksbury School Committee.

All subcommittees of the School Committee are subject to the provisions of the Open Meeting Law.

Adoption date: January 1996

Reviewed and Adopted September 11, 2013

Revised:

LEGAL REF: M.G.L. 30A:28-25

CROSS REF.: BEC, Executive Sessions

Note: Green highlighted text is not in MASC policy.

File: BDF - ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE

The following general policies will govern the appointment and functioning of advisory committees to the Tewksbury School Committee other than the student advisory committee ~~and the Special Education Parent Advisory Committee~~, which is governed by the terms of the Massachusetts General Laws.

1. Advisory committees may be created by the Tewksbury School Committee to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. However, there will be no standing overall advisory committee to the Tewksbury School Committee.
2. If an advisory committee is required by state or federal law, its composition and appointment will meet all the guidelines established for that particular type of committee.
3. The composition of task forces and any other advisory committees will be broadly representative and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants, as found desirable.
4. Appointments to such committees will be made by the committee; appointment of staff members to such committees will be made by the committee upon recommendation of the Superintendent.
5. Tenure of committee members will be for one year ~~unless otherwise determined by the School Committee~~ **only unless the member is reappointed.**
6. Each committee will be clearly instructed as to:
 - a. The length of time each member is being asked to serve.
 - b. The assignment the Tewksbury School Committee wishes the committee to fulfill and the extent and limitations of its responsibilities.
 - c. The resources the Tewksbury School Committee will provide.
 - d. The approximate dates on which the Tewksbury School Committee wishes to receive major reports.
 - e. Tewksbury School Committee policies governing citizens, committees and the relationship of these committees to the Tewksbury School Committee as a whole, individual Tewksbury School Committee members, the Superintendent, and other members of the ~~provisional~~ **professional** staff.
 - f. Responsibilities for the release of information to the press.

7. Recommendations of committees will be based upon research and fact.
8. The Tewksbury School Committee possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the Tewksbury School Committee.
9. Advisory committees created under this policy are subject to the provisions of the Open Meeting Law.

The Committee will have the sole power to dissolve any of its advisory committees and will reserve the right to exercise this power at any time during the life of any committee.

SOURCE: MASC Policy

LEGAL REF.: M.G.L. [30A:18-25](#)

CROSS REF.: [JIB](#), Student Involvement in Decision-making

Adoption date: January 1996

Revised and Adopted: September 25, 2013

File: BEDA - NOTIFICATION OF SCHOOL COMMITTEE MEETINGS

As required by law, a minimum of 48 hours' advance notice (excluding Saturdays, Sundays and legal holidays) will be given for any meeting of the Tewksbury School Committee, including all subcommittee meetings. The only exception permitted is in case of emergency, which the law defines as "a sudden, generally unexpected occurrence or set of circumstances demanding immediate action."

Notification of the dates, times, and places of regular meetings will may be accomplished by periodic publication of the schedule for the ensuing months. However, a minimum of 48 hours prior to each meeting the Committee shall cause to be posted a listing of each subject the Chair reasonably anticipates will be discussed at the meeting (the agenda). Notification of a change in a regular meeting time or, place, or agenda and notification, including agenda, of a special meeting will be filed with the Town Clerk at least 48 hours in advance, as required by law.

Revised: January 18, 1996

Revised and Adopted: September 11, 2013

Revised:

LEGAL REFS: M.G.L. 30A:18-15-25

CROSS REF: BE, School Committee Meetings

File: BEDB - AGENDA FORMAT

The superintendent, conferring with the Chairperson of the Tewksbury School Committee, will arrange the order of items on meetings agendas so that the Committee can accomplish its business as expeditiously as possible. The particular order may vary from meeting to meeting in keeping with the business at hand.

The Committee will follow the order of business established by the agenda except as it votes to rearrange the order for the convenience of visitors, individuals appearing before the Committee, or to expedite Committee business.

Items of business may be suggested by any Tewksbury School Committee member, staff member, or citizen. The inclusion of such items, however, will be at the discretion of the Chairperson of the Committee. A staff member or citizen who wishes to have a topic scheduled on the agenda should submit the request through the Superintendent.

The agenda will also provide for time when any citizen who wishes may speak briefly before the Tewksbury School Committee.

The agenda, together with supporting materials, will be distributed to Tewksbury School Committee members ~~two~~ no less than three business days prior to the meeting to permit adequate time to prepare for the meeting.

No business that is on the Agenda may be entered into after eleven o'clock unless it has the majority vote of the Committee.

Agendas will be posted and made available to the press.

Adoption date: January 1996

Revised date: December 17, 2008

Reviewed and Adopted: September 11, 2013

Revised:

CROSS REFS: BEDH, Public Comment at School Committee Meetings

File: BEDH - PUBLIC PARTICIPATION COMMENT AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the Tewksbury School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The Tewksbury School Committee desires citizens of the district to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of the public.

In order that all citizens who wish to be heard before the Committee have a chance and to insure the ability of the Committee to conduct the district's business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each regularly scheduled Tewksbury School Committee meeting, individuals or group representatives will be invited to address the Committee. The length of the public participation segment shall be determined by the Chairperson.
2. Speakers will be allowed three (3) minutes to present their material. The presiding Chairperson may permit extension of this time limit.
3. Topics for discussion must be limited to those items listed on the Tewksbury School Committee meeting agenda for that evening ~~and the immediately preceding meeting~~.
4. Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chairperson may terminate that individual's privilege of address.
5. All remarks will be addressed through the Chairperson of the meeting.
6. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session the Committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.
7. Written comments longer than three (3) minutes may be presented to the Committee before or after the meeting for the Committee member's review and consideration at an appropriate time.

Adoption date: January 1996

Revised Adoption date: September 14, 2011

Reviewed and Adopted September 11, 2013

Revised:

File: BHE - USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

As elected public officials, Tewksbury School Committee members shall exercise caution when communicating between and among themselves via electronic messaging services including, but not limited to, electronic mail (e-mail), text messages, social media postings, Internet web forums, and Internet chat rooms.

Under the Open Meeting Law, deliberation by a quorum of members constitutes a meeting. Deliberation is defined as movement toward a decision including, but not limited to, the sharing of an opinion regarding business over which the Committee has supervision, control, or jurisdiction. A quorum may be arrived at sequentially using electronic messaging without knowledge and intent by the author.

Tewksbury School Committee members should use electronic messaging between and among members only for housekeeping purposes such as requesting or communicating agenda items, meeting times, or meeting dates. Electronic messaging should not be used to discuss Committee matters that require public discussion under the Open Meeting Law.

Under the Public Records Law, electronic messages between public officials may be considered public records. Therefore, in order to ensure compliance, the Tewksbury School Committee chairperson, in consultation with the Superintendent of Schools, shall annually designate a member of the central office staff who shall be copied on all electronic correspondence between and among members of the Tewksbury School Committee, or the district shall provide district e-mail addresses, which are archived. These copies shall be printed and retained in the central office in the same fashion as any other Tewksbury School Committee records. Tewksbury School Committee members who do not have a computer or access to these messages shall be provided copies on a timely basis.

LEGAL REFS.: M.G.L. [4:7](#); [30A:18-25](#), [23B](#); [66:10](#)

Adoption date: June, 1999

Revised and Adopted: September 11, 2013

Revised:

File: BIA - NEW SCHOOL COMMITTEE MEMBER ORIENTATION

In accordance with the requirements of law, each new School Committee member elected to the School Committee is required to complete, within one year of their election or appointment, at least eight hours of orientation training. This orientation shall include, but is not limited to, a review of School Finance, the Open Meeting Law, Public Records Law, **Ethics**/Conflict of Interest Law, Special Education Law, Collective Bargaining, School Leadership Standards and Evaluations, and the Roles and Responsibilities of School Committee Members.

The School Committee and Superintendent shall assist each new member to understand the Committee's functions, policies and procedures of the Committee as soon after election as possible. Each new member shall be given **or provided direct online access to** the following materials:

- A. A copy of the School Committee policy manual
- B. A copy of the Open Meeting Law
- C. A copy of the **Ethics**/Conflict of Interest Regulations
- D. A copy of the district's budget
- E. Collective bargaining agreements and contracts
- F. Student and staff handbooks

Each new member shall also receive any other materials the Chair and/or the Superintendent determine ~~to be necessary~~.

The Chair and/or Superintendent shall also clarify policy:

- A. arranging visits to schools or administrative offices
- B. requesting information regarding school district operations
- C. responding to community requests/complaints concerning staff or programs
- D. handling confidential information

Whether appointed or elected, new members should be advised that they are also members of the Massachusetts Association of School Committees, Inc. and should be encouraged to utilize the services and resources MASC provides by attending meetings or workshops specifically designed for new Committee members. Their expenses at these meetings or workshops will be reimbursed in accordance with established School Committee policy.

LEGAL REF.: M.G.L. [71:36A](#)

CROSS REF: BBBA/BBBB School Committee Member Qualifications/Oath of Office

Adoption date: January 1996

Revised and Adopted: September 11, 2013

Revised:

File: BIBA - SCHOOL COMMITTEE CONFERENCES, CONVENTIONS, AND WORKSHOPS

To provide continuing in-service training and development for its members, the Tewksbury School Committee encourages the participation of all members at appropriate School Committee conferences, workshops and conventions. However, in order to control both the investment of time and funds necessary to implement this policy, the Committee establishes these principles and procedures for its guidance:

1. ~~A calendar of School Committee conferences, conventions and workshops will be maintained by the Committee secretary. The School Committee shall be made aware of School Committee conferences, conventions and workshops. The Committee will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school system. At least annually, the Committee will identify those new ideas or procedures and/or cost benefits that can be ascribed to participation at such meetings.~~
2. Funds for participation at such meetings will be budgeted for on an annual basis. When funds are limited, the Committee will designate which of its members would be the most appropriate to participate at a given meeting.
3. Reimbursement to Committee members for their travel expenses will be in accordance with the travel expense reimbursement policy for staff members.
4. When a conference, convention, or workshop is not attended by the full Committee, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.

Adoption date: January 1996

Reviewed and Adopted September 11, 2013

Revised:

LEGAL REFS.: M.G.L. [40:5](#)

CROSS REFS.: [BID](#), School Committee Member Compensation and Expenses
[DKC](#), Expense Reimbursements

File: CB - SCHOOL SUPERINTENDENT

The Tewksbury School Committee shall employ a Superintendent of Schools and fix his/her compensation. The Superintendent shall act in accordance with **Massachusetts** General Laws, ~~Chapter 71, Section 59~~, and shall perform such other duties consistent with this section as the Committee may determine. He/she shall also prepare such reports as may be required by the State Dept. of Elementary and Secondary Education and shall submit materials for the Committee's annual report to the Board of Selectmen in sufficient time for printing in the annual report.

