

TEWKSBURY SCHOOL COMMITTEE AGENDA



TEWKSBURY PUBLIC SCHOOLS
CHRISTOPHER J. MALONE
SUPERINTENDENT OF SCHOOLS

Meeting Date: Wednesday, November 15, 2017

Meeting Type: Regular Meeting #6 (7:00PM)
Meeting Type: Executive Session #5 (6:30PM)

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

A. CALL TO ORDER

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

Continued discussion relative to collective bargaining with employee groups and the strategy to be followed and/or continued ongoing litigation. The School Committee will reconvene in Open Session following the Executive Session.

C. ADJOURN

D. RECONVENE REGULAR MEETING - 7:00PM

E. ANNOUNCEMENT (7:00PM)

The November 15, 2017 School Committee meeting will be televised and recorded. Under the Open Meeting Law, the public is permitted to make an audio or video recording of an open session at a public meeting. At this time I would ask if anyone is recording tonight's meeting to please identify himself/herself.

F. PLEDGE OF ALLEGIANCE

G. RECOGNITION

Tewksbury Memorial High School

Jessika Fabiano, Senior Program Manager, Early Talent Programs, Thermo Fisher Scientific
Beatrice Sierra, Youth Employer Services, Greater Lowell Workforce Development Board
Thermo Fisher Scientific Internship Recipients: Catherine Butler, Felicia Ragucci, and Stephanie Tam

Trahan Elementary School

Charity Legvold - STEAM Lab Teacher

H. STUDENT REPRESENTATIVE REPORT

Grace Morris

I. PRESENTATIONS

1. STEM Initiatives Update

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

K. APPROVAL OF MINUTES

1. October 18, 2017 Regular Meeting Minutes

L. SUBMISSION AND PAYMENT OF BILL

1. Payroll Period Ending, October 19, 2017 (\$1,299,950.57)
2. Payroll Period Ending, November 2, 2017 (\$1,298,891.76)

M. SUPERINTENDENT & STAFF REPORT

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

O. COMMITTEE REPORTS

Elementary School Building Committee
Tewksbury Education Foundation

P. POLICY CHANGES, PROPOSALS, and ADOPTION

MASC Policy Reference Manual Review and Recommended Updates

Policies Recommended to Revise as a Result of Legal Changes, Changes in Practice, or Updating of Language to Reflect Modern Needs on First Reading: DGA - Authorized Signatures; DJE - Procurement Requirements; DK - Payment Procedures; DKC - Expense Reimbursement; EB - Safety Program; EBAB - Pest Management Policy; EBB - First Aid; EBC - Emergency Plans; EC - Buildings and Grounds Management; ECA - Building and Grounds Security; EDC - Authorized Use of School Owned Materials; EEAA - Walkers and Riders; EEAEA - Bus Driver Examination and Training; EEAEA-1 - Drug, & Alcohol Testing for School Bus & Commercial Vehicle Drivers; EFC - Free and Reduced Price Food Services; FA - Facilities Development Goals; FF - Naming Facilities; FFA - Memorials; GBA - Equal Employment Opportunity; GBEA - Staff Ethics; GBEB - Staff Conduct; GBED - Staff Tobacco; GBGB - Staff Personal Security; GBGE - Domestic Violence Leave; GBGF - Family and Medical Leave; GBI - Staff Participation in Political Activities; GBK - Staff Complaints and Grievances; GCBA - Professional Staff Salary Schedules

Q. OLD BUSINESS

1. Next Generation MCAS Update

R. NEW BUSINESS

1. 2018-2019 Budget Timeline Process

S. SCHOOL COMMITTEE MATTERS OF INTEREST

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

December 6, 2017; January 10, 2018

U. FUTURE AGENDA ITEMS

V. ADJOURNMENT

TEWKSBURY SCHOOL COMMITTEE CONSENT AGENDA

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

TEWKSBURY SCHOOL COMMITTEE
Kristen M. Polimeno, Chairperson, kpollimeno@tewksbury.k12.ma.us
James A. Cutelis, Vice Chairperson, jcutelis@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