ADOPTED: November 4, 2015

Revised:

LEGAL REFS: M.G.L. 71:59, 72:3

File: CBD - SUPERINTENDENT'S CONTRACT

The Committee, upon the ~~election~~ **appointment** of a candidate, or upon ~~reelection~~ **reappointment** of the incumbent Superintendent, will enter into a written contract with the Superintendent, not to exceed six (6) years, which will meet the requirements of law and will protect the rights of both the Committee and the Superintendent. In accordance with said contract or, in the absence of specific contract language, by vote of the members, the Committee may choose to negotiate a successor contract with an incumbent Superintendent.

{Adoption date}

Revised: June 17, 1996

Reviewed and Adopted July 17, 2013

Revised:

LEGAL REFS.: M.G.L. [71:41](#); [71:42](#)

File: CBI - EVALUATION OF THE SUPERINTENDENT

Evaluation can serve the purpose of helping educators and educational leaders continually improve their practice.

Through evaluation of the Superintendent, the Tewksbury School Committee will strive to accomplish the following:

- ~~1. Clarify for the Superintendent his/her role in the school system as seen by the Tewksbury School Committee.~~
1. Ensure the efforts of the Superintendent are focused on district goals and the standards of professional practice established by state regulation are met by the Superintendent.
- ~~2. Clarify for all Committee members the role of the Superintendent in light of his/her job description and the immediate priorities among his/her responsibilities as agreed upon by the Committee and the Superintendent.~~
2. Ensure all Committee members and the Superintendent are in agreement and clear on the role of the Superintendent and the immediate priorities among his/her responsibilities.
- ~~3. Develop harmonious working relationships between the Tewksbury School Committee and Superintendent.~~
3. Provide excellence in administrative leadership of the school district.
- ~~4. Provide administrative leadership of excellence for the school system.~~
4. Develop a respectful and productive working relationship between the School Committee and Superintendent.

The Tewksbury School Committee will periodically develop with the Superintendent a set of performance objectives based on the needs of the school system district in keeping with state regulations for valuation of the Superintendent. The Superintendent's performance will be reviewed in accordance with these specified goals and standards. Additional objectives will be established at intervals according to the evaluation cycle agreed upon with the Superintendent.

All School Committee discussion and deliberation related to the Superintendent's performance evaluation shall be conducted in open session in accordance with the open meeting law.

Revised: June 17, 1996

Reviewed and Adopted July 17, 2013

Informational Reading – August 16, 2017

REVISE and/or ADOPT MASC POLICY – Policies recommended for revision to TPS or adoption of MCAS policy recommendations.

Revised:

LEGAL REFS: M.G.L. 30A:18-25
603 CMR 35.00

File: CE - ADMINISTRATIVE COUNCILS, CABINETS, AND COMMITTEES

The Superintendent may establish such permanent or temporary councils, cabinets, and committees as he/she deems necessary for assuring staff participation in decision making, for implementing policies and ~~regulations~~ procedures and for the improvement of the educational program.

Functioning in an advisory capacity all councils, cabinets, and committees created by the Superintendent may make recommendations for submission to the Committee through the Superintendent. Such groups will exercise no inherent authority. Authority for establishing policy remains with the Committee and authority for implementing policy remains with the Superintendent.

The membership, composition, and responsibilities of administrative councils, cabinets, and committees will be defined by the Superintendent and may be changed at his/her discretion. However, the Tewksbury School Committee wishes to be kept informed of the establishment and dissolution of these groups as well as their membership and their purpose.

Expenses incurred by such groups for consultative services, materials, and any investigative travel will be paid by the school system, but only within budgetary allotments and when approved in advance by the Superintendent.

Adoption date: January 1996

Reviewed and Adopted July 17, 2013

Revised:

File: CH - POLICY IMPLEMENTATION

The Superintendent has responsibility for carrying out, through ~~regulations~~ **procedures**, the policies established by the Tewksbury School Committee.

The policies developed by the **C**ommittee and the ~~regulations~~ **procedures** developed to implement policy are designed to increase the effectiveness and efficiency of the school system. Consequently, it is expected that all Tewksbury School Committee employees and students will carry them out.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and ~~regulations and~~ for seeing that they are implemented in the spirit intended.

Adoption date: January 1996

Reviewed and Adopted July 17, 2013

Revised:

File: CHA - DEVELOPMENT OF REGULATIONS PROCEDURES

The Superintendent will be responsible for specifying required actions and designing the detailed arrangements under which the school system will be operated in accordance with Tewksbury School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the school system will be governed.

In the development of regulations procedures, the Superintendent may involve at the planning stage those who would be affected by the regulations procedures, including staff members, students, parents/guardian, and the public. He/she must weigh with care the counsel given by representatives of staff, student and community organizations. He/she will inform the Committee of such counsel in presenting pertinent reports of regulations procedures and in presenting regulations procedures for Committee approval.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, he/she may issue regulations procedures without prior Committee approval unless Committee action is required by law, or the Committee has specifically asked that certain types of regulations procedures be given Committee approval, or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.

Adoption date: January 1996

Reviewed and Adopted July 17, 2013

Revised:

File: CHC – REGULATIONS PROCEDURES DISSEMINATION

It will be the responsibility of the Superintendent to see that the regulations procedures developed to implement Committee policies and administer the school system are appropriately coded and included as regulations procedures in the Tewksbury School Committee's policy manual.

A regulation procedure concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the regulation procedure.

SOURCE: MASC Policy

Adoption date: January 1996

Reviewed and Adopted July 17, 2013

Revised:

File: DB - ANNUAL BUDGET

The annual budget is the financial expression of the educational program of the School Department, and it ~~mirrors the problems and difficulties that confront the school system~~ reflects the goals and objectives of the School Committee to meet the needs of all students.

The budget then is more than just a financial instrument and requires on the part of the Committee, the staff, and the community an orderly and cooperative effort to ensure sound fiscal practices for achieving the educational goals and objectives of the school system.

Public school budgeting is regulated and controlled by legislation, state regulations, and Tewksbury School Committee requirements. The operating budget for the school system will be prepared and presented in line with state policy and will be developed and refined in accordance with these same requirements.

The Superintendent will serve as Budget Officer but he/she may delegate portions of this responsibility to members of his/her staff, as he/she deems appropriate. The three general areas of responsibility for the Superintendent as Budget Officer will be budget preparation, budget presentation, and budget administration.

{Adoption date}

SOURCE: MASC Policy

Revised: January 18, 1996

Reviewed and Adopted August 21, 2013

Revised:

LEGAL REFS.: M.G.L. [71:34](#), [71:37](#) and [71:38N](#)

File: DBD - BUDGET PLANNING

~~The major portion of income for the operation of the public schools is derived from local property taxes, and the Tewksbury School Committee will attempt to protect the valid interest of the taxpayers. However,~~ The first priority in the development of an annual budget will be the educational welfare of the children in our schools. **However, the School will also attempt to balance the valid interest of the taxpayers.**

Budget decisions reflect the attitude and philosophy of those charged with the responsibility for educational decision making. Therefore, a sound budget development process must be established to ensure that the annual operating budget accurately reflects this school system's goals and objectives.

In the budget planning process for the school system, the Tewksbury School Committee will strive to:

1. Engage in thorough advance planning, with staff and community involvement, in order to develop budgets and guide expenditures in a manner that will achieve the greatest educational returns and contributions to the educational program in relation to dollars expended.
2. Establish levels of funding that will provide high quality education for all our students.
3. Use the best available techniques for budget development and management.

The Superintendent will have overall responsibility for budget preparation, including the construction of, and adherence to, a budget calendar.

Adoption date: January 1996

Reviewed and Adopted August 21, 2013

Revised:

File: DBJ - BUDGET TRANSFER AUTHORITY

In keeping with the need for periodic reconciliation of the School Department's budget, the Tewksbury School Committee will consider requests for transfers of funds as they are recommended by the Superintendent.

All requests for transfers between the major accounts (Department of Elementary and Secondary Education Chart of Accounts defines these as the 4 digit accounts ending in 00) must be submitted to the School Committee for approval. Transfers between line items within a major account must be reported to the School Committee as part of the Director of Business and Finance's quarterly report at the business meetings of the School Committee.

All funds in the general account not expended by the close of the fiscal year will be returned to the Town.

Adoption date: January 1996

Reviewed and Adopted August 21, 2013

Revised:

File: DD - FUNDING PROPOSALS AND APPLICATIONS

The Tewksbury School Committee will encourage the administration to seek and secure all possible sources of state, federal, and other special funds which:

~~The district appears to meet the eligibility criteria~~

will enhance the educational opportunities for the children in our schools.

The Superintendent will keep informed of all possible funds available to the school system under the various state and federal programs, and in what manner these funds can best be used in the school system.

The Superintendent will be responsible for seeking out and coordinating the development of proposals for all specially funded projects and for submitting the proposals to the Committee for approval.

The Superintendent ~~or his/her designee~~ is authorized to sign all reports for these projects and will be responsible for the proper expenditure of funds received for such projects.

{Adoption date}

Revised: January 18, 1996

Reviewed and Adopted August 21, 2013

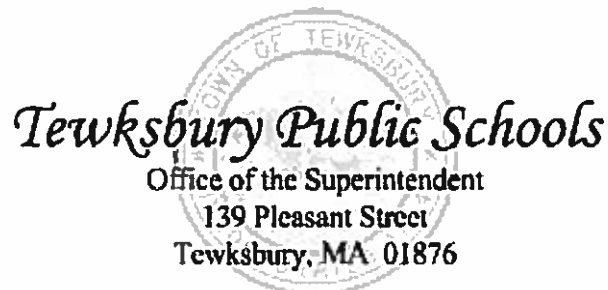
Revised:

LEGAL REFS.: M.G.L. [44:53A](#)

P.L. 874 Impact Aid

Board of Education 603, CMR 32:00; 34:00

Old Business



MEMORANDUM

TO: Tewksbury School Committee

FROM: Brenda Theriault-Regan, Assistant Superintendent

DATE: August 11, 2017

RE: NG MCAS Update

This is Informational Only - No Vote is Required

Please see attached 2017 Assessment & Accountability Data Review & Release Schedule.

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.

2017 Assessment & Accountability Data Review & Release Schedule

*All dates are tentative



Last updated 7/20/2017

Date*	Deliverable / Event	Mode of Delivery
June 2017		
June 12	Portfolio Feedback Forms for students who participated in the MCAS-Alt posted electronically for principals	DropBox Central in the Department's Security Portal: https://gateway.edu.state.ma.us/
Beginning on June 26	Raw MCAS .csv data files posted electronically for superintendents & principals: <ul style="list-style-type: none"> • ELA, full results <i>for grade 10 (except SGP); selected response results only for grades 3–8 (Note: Next-Generation MCAS scaled scores & transitional SGPs not yet available)</i> • Mathematics, selected response results only • STE, grades 5 & 8, selected response results only • MCAS-Alt, full results in all subjects <p>Schools may begin contacting the MCAS Service Center with questions about preliminary student results</p>	DropBox Central in the Department's Security Portal: https://gateway.edu.state.ma.us/ MCAS Service Center: 1 (800) 737-5103
June 28	MCAS ELA Composition images for grade 10 posted electronically for principals	MCAS Service Center website: www.mcasservicecenter.com/
July 2017		
July 10	Raw MCAS Student Rosters posted electronically for superintendents & principals	DropBox Central in the Department's Security Portal: https://gateway.edu.state.ma.us/
Beginning on July 17	Raw MCAS curriculum & item analysis reports & interactive rosters available to superintendents & principals in Edwin Analytics: <ul style="list-style-type: none"> • ELA, full results <i>for grade 10 (Note: Next-Generation MCAS scaled scores & transitional SGPs not yet available)</i> • Mathematics, selected response results only • STE, grades 5 & 8, selected response results only 	Edwin Analytics in the Department's Security Portal: https://gateway.edu.state.ma.us/
By end of July	MCAS-Alt score appeal results received by principals	Regular mail
August 2017		
August 14	Preliminary MCAS .csv data files posted electronically for superintendents & principals by end of day (<i>tentative</i>): <ul style="list-style-type: none"> • Grade 10 ELA, Math, & STE, full results (<i>including SGPs</i>) • Grades 3-8 ELA, Math, & STE, raw results (<i>Note: Next-Generation MCAS scaled scores & transitional SGPs not yet available</i>) • MCAS-Alt, full results in all subjects 	DropBox Central in the Department's Security Portal: https://gateway.edu.state.ma.us/
August 15	Preliminary assessment participation data – aggregated by subgroup & subject – posted electronically for superintendents & principals MCAS reporting teleconferences to assist superintendents & principals in their review of preliminary MCAS results & in reporting discrepancies	DropBox Central in the Department's Security Portal: https://gateway.edu.state.ma.us/ Registration required through the MCAS Service Center website: www.mcasservicecenter.com/

2017 Assessment & Accountability Data Review & Release Schedule

*All dates are tentative



Last updated 7/20/2017

Date*	Deliverable / Event	Mode of Delivery
August 15 – August 24	MCAS discrepancy reporting window. Instructions on how to identify & report discrepancies will be posted at the MCAS Service Center website & in DropBox Central in the Department's Security Portal. Discrepancies reported after this window closes will NOT be included in MCAS <i>Parent/Guardian Reports</i> or in the public release of official school & district results	MCAS Service Center website: www.mcasservicecenter.com/ Department's Security Portal: https://gateway.edu.state.ma.us/
August 16	Preliminary MCAS Student Rosters posted electronically for superintendents & principals by end of day (<i>tentative</i>): <ul style="list-style-type: none"> Grade 10 ELA, Math, & STE, full results (<i>including SGPs</i>) Grades 3-8 ELA, Math, & STE, raw results (<i>Note: Next-Generation MCAS scaled scores & transitional SGPs not yet available</i>) MCAS-Alt, full results in all subjects 	DropBox Central in the Department's Security Portal: https://gateway.edu.state.ma.us/
August 18	Preliminary MCAS curriculum & item analysis reports & interactive rosters available to superintendents & principals in Edwin Analytics: <ul style="list-style-type: none"> Grade 10 ELA, Math, & STE, full results (<i>including SGPs</i>) Grades 3-8 ELA, Math, & STE, raw results (<i>Note: Next-Generation MCAS scaled scores & transitional SGPs not yet available</i>) MCAS-Alt, full results in all subjects 	Edwin Analytics in the Department's Security Portal: https://gateway.edu.state.ma.us/
Late August	Preliminary accountability data for all districts & schools provided electronically to superintendents & principals Accountability reporting webinars to assist superintendents & principals in their review of preliminary accountability data	Department's Security Portal: https://gateway.edu.state.ma.us/ TBD
September 2017		
Mid-September	MCAS-Alt portfolios & portfolio feedback forms received by principals	UPS delivery to district offices
October 2017		
Mid-October	Official embargoed MCAS student rosters & .csv data files posted electronically for superintendents & principals Official embargoed MCAS & MCAS-Alt student results available to superintendents & principals in Edwin Analytics Official embargoed assessment participation data – aggregated by subgroup & subject – posted electronically for superintendents & principals Official embargoed accountability data for all districts & schools provided electronically to superintendents & principals	DropBox Central in the Department's Security Portal: https://gateway.edu.state.ma.us/ Edwin Analytics in the Department's Security Portal: https://gateway.edu.state.ma.us/ DropBox Central in the Department's Security Portal: https://gateway.edu.state.ma.us/ Department's Security Portal: https://gateway.edu.state.ma.us/

2017 Assessment & Accountability Data Review & Release Schedule

**All dates are tentative*



Last updated 7/20/2017

Date*	Deliverable / Event	Mode of Delivery
October 24	<p>Official district & school-level MCAS & MCAS-Alt results released to the public</p> <p>Official accountability reports for all districts & schools released to the public</p> <p>Printed MCAS parent/guardian reports for students participating in standard MCAS tests & MCAS-Alt received by superintendents</p>	<p>Department's website: http://profiles.doe.mass.edu/</p> <p>Department's website: http://profiles.doe.mass.edu/</p> <p>UPS delivery to district offices</p>
November 2017		
Mid-November	School & district report cards available to the public	<p>Department's website: http://profiles.doe.mass.edu/</p>



Tewksbury Public Schools

MEMORANDUM

To: School Committee Members

From: Brenda T-Regan
Assistant Superintendent

Date: July 14, 2017

Re: 2016-2017 Mentor Program Survey Results

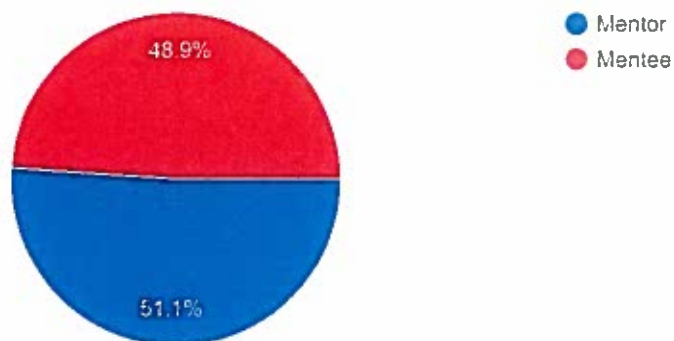
THIS DOES NOT REQUIRE A VOTE

Attached please find results from our 2016 – 2017 Mentor Program Survey.

I am answering this survey as a

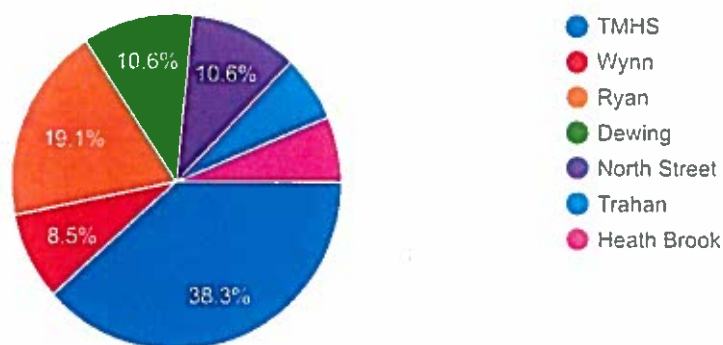
47 responses

https://docs.google.com/a/tewksbury.k12.ma.us/forms/d/1maStMcSDWGvDzsKzPbW75zWeD4G_LEIUz2UxD3IfQLh8/edit#responses



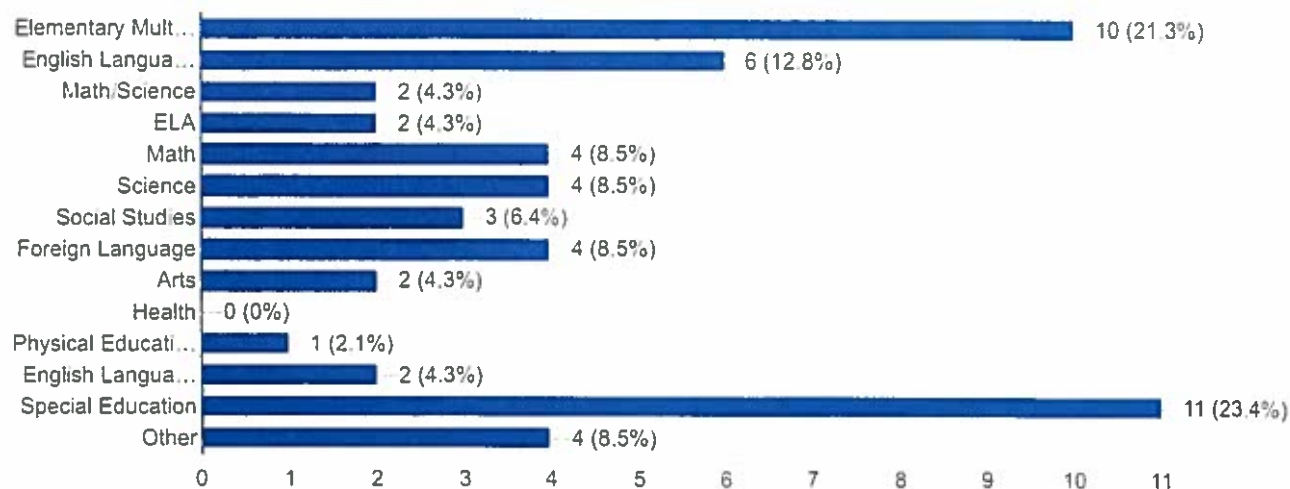
Name your school

47 responses



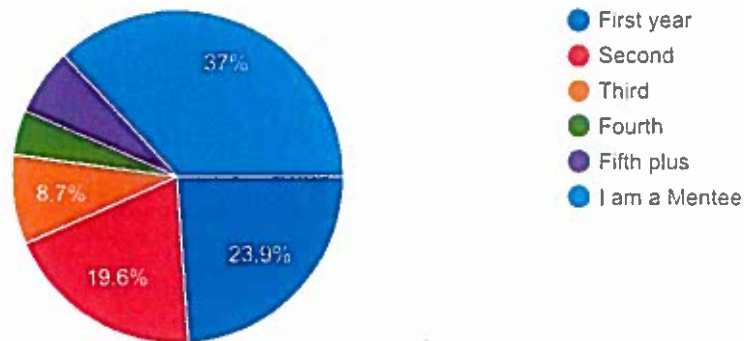
What content area(s) are you currently teaching?