N. CONSENT AGENDA

1. Correspondence

- a. Trahan Elementary School STEAM Lab Open House - November 16, 2017
- b. MA Dept Elementary & Secondary Education - School Climate Survey Pilot

2. Enrollment Update

November 2017

3. Monthly Expenditure Report

None

4. Personnel Items

New Hires: Robert Paolini (\$19,549 *prorated*), Classroom Instructional Aide at the John F. Ryan Elementary School, effective October 17, 2017; Timothy Doherty (\$36,434 *prorated*), Custodian at Tewksbury Memorial High School, effective November 20, 2017

Transfers: None

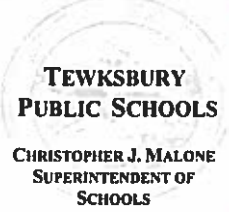
Retirements/Resignations/Terminations: George Collins, Custodian at Tewksbury Memorial High School, effective September 17, 2018

Appendix B - Coach Position: None

5. Acceptance of Donations/Gifts: None

6. Fundraisers/Raffles: Junior Classical League fundraising event selling packaged cookie mixes from November 16, 2017 through December 8, 2017; Class of 2020 will host a "Restaurant Night" (Panera Bread) fundraising event on November 30, 2017.

Executive Session

 <p>TEWKSBURY PUBLIC SCHOOLS CHRISTOPHER J. MALONE SUPERINTENDENT OF SCHOOLS</p>	<p>TEWKSBURY SCHOOL COMMITTEE AGENDA</p> <p>Meeting Type/Time: Executive Session #5 – Non-Public Session at 6:30 p.m.</p> <p>Meeting Date: Wednesday, November 15, 2017</p> <p>Meeting Location: Tewksbury Memorial High School, Guidance Conference Room 320 Pleasant Street, Tewksbury, MA 01876</p>
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A. CALL TO ORDER

B. EXECUTIVE SESSION

1. Continued discussion relative to collective bargaining with employee groups and the strategy to be followed and/or continued ongoing litigation. The School Committee will reconvene in Open Session following the Executive Session.

C. ADJOURNMENT

Recognition and/or Presentations

Tewksbury School Committee - November 15, 2017

RECOGNITIONS

TMHS *Thermo Fisher Scientific Internship Recipients*

Catherine Butler

Felicia Ragucci

Stephanie Tam

Jessika Fabiano, Senior Program Mgr., Early Talent Prog. - Thermo Fisher Scientific

Beatrice Sierra, Youth Employer Services - Greater Lowell Workforce Development Board

TRAHAN ELEMENTARY SCHOOL

Charity Legvold - STEAM Lab Teacher

PRESENTATIONS

STEM Initiatives - Jason Stamp



S.T.E.M

— Tewksbury Public Schools —



Jason Stamp

K-12 S.T.E.M. Director

Priorities

1. Support the implementation of the Math and Science Standards and Resources K-12.
2. Evaluate the current state of technology use, support and infrastructure.
3. Support the implementation of new and current technology in classrooms.

—

Implement New Math and Science Standards and Resources

Actions:

1. Met with Asst. Superintendent, Principals and Team leaders to get an inventory of our new resources.
2. Participated in the CDSM mapping PD this summer.
3. Attended PD on new resources.
4. Joined DESE course sequencing cohort.

Results:

1. Created a Math PLC to support K-6 teacher's implementation of Math Standards to address district needs.
2. Supported our teachers as they administered a Math benchmark online for the first time.
3. Worked with teachers to implement UBD units from the CDSM initiative.

State of Technology

Actions:

1. Met with department members to get a sense of the environment.
2. Contracted with a company to perform a District Technology Audit.
3. Met with stakeholders to discuss results and formulate a plan to address areas of need.

Results:

1. Proposed to add an additional Technician to address a gap in support.
 - a. Funding for the position was approved after the October Town Meeting
2. Contracted with a company (Jamf) to provide a wireless mobile device management system.
3. Made changes to the TSS process to improve communication flow to the user.