47 responses



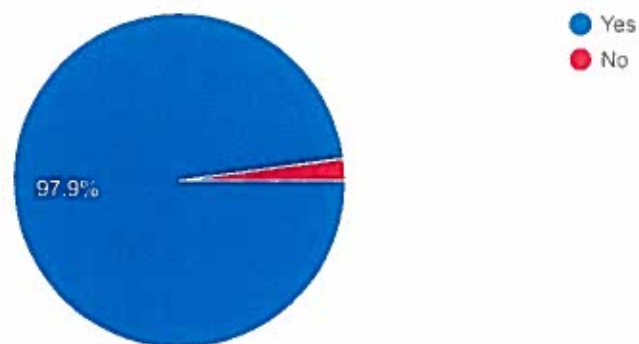
Year(s) mentoring

46 responses



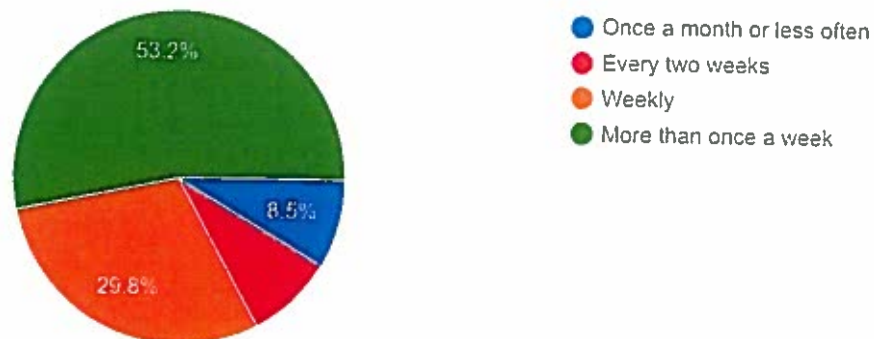
Do you believe your mentor/mentee pairing was a good match?

47 responses



Typically, how often did you meet with your assigned mentor partner?

47 responses



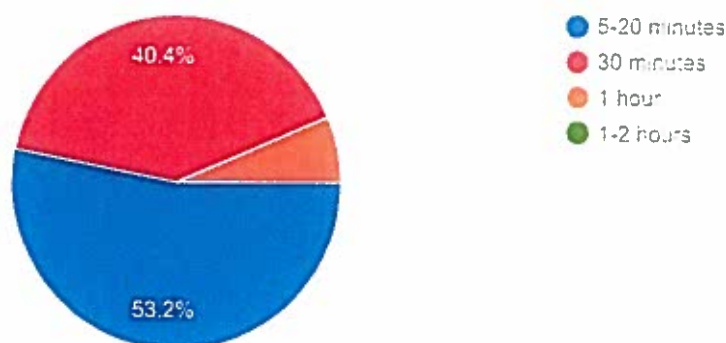
In what ways did you make contact with your assigned mentoring partner? (Check all that apply)

47 responses

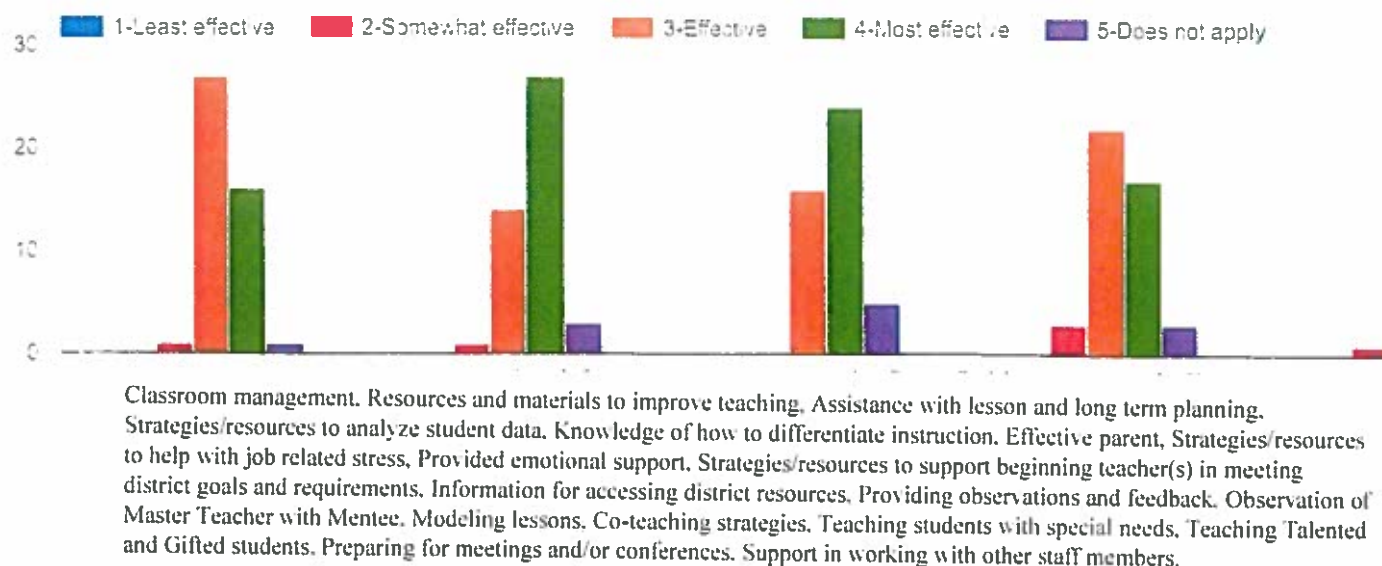


Typically, how long is an average meeting with your assigned mentoring partner?

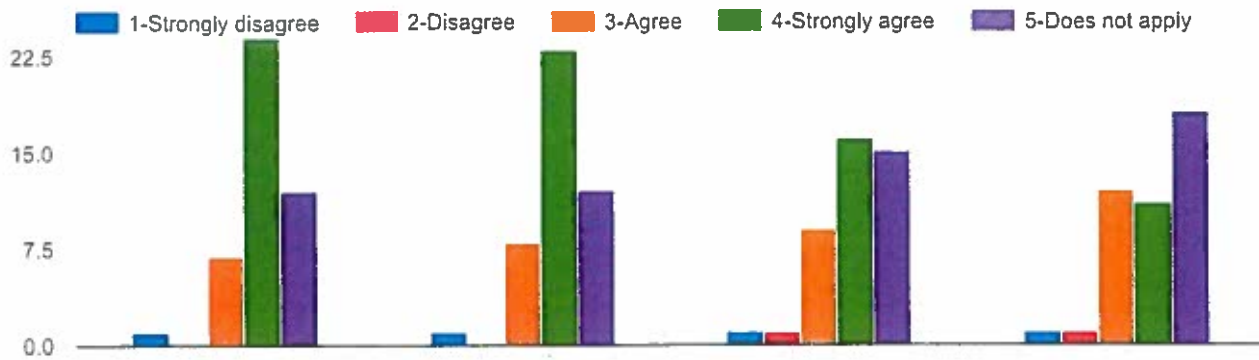
47 responses



Support Provided: How effective was the support and professional development provided to you (mentee) or by you (mentor) in the following areas:

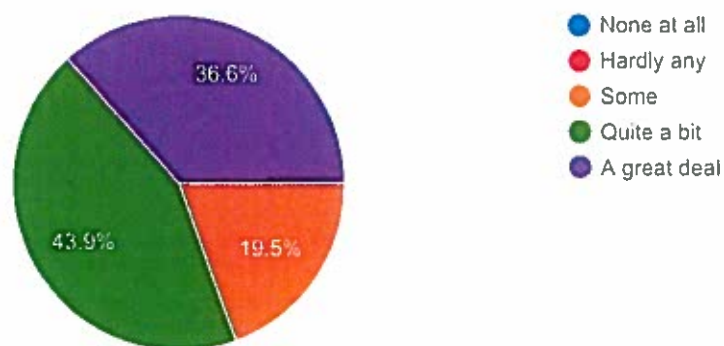


Mentor Development: Please rate your agreement with the following statements:

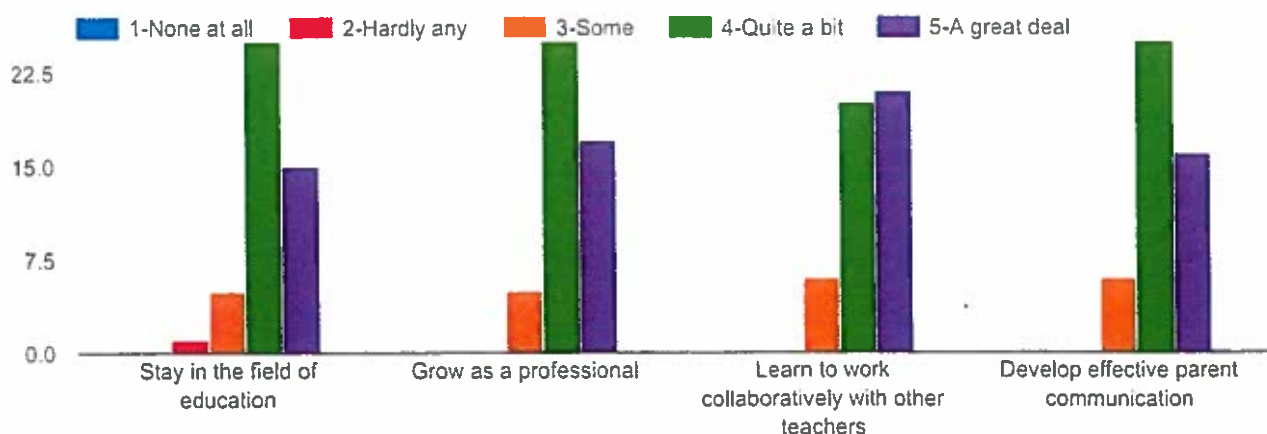


Overall, to what degree do you think your mentor-ship had an impact on your beginning teachers' professional development?

47 responses

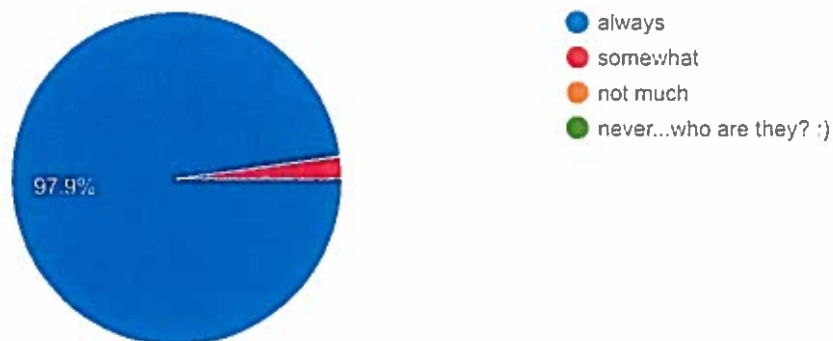


Overall, to what degree do you think the mentoring program helps new teachers in the following ways:



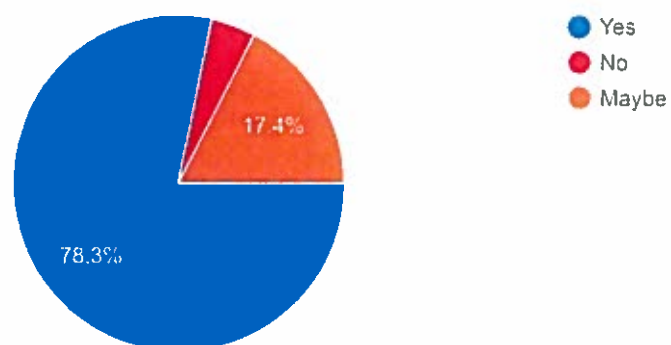
The mentor program coordinators were accessible and easy to talk to and seek advice from when necessary.

47 responses



Mentors only ~ Would you be a mentor again?

23 responses



Induction and Mentoring Report 2016-17

Response ID:266 Data

1. IDENTIFY YOUR ORGANIZATION

1. Enter your organization's name and eight-digit LEA or collaborative code (that's the four-digit code, plus four zeroes). As you begin typing, the answer will populate for you.

Tewksbury - 02950000

3. RETRIEVE LAST YEAR'S RESPONSES

You selected Tewksbury - 02950000.

Re-enter your organization's eight-digit LEA or collaborative code. Be careful to enter the code *exactly* as it appears in your selected response above.

Password : 02950000

4. CONTACT INFORMATION

2. If you are submitting on behalf of other districts with which you share an induction and mentoring program, please list their names and LEA codes below. As you begin typing, the answers will populate for you.

3. Please complete the information below about the person submitting this report.

First Name

Brenda

Last Name

Therault-Regan

Role

Assistant Superintendent

Email Address

bregan@tewksbury.k12.ma.us

Confirm Email Address

bregan@tewksbury.k12.ma.us

Phone Number

978-640-7800

Please check off others involved in completing this report. (Check all that apply.)

Mentor Coordinator/Lead Mentor

Other (specify):: Administrative Assistant to Asst. Superintendent

5. MENTEE INFORMATION

4. Please complete the table below about teachers' and administrators' participation in induction and mentoring.

	Select the types of educators that participate in your district's induction and mentoring program.	
	Yes	No
Teachers in their 1st year of teaching in their career	X	
Teachers in their 2nd year of teaching in their career	X	
Teachers in their 3rd year of teaching in their career	X	
Incoming teachers who are experienced but new to the district	X	
Administrators in their 1st year of administration in their career	X	
Administrators in their 2nd year of administration in their career		
Administrators in their 3rd year of administration in their career		
Incoming administrators who are experienced but new to the district	X	
Specialized Instructional Support Personnel (e.g., school counselors, nurses, psychologists, etc.) in their first three years in their role	X	

5. Based on the Standards for Effective Teaching Practice, in what areas do beginning teachers (those in their first three years of practice) need the most support? (Please check the top three.)

- Standard I, A. Curriculum and Planning
- Standard IV, B. Professional Growth

6. Based on the Standards for Administrative Leadership Practice, in what areas do beginning administrators (those in their first three years of practice) need the most support? (Please check the top three.)

- Standard I, D. Evaluation
- Standard I, E. Data-Informed Decision-Making
- Standard IV, F. Managing Conflict

6. MENTOR INFORMATION

7. How are mentors selected? (Check all that apply.)

	Mentors of Teachers	Mentors of Administrators
Educator Evaluation Rating of Proficient or Higher	X	
Recommendations by colleagues	X	
Recommendations by supervisors	X	
Application process	X	
Interview		
Mentee feedback from previous years		
Other	X	

Comments: Mentors are chosen with a priority on Expertise in Std. I & II, and mastery in using District implemented professional tools and curriculum..

8. Do the mentors for Specialized Instructional Support Personnel serve in similar roles (e.g., an experienced school nurse

serves as a mentor to a beginning school nurse)?

Yes

9. Is it difficult for your district to identify enough qualified mentors to meet the needs of educators in the following categories?

	Yes	No
Teachers		X
Administrators		X
Specialized Instructional Support Personnel		X

Comments:

10. Do mentors maintain full teaching/administration responsibilities? (Check one.)

	Mentors of Teachers	Mentors of Administrators
Yes	X	X
No, they have reduced teaching/administration responsibilities		
No, the mentor role is a full-time position		
This varies among the mentors		

11. How are mentors and mentees matched in your district? (Check all that apply.)

By grade level
By content area
By schedule (i.e. sharing a prep time)
Within the school building
By mentor's skill set

12. Do some of the mentors in your district work with multiple mentees by meeting with them at the same time (group mentoring)?

Yes

13. If your district has experienced success with group mentoring, please briefly describe your district's group mentoring structure/s.

This year we had a Kindergarten teacher mentor two new Kindergarten teachers. She was the only trained kindergarten teacher with professional status. She did a great job.

14. How are mentors trained? (Check all that apply.)

	Mentors for Teachers	Mentors for Administrators	Mentors for Specialized Instructional Support Personnel
District-developed mentor training program, led by district personnel	X	X	X
Mentor training from an educator preparation program or higher education institution			
Mentor training from an external consultant or organization (not ed prep or higher ed)			
Online course			
Other			
Comments:			

15. How frequently are mentors required to complete training? (Check one.)

	Mentors for Teachers	Mentors for Administrators	Mentors for Specialized Instructional Support Personnel
Only once			
Only once, but provide a yearly refresher training		X	
Once every 3+ years			
Other	X		X

Comments: Teachers every 5 years

16. Briefly describe any mentor training approaches that have been successful in your district (format of training, content covered, etc.).

Co-facilitator uses Google Classroom for the Mentor Program. Mentors and Mentees were able to easily access documents, articles and other key information.

17. Does your mentor training include cultural proficiency?

Yes

18. We encourage you to upload any materials used in cultural proficiency training for mentors.

Please only submit documents that you would like to share with other districts.

Word documents are preferable, if possible.

7. STRUCTURE OF INDUCTION & MENTORING PROGRAMS

19. What is the duration of the induction and mentoring program? (Check appropriate box for each role.)

	Not provided	Less than 1 school year	1 school year	2 school years	3 school years
Beginning teacher (less than 3 years of teaching experience)			X		
Incoming teacher (new to the district or role with prior teaching experience)			X		
Beginning administrator (less than 3 years of administration experience)			X		
Incoming administrator (new to the district or role with prior administration experience)			X		
Specialized Instructional Support Personnel			X		

20. In general, how frequently do mentees in their first year of practice meet with mentors? (Check one.)

Weekly

21. In general, how frequently do mentees not in their first year of practice meet with mentors? (Check one.)

Every two weeks

22. In general, when do mentor-mentee meetings occur?

After school

Summer

23. Does your district partner with any other districts, educator preparation programs, or other organizations to support your induction and mentoring program?

Yes

24. Which type of partners does your district collaborate with to support induction and mentoring?

Professional organizations

Retired educators

8. CONTENT OF INDUCTION & MENTORING PROGRAMS

25. Select the supports that are provided as part of an induction program for educators in your district.

	School orientation	Release time for mentors/mentees	Support team (including an admin who conducts evaluations)	Targeted professional development	Reduced workload	Specific books/resources	Other
Beginning Teacher (less than 3 years of teaching experience)	X	X		X		X	X
Incoming Teacher (new to the district or role with prior teaching experience)	X	X		X		X	X
Beginning Administrator (less than 3 years of administration experience)	X	X	X	X		X	X
Incoming Administrator (new to the district or role with prior administration experience)	X	X	X	X		X	X
Specialized Instructional Support Personnel	X	X		X		X	X

Comments:

26. If you provide a second and/or third year of induction and mentoring, please briefly describe how the second and/or third year supports are differentiated from the first year.

50 hour log was created for 2nd year mentees to tract their own development.

27. During their time together, how frequently do teachers and their mentors focus on the following topics:

	Never	Rarely	Sometimes	Often	Always
School/district procedures				X	
School/district culture				X	
Curriculum/content				X	
Pedagogy/instructional strategies				X	
Classroom management				X	
Assessment strategies			X		
Parent communication/engagement					
Differentiation for specific student populations (ELL, SPED, gifted)			X		
Educator evaluation					
Professional collaboration					X
Other					

Comments:

28. During their time together, how frequently do administrators and their mentors focus on the following topics:

	Never	Rarely	Sometimes	Often	Always
School/district procedures				X	
School/district culture				X	
Curriculum/content				X	
Instructional leadership				X	
Classroom management				X	
Assessment strategies				X	
Parent communication/engagement				X	
Differentiation for specific student populations (ELL, SPED, gifted)				X	
Educator evaluation				X	
Professional collaboration				X	
Operations and building management				X	
Budget				X	
Providing coaching/feedback to teachers				X	
Other				X	

Comments:

9. In which of the following activities do mentees and mentors participate? (Check all that apply.)

	Teachers	Administrators	Specialized Instructional Support Personnel
Mentee observes mentor's classroom/school	X	X	X
Mentor observes mentee's classroom/school	X	X	X
View a video of mentee teaching/working		X	
Mentee observes/shadows other educators in the school/district	X	X	X
One-on-one meetings between mentor-mentee	X	X	X
Learning networks with other mentors and mentees	X	X	X
Joint training for mentors and mentees	X	X	X
Mentor, mentee, and supervisor meetings	X		X
Learning walks	X	X	X
Written communications (email, reflection journals, etc.)	X	X	X
Other	X	X	X

Comments: Google Classroom Collaborative

30. In the 2015-16 induction and mentoring report, districts expressed that they'd like to improve their supports for Specialized Instructional Support Personnel. ESE invites districts that provide induction and mentoring to Specialized Instructional Support Personnel to upload any documents used *specifically* in supporting their mentoring (e.g. training materials for mentors/mentees, observation and feedback forms).

Please only upload documents that you would like to share with other districts.
Word documents are preferable, if possible.

9. MANAGEMENT AND FUNDING OF PROGRAMS

31. Does the person who is primarily responsible for overseeing the district's induction and mentoring program hold another role as well?

Yes, this person holds other major role/s

32. What is this person's other primary role?

Teacher

33. What is the estimated annual amount spent per mentee in the most recent year (2016-17)?

Under \$400

34. In general, what is the largest cost associated with induction and mentoring in your district? (Check one.)

Mentor stipends

35. What rewards or incentives do mentors receive? (Check all that apply.)

Stipend

Additional professional development opportunities

Credits toward salary scale

36. What is your district's average stipend for mentoring a first-year educator?

More than \$1,200

37. What funding is used to support your district's induction and mentoring program? (Select all that apply.)

Title IA (Fund code 305)

District funds/Chapter 70

10. INDUCTION AND MENTORING PROGRAM OUTCOMES

38. Based on feedback collected from stakeholders (mentors, mentees, administrators, etc.), what are two things your program is doing well?

1. : The summer training that we provide builds the foundation for a strong relationship between partners.
2. : During monthly meetings throughout the school year, topics and activities presented provide collaboration among the group members.

39. Based on feedback collected from stakeholders (mentors, mentees, administrators, etc.), what are two things your program plans to improve upon?

1. : Differentiation for our first-year teachers and experienced teachers who are new to the district.
2. : To provide a stronger target for our elementary teachers.

40. Please indicate any metrics your district uses to evaluate what you are doing well and what you can improve in your induction and mentoring program.

If you choose "other", please describe in comments section below.

	Teacher induction and mentoring program	Administrator induction and mentoring program
Changes in mentors' notes and/or feedback for mentees	X	X
Retention of new educators	X	X
Mentor and/or mentee surveys on induction and mentoring program	X	X
End-of-year interviews with mentors and/or mentees		X
Summative mentee assignment (e.g., reflection or portfolio)		X
Educator Evaluation data	X	X
Formal/informal observations	X	X
Student feedback on teacher/administrator effectiveness		
Teacher feedback on colleague/administrator effectiveness		
Other		

Comments:

41. We invite districts to upload any documents used in gathering measures of program success (e.g., blank surveys, descriptions of summative assignments).