Support Technology Implementation

Actions:

1. Met with Principals and teachers to get a sense of the needs.
2. Met with Administrators to discuss purchase of new equipment.
3. Attended different conferences to identify new technologies.

Results:

1. Proposed to add a Tech. Integration Specialist to support staff.
 - a. Funding for the position was approved after the October Town Meeting
2. Helped with the purchase of new iPads and Chromebooks for the district.
3. Created a [S.T.E.M. Intranet site](#) for staff.
4. Helped coordinate new S.T.E.A.M. lab to extend to the North Street.

S.T.E.A.M. Lab: How We Got Here!

- *Principal/Teacher Wishes & Vision

- *School Council Research & Exploration

 - Webinars, Site Visits, Blue Prints, NGSS Focus, Budgeting, Collaboration with PAC*

- *Student Input

- *Detailed Planning at the school level (Spring/Summer 2017) {Scheduling/Materials}

- *Detailed Planning at the teacher level (Spring/Summer 2017) {Mrs. Legvold}

- *School Community Involvement & Wishes

- *District Collaboration & Teacher Training



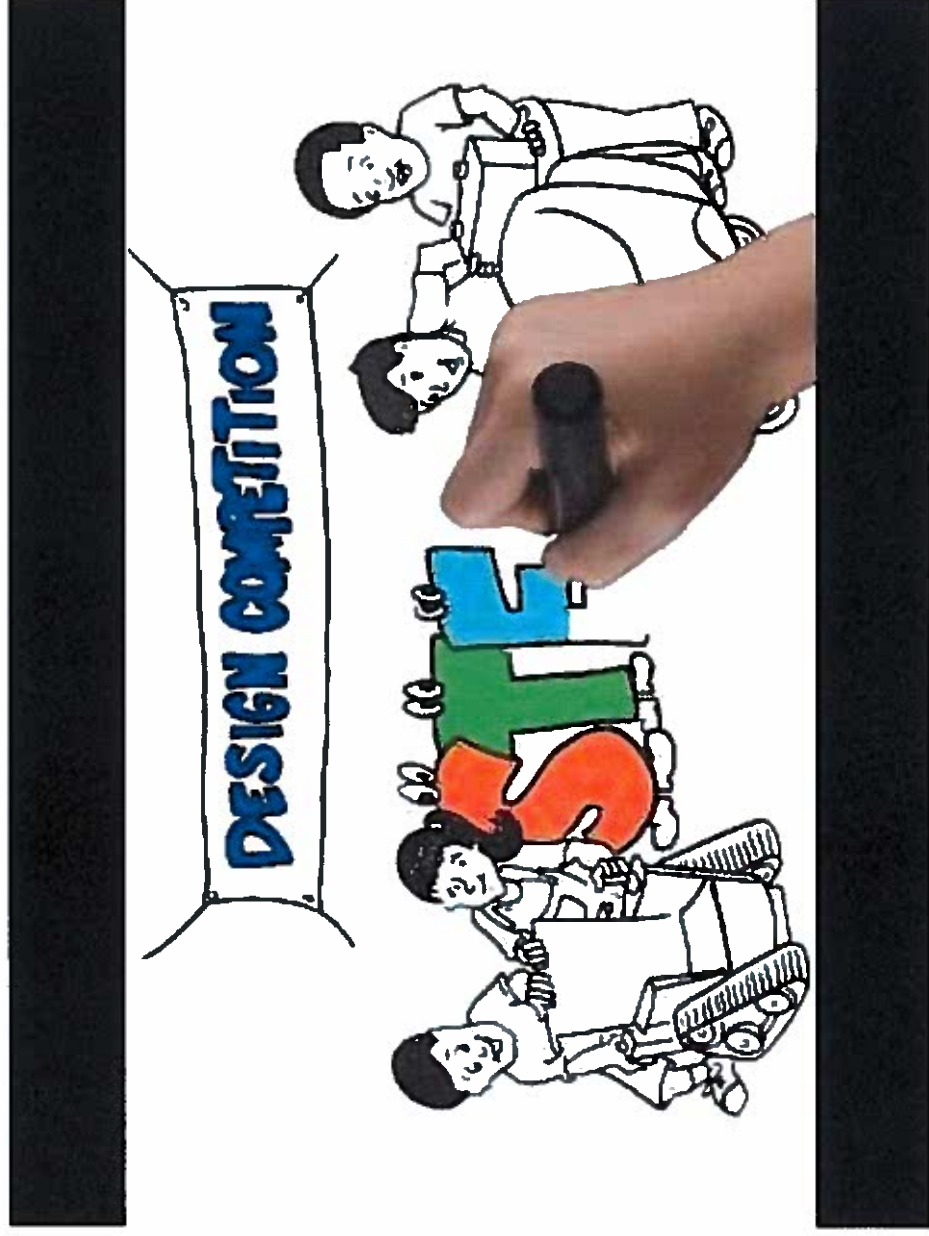
S.T.E.A.M. Lab: “Let’s explore together!”