Please only upload documents that you would like to share with other districts.

Word documents are preferable, if possible.

Mentoring_Novice_Teachers_to_Become_Teacher-Leaders.pdf

42. In your experience, has your district's induction and mentoring program had a positive impact on educator retention?

Yes

43. Please briefly explain how your induction and mentoring program supports the retention of educators.

44. Please indicate any of your district's defined strategies for the recruitment and retention of educators of color, if applicable.

The induction and mentoring program

Educator pipeline partnerships with educator preparation programs

Support for paraprofessionals seeking educator licensure

Affinity/networking groups for educators

45. Please describe any strategies that have been successful.

46. Please indicate any of your district's defined strategies for the recruitment and retention of educators for hard-to-staff positions (such as Special Education or ESL), if applicable.

The induction and mentoring program

Collaboration with professional organizations for hard-to-staff positions

Networking groups for educators

47. Please describe any strategies that have been successful.

11. FINAL THOUGHTS

48. ESE is interested in collecting examples of resources and artifacts to share across districts. Please attach or include links to resources and artifacts relevant to your district's induction and mentoring program that you would like to share with ESE and/or other districts (e.g. sample calendars, mentor job descriptions, training resources, etc.). Please include a short (1-2 sentences) description of these resources/artifacts.

Please only upload documents that you would like to share with other districts, and that you have not already uploaded in response to other items.

Word documents are preferable, if possible.

Comments:

12. Thank You!

Auto Response

Jul 14, 2017 15:51:24 Success: Email Sent to: bregan@tewksbury.k12.ma.us

New Business

	B	C	D	E	F	G	H	I	J	K
1	2017-2018 Superintendents' checklist									
2	Security portal and grants management links: Portal: https://gateway.ed.state.ma.us/ Grants: https://www.doe.mass.edu/grants/									
3	• To mark a task complete, double-click the 'Done' cell and type the letter 'a'. • To reach an ESE contact by phone, dial 781-338 plus the 4-digit extension. • To sort or filter any column, use the filter arrows at the head of the column.									
4	<div> <div>Timeline</div> <div>Task</div> <div>Resource and support</div> <div>Done?</div> </div>									
5	Action	Person Responsible	CSE Submission	Start by	Due by	Item	Resource	Call	ESE contact	Type 'a'
6	Human resources		Required	Ongoing	Ongoing	Submit requests for waivers for educators who are unlicensed for their current teaching assignment, including substitute teachers who have been in the same instructional role for more than 90 consecutive days and are not licensed for the role. Call Commissioner's Licensure Hotline (3065) for assistance.	Click for more info	3065	—	(Ongoing)
7	Human resources			Ongoing	Ongoing	Develop new Individual Professional Development Plans for those who renewed their Professional license. As a reminder, the Licensure Regulations (603 CMR 44.04)(1)(c) permits the use of the same plan to satisfy the requirements of Educator Evaluation and License Renewal.	Click for more info	3124	Brian Devine	
8	Local			Ongoing	Ongoing	Report to local fire department any fire in school or on school grounds. Conduct fire drills at start of school year and during the year as required by state law and local fire chief.	Click for more info	3010	Student and Family Support	
9	Regional			Ongoing	Ongoing	Obtain special education reimbursement from Medicaid. Reimbursement for municipal districts goes to municipality. Reimbursement for regional school districts goes to school district.	Click for more info	3375	Social Education	(Ongoing)
10	Parent notice			Ongoing	Once annually	Mail Parent's Notice of Procedural Safeguards to all households with students found eligible for special education once during each school year.	Click for more info	3375	Social Education	(Ongoing)
11	Finance			Ongoing	Ongoing	Submit monthly requests for funds for state and federal grants.	Click for more info	6595	Grants Management	(Ongoing)
12	Local			Ongoing	Ongoing	Provide professional development to build skills related to bullying prevention and intervention.	Click for more info	3010	Student and Family Support	
13	Local			Ongoing	Ongoing	Update and document the appropriate uses of technology resources to support the development, communication, and implementation of plans for improving student performance under G.L.c. 69, § 11.	Click for more info	3505	Digital Learning	(Ongoing)
14	Local			Ongoing	Ongoing	Superintendent and school committee review school improvement plans (M.G.L. ch. 71 § 59C).	Click for more info	3535	CSDE	(Ongoing)
15	Human resources			Ongoing	Ongoing	Obtain and review CDRI of employees of taskab companies that have contracted to provide transportation to students under G.L.c. 71, § 7A.	Click for more info	3400	Legal Office	(Ongoing)
16	Human resources			Varies / Ongoing	Varies / Ongoing	Review the results of national criminal history checks.	Click for more info	3400	Legal Office	(Ongoing)
17	Human resources		Required	Ongoing	Ongoing	Send notice to Commissioner within 30 days of discovering information from a national criminal history check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license sanction, regardless of whether the school district retains or hires the educator.	Click for more info	3400	Legal Office	(Ongoing)
18	Human resources									

	S	T	B	C	D	E	F	G	H	I	J	K
	Timeline	Task							Resources and support			Done?
	Action	Person Responsible	ESE Submission	Start by	Due by	Item	Resource	Call	ESE contact	Type		
6	Human resources		Required	Ongoing	Ongoing	Send notice to Commissioner within 30 days of any dismissal, non-renewal, resignation, or other discipline of licensed educator or an applicant for a Massachusetts educator license arising from results of a national criminal history check or misconduct that might give cause to limit or revoke educator's license.	Click for more info	3400	Local Office	(Ongoing)		
19	Virtual Schools		Required	Early Jun-17	Mid Jun-17	Submit pre-enrollment report for SY2017-18 (virtual schools only).		3251	Digital Learning			
20	Data Review			17-Jul-17	28-Jul-17	Access raw MCAS curriculum and item analysis reports and interactive rosters	Click for more info	3625	Student Assessment			
21	Local			1-Jul-16	Ongoing	Begin the Direct Certification process of determining the eligibility of students for free meals. USDA requires School Food Authorities to conduct direct certification at least three times a year though ESE recommends more frequent checks.	Click for more info	6480	School Nutrition			
22	Data report		Required	Mid May-18	Mid-Jul-18	Submit FY18 Title I data via the Title I Data Collection Application in the Security Portal.	Click for more info	6230	Title I			
23	Finance		Required	1-Jul	28-Jul-17	Submit Annual Statement of Assurances for federal and state grants.	Click for more info	6595	Grants Management			
24	Local		Required	30-May-18	31-Jul-18	Complete and submit Annual Induction and Mentoring Report for beginning teachers.	Click for more info	3292	Teacher Development			
25	Charters		Required	Early June-17	1-Aug-17	Submit charter amendment requests requiring approval by the Board of Elementary and Secondary Education (charter schools only).	Click for more info	3227	Charter School Office			
26	Charters		Required	Early June-17	1-Aug-17	Submit annual report to Office of Charter Schools and School Redesign (charter schools only).	Click for more info	3227	Charter School Office			
27	Charters		Required	Early June-1	1-Aug-17	Submit application for renewal of charter (charter schools only).	Click for more info	3227	Charter School Office			
28	Local			Fall 2017	Early Winter 2018	Certify FCC Form 470 to open competitive bidding for desired technology services (E-rate).	Click for more info	3505	Digital Learning			
29	Data report		Required	Mid Oct-16	21-Jul-17	Submit School Safety and Discipline Report (SSDR), including bullying incident data under G.L.c. 71, § 370(k). Data collection opens mid-October 2015; data are collected year-round. Final report due July 22, 2016.	Click for more info	3582	Robert Curtin			
30	Data report		Required	1-Jun-17	3-Aug-17	Submit end-of-year EPIMS (Education Personnel Information Management System) and SCS (Student Course Schedule) data (collection opening date is tentative).	Click for more info	3582	Robert Curtin			
31	Data Review			16-Aug-17	18-Aug-17	Principals access full preliminary MCAS student rosters and .csv data; full high school (no SGP) and grades 5 & 8 STE; grades 3-8 ELA & math (no achievement level or SGP) in DropBox Central and in Edwin Analytics.	Click for more info	3625	Student Assessment			
32	Data review		Required	15-Aug-17	24-Aug-17	Principals report potential discrepancies in MCAS preliminary results (online via the MCAS Service Center)	Click for more info	3625	Student Assessment			
33	Data review			Late Aug-17	Late Aug-17	View preliminary district and school accountability data via the Accountability Data application in the Security Portal/ MassEdu Gateway.	Click for more info	3550	Elementary and Secondary Education Act (ESEA)			
34	Data review			15-Aug-17	15-Aug-17	ESE releases aggregate participation rates for MCAS by subgroup for schools and districts (DropBox Central)	Click for more info	3625	Student Assessment			
35	Local			Mid Aug. 2017	Late Aug-17	Update school and district contact information in Directory Administration to ensure correct listings on ESE's public website and receipt of important messages from ESE.	Click for more info	3582	Robert Curtin			
36												