Exciting new school year: Lego WeDo 2.0 and Simple & Powered Machine kits (Students use 24 different skills when building with Legos!)

Makerspace Challenges - “Backpack Jack” real-world, relatable tasks

S.T.E.A.M. is not just a class, it’s a whole building culture!

- 2017-2018 Themes: Collaboration and Perseverance
- S.T.E.A.M. Team formed at Trahan School - Grade 3 and 4 teachers, specialists, Case Manager, Occupational Therapist, library volunteer, and all staff welcome to join to share S.T.E.A.M. ideas and update work in progress in the building.
- S.T.E.A.M. Lab Open House at Trahan School 11/16



S.T.E.M. throughout the District

What's Next?

Continue to Push in embedded S.T.E.M. P.D for Staff

Continue to research and acquire technologies to improve teaching and learning

Build upon/expand current S.T.E.M. and Makerspaces in the District

Develop a Standards Based Vertical Curriculum for S.T.E.M. K-12 to grow our Innovations Pathways

Continue to build relationships with the community to “connect the dots” to real world applications of S.T.E.M.

Minutes

Payroll

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date **10/19/2017**

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 **\$1,299,950.57**

GRANTS

\$25,701.66	2017-2018	Special Ed 240 Grant
	2017-2018	Collaborative Partnerships
\$2,911.03	2017-2018	Title I Grant
	2017-2018	Title II Grant
	2017-2018	Special Ed Improvement
	2017-2018	After School Out of School Time
	2017-2018	Academic Support
	2017-2018	Literacy Partnerships
	2017-2018	Early Childhood

REVOLVING ACCOUNTS

\$33,175.01	2017-2018	Ext Day Program
\$16,263.66	2017-2018	Ext Day Preschool Program
\$2,034.11	2017-2018	Adult Education Program
	2017-2018	Community Services Rec
\$400.82	2017-2018	Professional Services
\$22,686.50	2017-2018	Lunch Program
\$49.04	2017-2018	Hanover Funds
\$612.27	2017-2018	Facilities
\$629.82	2017-2018	Recreation
\$414.21	2017-2018	Parking Fees
\$2,835.31	2017-2018	Preschool

\$107,713.44 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,192,237.13 2017-2018 School Department Account

\$1,192,237.13 SUB TOTAL - LEA FUNDS

\$1,299,950.57 TOTAL

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date 11/2/2017

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 \$1,298,891.76

GRANTS

\$26,022.06	2017-2018	Special Ed 240 Grant
	2017-2018	Collaborative Partnerships
\$3,159.34	2017-2018	Title I Grant
\$1,025.28	2017-2018	Title II Grant
	2017-2018	Special Ed Improvement
	2017-2018	After School Out of School Time
	2017-2018	Academic Support
	2017-2018	Literacy Partnerships
	2017-2018	Early Childhood

REVOLVING ACCOUNTS

\$25,592.38	2017-2018	Ext Day Program
\$15,322.92	2017-2018	Ext Day Preschool Program
\$2,810.85	2017-2018	Adult Education Program
	2017-2018	Community Services Rec
\$890.72	2017-2018	Professional Services
\$24,239.80	2017-2018	Lunch Program
\$113.12	2017-2018	Hanover Funds
\$3,790.66	2017-2018	Facilities
	2017-2018	Recreation
\$414.21	2017-2018	Parking Fees
\$2,835.31	2017-2018	Preschool

\$106,216.65 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,192,675.11 2017-2018 School Department Account

\$1,192,675.11 SUB TOTAL - LEA FUNDS

\$1,298,891.76 TOTAL

Superintendent/ Staff /School Committee Reports

Consent Agenda

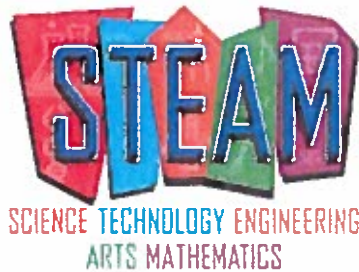
Celebrate American Education Week
(November 13-17) at Trahan Elementary School

STEAM LAB OPEN HOUSE!

Thursday, November 16th

Grade 3 Students & Parents are invited from 5:30pm-6:15pm!

Grade 4 Students & Parents are invited from 6:30pm-7:15pm!



In celebration of American Education Week, please come and visit our school's newest addition - The STEAM Lab! Check out what our students have been up to with their new weekly class in the new lab and also hear about how the lab will be used in the future!

OPEN CLASSROOMS!

Friday, November 17th



Parents are invited from 9:30am-10:30am into your child's classroom to observe and take part in an interactive lesson and activity with your child's teacher and class! We hope to see you there!



School Climate Survey Pilot

November 2017

Background

- Over the last three decades, there has been a substantial amount of research that attests to the importance of school climate and how positive school climate supports learning and positive youth development.
- With the introduction of the Every Student Succeeds Act (ESSA), many states, including Massachusetts, are exploring the use of a school climate indicator in their measures of school performance
- The school climate surveys also help the state to meet related requirements included in the Act Relative to Bullying in Schools.

Survey design, responses, scales, and reporting

- ESE developed a pilot school climate survey based on the conceptual framework of the U.S. Department of Education's School Climate Surveys, which focus on three dimensions of school climate: engagement, safety, and environment.
- Students in grades 5, 8, and 10 were given the option to participate in the survey pilot as part of the state MCAS administration in 2017. The survey was optional for districts, schools, and individual students.
- ESE piloted 71 survey items across the three grades, including 7 items common to all surveys and an additional 2 common across the grades 8 and 10 surveys to allow later data linking. All items used common response options: always true, mostly true, mostly untrue, and never true. Reports are based on 70 of the 71 items.
- Statewide, 69 percent of eligible students participated in the pilot survey: 73 percent in grade 5, 70 percent in grade 8 and 64 percent in grade 10. Most schools and districts had at least one student respond. Responding students were demographically similar to non-responding students.
- In addition to reporting individual item responses, ESE developed an overall school climate index score and index scores for the three dimensions of climate (engagement, safety, and environment). These indices were set to a mean of 50 and a standard deviation of 20; differences on the indices of about 3 to 4 points or more represent a meaningful difference in school climate. All indices are directly comparable to one another and across grade levels.
- To preserve respondent confidentiality, ESE suppressed data if fewer than 10 students responded, if all students responded identically on an item, or if the reliability of the responses was less than 0.7 on a scale from 0 to 1. After accounting for these business rules, 89 percent of districts and 56 percent of schools received a report.

Findings

- Students generally reported that they experienced positive school climates.
 - Across all three grades, for example, over 80 percent of students responded "always" or "mostly" true to the statement, "Teachers support (help) students who come to class upset." Nearly 80 percent of students responded similarly to the statement, "Students help each other learn without having to be asked by the teacher."
 - In schools with average school climates, the average student within the school responded "mostly true" to a majority of items and "always true" to the remaining items.
- School climate varied by grade and dimension. Grade 5 students reported stronger school climates than students in grades 8 and 10. Grade 5 students also reported greater strength in the

safety and environment dimensions than in engagement. Grade 8 students reported similar climate across the three dimensions, while grade 10 students reported stronger climates for engagement and environment than safety. (See summary table.)