Timeline		B	C	D	E	F	Task		Resources and support				Done?	
		Action	Person Responsible	ESB Submission	Start By	Due By	Item	Resource	Call	ESE contact	Type a'			
6		Human resources			Mid Aug-17	31-Aug-17	Check licensure status of all educators via ELAR. Call Commissioner's Licensure Hotline (781-338-3065) for assistance. Checks can be completed via ELAR or the Licensure Status Drop Box in Drop Box Central.	Click for more info	3065	-				
37		Finance			Early June-17	31-Aug-17	Submit grant applications for any grants projected to have a 9/1 start date.	Click for more info	6595	Grants Management				
38		Finance			1-Jul-17	31-Aug-17	Submit final expenditure reports (FR-1) for grants that ended on 6/30.	Click for more info	6595	Grants Management				
40		Data report			Early Aug-16	31-Aug-16	Submit year-end report on head injuries and concussions in extracurricular athletic activities to the Department of Public Health.	Click for more info	6480	School Nutrition				
41		Local			Early Aug-17	31-Aug-17	Discuss with local chief of police or designate the process for notification of a bullying incident that may result in criminal charges.	Click for more info	3010	Student and Family Support				
42		Parent notice			Early Aug-17	31-Aug-17	Provide written notice to students and parents/guardians of the student-related sections of the bullying prevention plan in age-appropriate terms and the most prevalent languages.	Click for more info	3010	Student and Family Support				
43		Local			Early-Aug-17	31-Aug-17	Complete and review Annual Multi-Hazard Evacuation Plan for each school with fire chief and police chief before the start of school.	Click for more info	3010	Student and Family Support				
44		Data review			late Aug/early Sept.	late Aug/early Sept.	Access ACCESS for ELLs official data file and PDF rosters in DropBox Central and in Edwin Analytics.	Click for more info	3625	Student Assessment				
45		Local		Required	Early Aug-17	1-Sep-17	Schools develop medical emergency response plans every three years with school, police, fire, and emergency personnel (last submitted in 2015). Plans and response sequences must be practiced at the beginning of the year and periodically throughout.	Click for more info	3010	MEMP				
46		Local			1-Sep-17	1-Sep-17	Designate Civil Rights Coordinator (603 CMR 26.00; federal civil rights laws) and ensure compliance with all applicable requirements.	Click for more info	3400	Local Office				
47		Data review			Mid Oct-17	Mid Oct-17	View official embargoed 2017 district and school accountability data via the Accountability Data application in the Security Portal/ MassEd Gateway.	Click for more info	3550	Elementary and Secondary Education Act (ESEA)				
48		Parent notice			24-Oct-17	25-Oct-17	Superintendents receive printed Parent/Guardian Reports for students who participated in spring MCAS and MCAS-Alt and receive Adams Scholarship notifications. Shipments will also include letters to the families of members of the class of 2021 notifying them of the pending changes to the Grade 10 assessments taken for the Competency Determination.	Click for more info	3625	Student Assessment				
49		Data report		Required	Mid Aug-17	Mid Sep-17	Notify ESE of school openings/closings via downloadable forms.	Click for more info	3582	Robert Quinn				
50		Data review			Late Oct-17	Late Oct-17	ESE releases official 2017 district and school accountability data to the public. Embargo lifted on discussion of results.	Click for more info	3550	Elementary and Secondary Education Act (ESEA)				
51		Local			Early Sep-17	Late Sep-17	Review Standard Precautions (formerly called Universal Health Precautions) with all staff.	Click for more info	3010	Student and Family Support				
52		Local			Early Sept-17	Late Sep-17	Hold training on schools' physical restraint policy within the first month of every school year and within a month of new employee hires (603 CMR 46.00).	Click for more info	3700	Paul Bottoms				
53		Human resources			1-Sep-17	30-Sep-17	Send Civil Rights and Equal Education notices to all school employees, notifying of training dates (603 CMR 26.00).	Click for more info	3400	Local Office				

	Timeline		Task			Resources and support					Done?
	B	C	D	E	F	G	H	I	J	K	
	Action	Percent Responsible	ESE Submission	Start by	Due by	Item	Resource	Call	ESE contact	Type of	
6	Parent notice			1-Sep-17	30-Sep-17	Publish student handbook and send required notices to parents/guardians (see third tab in workbook for list). Notices may be included in the handbook (G.L. c. 71, §37H).	Click for more info	3400	Legal Office		
54	Human resources			1-Sep-17	30-Sep-17	Inform teachers, administrators, and other professional staff of reporting requirements relating to suspected child abuse and neglect, and reporting of fires (G.L. c. 71, § 37L).	Click for more info	3400	Legal Office		
55	Local			Early Sep-17	30-Sep-17	Hold school council elections for parent, teacher, and community representatives.	Click for more info	3400	Legal Office		
56	Finance		Required	Early Sep-16	1-Oct-17	Submit End-of-Year Financial Report for prior school year (except charter and virtual schools).	Click for more info	6594	Jay Sullivan		
57	Data Report		Required	1-Jul-16	1-Oct-16	Update and Submit school and district contact information in the Nutrition Application Renewal section of the Security Portal to ensure correct receipt of important messages from ESE regarding school nutrition programs and claims.	Click for more info	6480	School Nutrition		
58	Data Report		Required	1-Sep-16	1-Oct-16	Submit new personnel agreements, including educator evaluation system agreements, to the Department of Elementary and Secondary Education under MGL c. 15, § 55A, amended 2008 and 603 CMR 35.11.	Click for more info	3246	Contract Agreements		
59	Data report		Required	Early Sep-17	1-Oct-17	Submit Secondary School Anti-Hazing Report (secondary schools) (MGL ch. 269 §§17-19; 603 CMR 33.00).	Click for more info	3700	Public School Monitoring		
60	Local			Early-Sep-17	Suggested three times per year (Sept., Jan., May)	Conduct, along with chief of police, bus evacuation drills and vehicle evaluations.	Click for more info	3010	Student and Family Support		
61	Local			Late Fall-17	Late Fall-17	Distribute 2017 school "report cards" providing information about accountability, assessment, teacher quality, and the right of parents/guardians of children attending Title I schools to know certain information about teacher qualifications.	Click for more info	3550	Elementary and Secondary Education Act (ESEA)		
62	Data review			Mid-October	Mid-October	Access official unflagged MCAS (with SGP) .csv data file and PDF rosters in Dropbox Central and in Edwin Analytics.	Click for more info	3625	Student Assessment		
63	Data review			24-Oct-17	24-Oct-17	Public release of 2017 MCAS and accountability data on School and District Profiles.	Click for more info	3625	Student Assessment		
64	Data report		Required	2-Oct-17	26-Oct-17	Submit October 1 SMS (Student Information Management System) data (collection opening date is tentative).	Click for more info	3582	Robert Quinn		
65	Finance			Early Sep-17	31-Oct-17	Submit final expenditure reports (FR-1) for grants that ended on 8/31.	Click for more info	6595	Grants Management		
66	Parent notice			Early-Sep-16	31-Oct-16	Send Nutrition Program Reports and Claim Forms (school lunch/breakfast) to parents/guardians.	Click for more info	6480	School Nutrition		
67	Regional			1-Jul-16	31-Oct-16	Submit to the Department of Revenue (DOR) the forms and schedules required for the purpose of reviewing and certifying the balance in the regional school district's excess and deficiency fund (regional school districts only.)	Click for more info	6520	Christine Lynch		
68	Charters		Required	Early Sep-17	5-Oct-17	Submit 2017-2018 Charter School Updated Waitlist Report (charter schools only).	Click for more info	3227	Charter School Office		
69	Charters		Required	July/Aug-17	1-Nov-17	Submit Independent Financial Audit (charter schools only).	Click for more info	3227	Charter School Office		
70	Testing			8-Nov-17	16-Nov-17	High schools administer MCAS November ELA and Mathematics retests.	Click for more info	3625	Student Assessment		
71	Charters		Required	Early Nov-17	22-Nov-17	Submit charter school end-of-year financial report (charter schools only).	Click for more info	3227	Charter School Office		
72											

	A	B	C	D	E	F	Task	G	Resources and support			J	K
									Resource	Call	ESE contact		
5													
6	Action		Person Responsible	ESE Submission	Start by	Due by	Item						
73	Local				Early Sept-17	30-Nov-17	Ensure that educators new to the district are enrolled in induction programs.		Click for more info	6680	Educator Development		
74	Data report			Required	2-Oct-17	7-Dec-17	Submit October 1 EPIMS (Education Personnel Information Management System) and SCS (Student Course Schedule) data (collection opening date is tentative).		Click for more info	3582	Robert Curtin		
75	Data report			Required	2-Oct-17	7-Dec-17	Submit individual Non-Public School Report(s).		Click for more info	3582	Robert Curtin		
76	Local				1-Jul-16	Ongoing	Begin the Direct Certification process of determining the eligibility of students for free meals. USDA requires School Food Authorities to conduct direct certification at least three times a year though ESE recommends more frequent checks. (Due 6/1/17)		Click for more info	6480	School Nutrition		
77	Virtual Schools				Late Nov-17	1-Jan-18	Submit annual report (virtual schools only)		Click for more info	3505	Digital Learning		
78	Virtual Schools				Late Nov-17	1-Jan-18	Submit Independent Financial Audit (virtual schools only).		Click for more info	3505	Digital Learning		
79	Data review				Early Jan-18	Early Jan-18	Superintendents view student results from the MCAS November retest in Edwin Analytics in the Security Portal/MassEdu Gateway.		Click for more info	3625	Student Assessment		
80	Parent notice				Early Jan-18	Early Jan-18	Superintendents receive additional letters for students who earn the Adams Scholarship to send to parents/guardians.		Click for more info	3625	Student Assessment		
81	Virtual Schools				Late Nov-17	1-Feb-18	Submit virtual school end-of-year financial report (virtual schools only)			3505	Digital Learning		
82	Testing				5-Feb-18	6-Feb-18	High schools administer MCAS February Biology test.		Click for more info	3625	Student Assessment		
83	Testing				4-Jan-18	7-Feb-18	Schools administer ACCESS for ELLs test to ELL students in grades K to 12.		Click for more info	3625	Student Assessment		
84	Parent notice				Early Feb-18	Early Feb-18	Superintendents receive November MCAS ELA and Mathematics Retest Parent/Guardian Reports.		Click for more info	3625	Student Assessment		
85	Data report			Required	1-Jan-18	23-Feb-18	Submit School-Attending Children Report (not submitted by charter and regional vocational schools).		Click for more info	3582	Robert Curtin		
86	Finance				Early Feb-17	27-Feb-17	Submit Intent to Claim for Circuit Breaker Extraordinary Relief (if applicable).		Click for more info	6594	Jay Sullivan		
87	Charters			Required	Mid Feb-18	1-Mar-18	Submit 2/15 Charter School Claim Form (charter schools only). Updated form posted at the end of January.		Click for more info	6596	Hedrick Cabral		
88	Testing				28-Feb-18	6-Mar-18	High schools administer MCAS March ELA and Mathematics retests.		Click for more info	3625	Student Assessment		
89	Charters			Required	Mid Feb-18	15-Mar-18	Submit 2018-2019 Charter School Pre-Enrollment Report (charter schools only).		Click for more info	3227	Charter School Office		
90	Charters			Required	Mid Feb-18	15-Mar-18	Submit 2018-2019 Charter School Waitlist Report (charter schools only)		Click for more info	3227	Charter School Office		
91	Local				Early Jan-18	Mid March-18	Publish notice of public hearing on annual budget by school committee at least seven days in advance of hearing (M.G.L. ch.71 §38N).		Click for more info	6594	School Finance		
92	Local				Early Spring 2018	Early Spring 2018	Certify FCC Form 471 to seek funding for eligible technology services (E-rate).		Click for more info	3256	Digital Learning		