	Student-level average index score		
	Grade 5	Grade 8	Grade 10
Overall school climate	58	45	46
Engagement	55	47	48
Safety	59	46	45
Environment	57	45	47

- Among schools that had sufficient responses to receive reports, the overall school climate index ranged from 27 to 78, showing substantial variation in climate across schools.
- Students in schools with the **strongest** climates (about 12 percent of all schools) reported many positive aspects of their school environments.
 - In these schools, student-on-student and student-on-teacher interactions are mostly respectful, caring, and collaborative within the classroom. Adults actively engage to help students emotionally and teach positive behaviors. Teachers encourage effort, set high academic expectations, and actively promote and support individual students' success.
 - Students in these schools have a say in school rules and perceive school rules as fair and consistently enforced. Students feel safe, with few if any bullying behaviors, and report a strong sense of belonging to the school.
- Even schools with the **weakest** climates (about 10 percent of all schools) still demonstrated some strengths, though they also had areas for improvement. This speaks to the fact that students in general reported positive school environments statewide.
 - Students in these schools report that adults address safety issues, that support systems are available, and that they feel safe (though some bullying behaviors may be reported). They also say that their teachers generally encourage and support individual students' academic success.
 - However, these schools also have opportunities to improve in areas such as caring and respectful relationships between students and with teachers; encouraging student autonomy and feedback; and engaging with students to support them emotionally and to teach them positive behaviors.

Next steps

- Districts and schools have access to individual reports of their findings with comparisons to statewide results. The Department will also provide interpretive materials and references to resources for districts interested in working on school climate issues.
- Over the fall, ESE will gather feedback from various stakeholders to learn more about which parts of the survey districts find most valuable and how they are using the data in their districts. This will inform next steps for the 2018 surveys.
- ESE will also produce a statewide summary report later this fall that will provide a breakdown of statewide responses by student subgroup and by district and school characteristics.



*News from Acting Commissioner Jeff Wulfson & the
MA Department of Elementary and Secondary Education*

On the Desktop - November 1, 2017

Dear Superintendents, Charter School Leaders, and Assistant Superintendents,

The Department is pleased to announce that the results from the MCAS questionnaire on school climate are now available to review in your Office of Planning and Research district drop boxes. The Department conducted a survey of students' perceptions of school climate from students in grades 5, 8, and 10 as part of the 2017 MCAS administration. The school climate surveys in grades 5 and 8 were administered after the MCAS Science and Technology/Engineering tests in April and May, and the grade 10 surveys were administered after the MCAS Mathematics test in May. The survey was optional for districts, schools, and students; 69 percent of eligible students statewide participated.

Attached to this message is a two-page summary of the statewide findings. In your drop box, you will receive a district-level summary report that provides a snapshot of all your schools' data and comparative district and state data, as well as separate reports for each school that met our minimum reporting requirements. The reports include summaries of your students' responses on each individual survey item, along with an overall school climate index and indices for three dimensions of climate: engagement, safety, and environment. We have also included supplemental materials that will help you and your schools understand and interpret what is in the reports.

If your school or district did not receive data for a survey item or index, it is because fewer than 10 students participated, all students within the school or district responded with the same answer, or the index scores did not meet ESE's minimum requirement for reliability.

The Department conducted this pilot survey for three reasons. First, over the last three decades, research has demonstrated the importance of school climate and how positive school climate supports learning and positive youth development. Second, we have heard frequently through our ESSA stakeholder engagement work and our conversations with district and school leaders that school climate plays a substantial role in student success, making it important to collect systematic data on this topic statewide. Third, these student surveys, piloted for the first time this year, help the state to meet related requirements included in the Act Relative to Bullying in Schools.

The Department encourages districts and schools to use this student survey data in combination with other available local sources of data from students, parents, staff, and administrators to consider ways to maintain and increase areas of strength and to address any

areas of concern. The Department also aims to learn from and help further these local efforts through our [strategic priority to support social-emotional learning, health, and safety](#) in schools across the Commonwealth.

After you review your school reports, please forward them to principals of your participating schools.

If you have any questions about your school climate data, please email [Shelagh Peoples](#) of the Office of Planning Research.

Sincerely,

Jeff Wulfson
Acting Commissioner

NOVEMBER 8, 2017 – ENROLLMENT UPDATE

SCHOOL	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	TOTALS
NORTH ST					146	132										278
TRAHAN					104	130										234
DEWING	106	120	157	131												514
HEATH BROOK	82	117	128	106												433
RYAN							250	265								515
WYNN MIDDLE									269	311						580
HIGH SCHOOL (HS)											216	220	243	234	3	916
PreSchool @ HS	15															15
TOTALS	203	237	285	237	250	262	250	265	269	311	216	220	243	234	3	3485
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	

Heath Brook			LF Dewing			LD Trahan			North Street			John F. Ryan			John Wynn Middle								
Grd	Tcher	Cnt	Grd	Tcher	Cnt	Grd	Tcher	Cnt	Grd	Tcher	Cnt	Grd	Tcher	Cnt	Grd	Tcher	Cnt						
KF	S. Paradis	21	KF	H. Grace	16	3	S. Mulino	18	3	N. Devincenis	24	5	B. Tuccinardi	22	6	N. Amalo	23	7	S. Chella	21	8	K. Welch	21
KF	E. Hendsbee	20	KF	A. McCarthy	18	3	S. Sadler	18	3	M. Peirle	25	5	K. Magsanti	19	6	J. Mrozowski	22	7	A. Webb	20	8	A. Breton	22
KF	B. Decarolis	21	KF	D. Sokolowski	17	3	A. Trevor	16	3	L. Desrochers	24	5	J. Farnham	22	6	A. Nelson	22	7	E. Noel	16	8	C. Navelta	24
KF	K. Hynes	21	KF	A. Reardon	18	3	L. Hyland	18	3	M. McGrath	24	5	P. Shirkoff	20	6	K. Romano	21	7	J. Spontzo	20	8	W. Fabiano	22
KF	K. Rodgers	17	KF	S. Gillette	18	3	K. Valcourt	17	3	L. Carfino	24	5	C. Crenin	21	6	N. Zwierek	23	7	J. Murphy	17	8	K. Williams	22
KF	D. Greene	17	KF	A. Cameron	16	3	J. Lane	17	3	J. Mailey	25	5	L. Levy	21	6	K. Anderson	22	7	C. Blodreau	19	8	D. Shao	23
K	*R. Langlais		KF	T. Molea	17	3	*L. Kuchar		3	*L. Chasan		5	K. Bruff	21	6	R. Reading	21	7	P. Cassidy	20	8	J. Pringle	21
			K/1/2	*A. Palange								5	R. Shirkoff	20	6	A. Johnson	22	7	D. Graaskamp	18	8	C. Gagnon	23
			K	*R. Hakala								5	R. Rogers	22	6	C. Melly	23	7	K. Johnston	19	8	E. Speros	22
1	E. Niles	22	1	K. Scaldone	19	4	S. Frost	22	4	S. Filiberto	23	5	B. Roberts	20	6	J. Chan	22	7	D. Bernslein	18	8	N. MacFarlane	23
1	A. Whynot	19	1	K. Carleton	23	4	J. Cole	21	4	K. Conrad	22	5	K. Hillson	21	6	J. Davis	22	7	F. Rouff	20	8	K. Deveau	22
1	C. Ventura	19	1	M. Lazzara	22	4	C. Gagne	22	4	M. Gorman	20	5	E. Lindsey	21	6	G. Martel	22	7	M. Perkins	20	8	E. Caron	22
1	J. Taggart	23	1	M. Hirtle	24	4	V. O'Meara	21	4	T. McHenry	24							7	N. Dunn	20	8	M. Gillespie	22
1	T. Enos	23	1	E. Daley	23	4	E. Fagan	22	4	J. Selissen	22							7	K. Terry	18	8	J. Blodreau	21
1	M. Engelken	22	1	L. Counnoyer	22	4	J. Horvitz	22	4	K. Russo	21	5/6	*S. Ferrara					7/8	*Camire	4			
1	*A. Spatola		1	L. Trmontle	24	4	*J. Kelly		4	*K. Gibson		5/6	*J. Seinho					7/8	*Doherty				
			K/1/2	*P. Martel								5/6	*A. Dockham					7/8	*Khan				
			1	*M. Robinson						DLC	*C. Strickler												
										DLC	*D. Ruderman												
Heath Brook-PK			LF Dewing-PK																				
CSPK	L. Ianacci	82	PK	J. Milligan	18																		
			PK	G. Alonzo	20																		
			PK	E. Fineran	17																		
			PK	J. Reyes	16																		
			PK	L. Costa	4																		
			PK	M. Fiori	5																		
			CSPK	J. Camody	26																		