5	Timeline	B	C	D	E	F	Task	G	Resources and support			J	K
									Resource	Call	ESE contact		
6	Action		Person Responsible	ESE Submission	Start by	Due by	Item						
93	Data report			Required	1-Mar-18	29-Mar-18	Submit March 1 SIMS data (collection opening date is tentative).		Click for more info	3582	Robert Ourlin		
94	Data report				Mid Jan-18	Late Mar-18	Update school and district contact information in Directory Administration to ensure correct listings on ESE's public website and receipt of important messages from ESE.		Click for more info	3582	Robert Ourlin		
95	Testing				27-Mar-18	29-Mar-18	High schools administer MCAS ELA tests (grade 10).		Click for more info	3625	Student Assessment		
96	Testing			Required	Early Sep-17	29-Mar-18	Principals monitor development of MCAS-AIT portfolios throughout the year and submit on March 29 (grades 3-10).		Click for more info	3625	Student Assessment		
97	Finance				Ongoing	2-Apr-18	Submit End of Year Compliance Supplements to ESE (within nine months of the close of the previous fiscal year.)		Click for more info	6594	Jay Sullivan		
98	Finance				Mid-March-16	2-Apr-18	Submit applications for circuit breaker extraordinary relief payments (if applicable).		Click for more info	6594	Jay Sullivan		
99	Data report			Required	Early March-18	Early April-18	Submit Regional Student Advisory Council members' election affidavits to ESE (M.G.L. ch.15 §1E).		Click for more info	6320	Donna Taylor		
100	Data report				Mid-March-17	15-Apr-17	Submit the district's Identified Student Percentage (ISP) data of the students that have been directly certified (dc) as eligible for free meals. Submission will start the application process for the Community Eligibility Provision (CEP). ISP must include students DC during the current school year and are still enrolled as of April 1.		Click for more info	6480	School Nutrition		
101	Finance			Required	Early April-17	30-Apr-18	Submit School Choice Claim Form (submitted by receiving districts).		Click for more info	6527	School Finance		
102	Parent notice				Early May-18	Early May-18	Superintendents receive February MCAS Biology and March MCAS ELA and Mathematics Retest Parent/Guardian Reports (data available in Edwin Analytics in the Security Portal/MassEdu Gateway earlier).		Click for more info	3625	Student Assessment		
103	Testing				23-May-18	24-May-18	High schools administer MCAS Mathematics (grade 10).		Click for more info	3625	Student Assessment		
104	Data review				Late May-18	Late May-18	Superintendents, principals, and coordinators access spring ACCESS for ELLs results.		Click for more info	3625	Student Assessment		
105	Testing				2-Apr-18	4-May-18	Schools administer MCAS tests (grades 3-8 ELA)		Click for more info	3625	Student Assessment		
106	Testing				3-Apr-18	25-May-18	Schools administer MCAS tests (grades 3-8 Mathematics)		Click for more info	3625	Student Assessment		
107	Testing				4-Apr-18	25-May-18	Schools administer MCAS tests (grades 5 and 8 STE)		Click for more info	3625	Student Assessment		
108	Local				Early May-18	1-Jun-18	Appoint student advisory member to local school committee (M.G.L. ch.71 §38M).		Click for more info	6320	Donna Taylor		
109	Local				Early April-17	1-Jun-18	Clarify School Choice participation vote by school committee, where applicable.		Click for more info	6527	School Finance		
110	Local				1-Jul-16	1-Jun-17	Begin the Direct Certification process of determining the eligibility of students for free meals. USDA requires School Food Authorities to conduct direct certification at least three times a year though ESE recommends more frequent checks.		Click for more info	6480	School Nutrition		
111	Testing				6-Jun-18	7-Jun-18	High schools administer MCAS high school STE tests.		Click for more info	3625	Student Assessment		

	B	C	D	E	F	G	H	I	J	K	
5	Task										Done?
	Action	Person Responsible	ESE Submission	Start by	Due by	Item	Resource	Call	ESE contact	Type 'a'	
6	Innovation		Required	Early May-18	1-Aug-18	Submit annual innovation schools and innovation academics evaluation report.	Click for more info	3217	Shay Edmond		
112	Regional		Required	Spring 2018	18-Jun-18	Provide written notification to Commissioner if regional school district will not have an approved budget by June 30 (regional school districts only.)	Click for more info	6594	School Finance		
	Local			Early Sep-17	Mid Jun-18	Implement evaluation systems for all educators that are consistent with regulations (e.g., include evidence of educator impact on student learning and student/staff feedback).	Click for more info	3243	Educator Development		
114	Local			1-Jul-17	1-Sep-17	Review the 2017 ELA/literacy and mathematics curriculum frameworks and the 2016 STE and DLCS frameworks with appropriate staff to ensure standards-aligned instruction.	Click for more info	3243	Instructional Support		
115	Virtual Schools		Required	Early Jun-18	Mid Jun-18	Submit pre-enrollment report for SY2018-19 (virtual schools only).		3505	Digital Learning		
	Data review			Mid Jun-18	Mid Jun-18	Principals access Portfolio Feedback Forms for students who participated in the MCAS-Alt.	Click for more info	3625	Student Assessment		
	Data report			Late June-18	Late June-18	Principals file MCAS-Alt score appeals, as needed.	Click for more info	3625	Student Assessment		
	Data review			31-Jul-18	31-Jul-18	Principals receive MCAS-Alt score appeal results.	Click for more info	3625	Student Assessment		
120	Finance			Mid-June-17	2-Jul-18	Submit final special education circuit breaker claims for preceding school year.	Click for more info	6594	Jay Sullivan		
121	Data report		Required	1-Jun-18	5-Jul-18	Submit End-of-Year SIMS data (collection opening date is tentative).	Click for more info	3582	Robert Curtin		
	Data report		Required	Mid Oct-17	20-Jul-18	Submit School Safety and Discipline Report (SSDR), including bullying incident data under G.L. c. 71, § 37D(k). Data collection opens mid-October 2016; data are collected year-round. Final report due July 21, 2017.	Click for more info	3582	Robert Curtin		
122	Local		Required	30-May-18	31-Jul-18	Complete and submit Annual Induction and Mentoring Report for beginning teachers.	Click for more info	3292	Educator Development		
123	Data report		Required	1-Jun-18	3-Aug-18	Submit end-of-year EPIMS (Education Personnel Information Management System) and SCS (Student Course Schedule) data (collection opening date is tentative).	Click for more info	3582	Robert Curtin		
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Tewksbury Public Schools

Office of the Superintendent

139 Pleasant Street

Tewksbury, MA 01876

MEMORANDUM

TO: Tewksbury School Committee

FROM: Brenda Theriault-Regan, Assistant Superintendent

DATE: August 11, 2017

RE: All Schools Professional Development & Workshop Schedule

This is Informational Only - No Vote is Required

Please see attached SY 17-18 Professional Development & Workshop Schedule.

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.

17-18 Professional Development & Workshop DRAFT Schedule

	MONDAY	TUESDAY	THURSDAY	TUESDAY	THURSDAY	THURSDAY	THURSDAY	TUESDAY	THURSDAY	TUESDAY	WEDNESDAY	ADDITIONAL CONSIDERATIONS
	8/28/2017	8/29/2017	10/5/2015	11/7/2017	12/7/2017	1/17/2017	1/25/2017	3/6/2018	5/3/2018	5/3/2018		
	FULL DAY	FULL DAY	1/2 DAY	FULL DAY	1/2 DAY	FULL DAY	1/2 DAY	FULL DAY	1/2 DAY	FULL DAY	1/2 DAY	
TMHS	B2S MTG. & FACULTY MANDATORY TRAININGS	UDL	Dept. Curr. Alignment & Application of Mastery Connect Data West Ed. DI & Inclusive Practice Needs Assessment	NPEN NG Science Curr. West Ed. DI & Inclusive Practice	Dept. Curr. Alignment & Application of West. Ed./Mastery Connect Work	NPEN NG Science Curr. West Ed. DI & Inclusive Practice	Digital Literacy Ed Camp	West Ed. DI & Inclusive Practice Needs Assessment	Dept. Curr. Alignment & Application of West. Ed./Mastery Connect Work			West Ed. Additional Coaching/Training Days SEL Foundations @ Faculty Meetings SBIRT and SEL Training for Teacher/Counselors
WYNN	B2S MTG. & FACULTY MANDATORY TRAININGS	UDL	Dept. Curr. Alignment & Application of West. Ed./Mastery Connect Data 7/8 Math: Dr. Nicki Breakout EDU	NPEN 7/8 NG Science Curr. All Others: Rigor & Relevance	Dept. New CF's Curr. Alignment & Application of West. Ed./Mastery Connect Data	NPEN 7/8 NG Science Curr. All Others: Rigor & Relevance	Dept. New CF's Curr. Alignment & Application of West. Ed./Mastery Connect Data	Math: Number Talks Digital Literacy: Ed Camp	Dept. New CF's Curr. Alignment & Application of West. Ed./Mastery Connect Data			Growth Mindset SEL Foundations @ Faculty Meetings
RYAN	B2S MTG. & FACULTY MANDATORY TRAININGS	UDL	5/6 ELA-Rdg-Sped. Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions 5/6 Math: Dr. Nicki Breakout EDU	NPEN 5 New Science Dimensions 6 NG Science Curr. All others: Rigor & Relevance	Dept. New CF's Curr. Alignment & Application of West. Ed./Mastery Connect Data	NPEN 5 New Science Dimensions 6 NG Science Curr. All others: Rigor & Relevance	5/6 ELA, Sp Ed. Rdg. Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions	Math: Number Talks Digital Literacy: Ed Camp	5/6 ELA, Sp Ed. Rdg. Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions			Growth Mindset SEL Foundations @ Faculty Meetings
NO. ST.	B2S MTG. & FACULTY MANDATORY TRAININGS	GoMath Updates & online learning & assessment	Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions	NG Science Units	Math: Fluency with Dr. Nicki	NG Science Units	Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions	Math: Number Talks	Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions			Growth Mindset SEL Foundations @ Faculty Meetings
TRAHAN	B2S MTG. & FACULTY MANDATORY TRAININGS	GoMath Updates & online learning & assessment	Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions	NG Science Units	Math: Fluency with Dr. Nicki	NG Science Units	Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions	Math: Number Talks	Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions			Growth Mindset SEL Foundations @ Faculty Meetings
DEWING	B2S MTG. & FACULTY MANDATORY TRAININGS	GoMath Updates & online learning & assessment	Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions	NG Science Units	Math: Fluency with Dr. Nicki	NG Science Units	Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions	Math: Number Talks	Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions			Growth Mindset SEL Foundations @ Faculty Meetings
HEATH BROOK	B2S MTG. & FACULTY MANDATORY TRAININGS	GoMath Updates & online learning & assessment	Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions	NG Science Units	Math: Fluency with Dr. Nicki	NG Science Units	Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions	Math: Number Talks	Journeys 2017: Classroom Coaching & Analyzing online student data and applying interventions			Growth Mindset SEL Foundations @ Faculty Meetings

17-18 Professional Development & Workshop DRAFT Schedule

	MONDAY	TUESDAY	THURSDAY	TUESDAY	THURSDAY	THURSDAY	TUESDAY	WEDNESDAY	ADDITIONAL CONSIDERATIONS
	8/28/2017	8/28/2017	10/5/2017	11/7/2017	12/7/2017	1/25/2017	3/6/2018	5/3/2018	
	FULL DAY	FULL DAY 1/2 DAY TRAINING	1/2 DAY	FULL DAY	1/2 DAY	1/2 DAY	FULL DAY	1/2 DAY	
Nurses	Same	TBD	TBD	TBD	TBD	TBD	TBD	TBD	SBIRT
Sp.Ed. Related Service	Same	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Admin. Team									Effective Supervision and Evaluation New CF's Growth Mindset Consultancy Practice SEL Foundations & Core Content

Note: Additional job-embedded, online learning, PLC's, school related projects & other PD opportunities will be scheduled throughout the school year.