*Denotes Special Ed classes where students at different grade levels may exist

*Denotes Special Ed classes where students at different grade levels may exist

TEWKSBURY PUBLIC SCHOOLS
Request for Fundraising

File: JJE-E
OCT 27 '17 PM 1:11

Date: Oct. 26, 2017

1. Name of Organization Junior Classical League

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

Selling premade cookie mixes (dry ingredients) w/ instructions for baking; packaged in glass jars

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.)

educational field trip, community service project

5. Proposed dates of fund raising activity From 11/16/17 To 12/8/17

6. Describe student involvement in the fund raising activity. Collecting orders through an online form, assembling (product) cookie mixes, collecting money, distributing orders

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

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

9. Name of responsible individual PAUL EARLY

Address [REDACTED]

Telephone No. [REDACTED] Signature of Applicant Paul Early

(To be completed by the School Principal)

Date 10/27/17

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

2. Reason for disapproval _____

3. You are authorized to begin the activity on _____

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

5. Comments by the principal: _____

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

Principal's Signature Patricia Meuse Date 10/27/17

TEWKSBURY PUBLIC SCHOOLS
Request for Fund Raising

Date: 10/31/17

1. Name of Organization: Class of 2020
2. Describe in detail the method of the fund raising activity. Attach additional information if necessary:
Students will host a "Restaurant Night" at Panera bread to receive 20% of the profits for the evening.
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).
deposits for junior prom + senior week.
5. Proposed dates of fund raising activity: from: Nov. 30th to: Nov 30th
6. Describe student involvement in the fund raising activity:
Students will hand out flyers + promote the event the week before. They will attend the event for some portion of the evening.
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: Bailey Mahoney
Signature of applicant: Bailey Mahoney
Address: [REDACTED]
Telephone No.: [REDACTED]

1. Your request for permission to raise funds is approved/disapproved. (Circle)
2. Reason for disapproval: _____
3. You are authorized to begin the activity of this date: _____
4. You are to submit a written narrative describing the amount of money raised and the funds not later than thirty (30) days after the ending date as shown above.
5. Comments by the principal: _____
6. Copy sent to the Office of the Athletic Director.
Signature: [Signature] Date: 11/1/17

Policy

File: DGA - AUTHORIZED SIGNATURES

The Superintendent or his/her designee will sign payrolls **presented for approval**. Payrolls will then be approved by vote of the Tewksbury School Committee in arrears.

The Town Treasurer, who also serves as the School Department Treasurer, signs all checks drawn against school department funds. No other signature is valid.

{Adoption date}

Revised: January 18, 1996

Reviewed and Adopted August 21, 2013

Reviewed:

LEGAL REF.: M.G.L. [41:41](#), [41:52](#)

File: DJE - ~~BIDDING~~ PROCUREMENT REQUIREMENTS

All purchases of materials and equipment and all contracts for construction or maintenance in amounts exceeding ~~\$35,000~~ \$50,000 will be based upon competitive bidding. All purchases valued between \$10,000 and \$50,000 shall require the procurement officer to attempt to secure 3 quotes for all materials, equipment, or services. All purchases valued at less than \$10,000 shall require the use of sound business practices to secure the best quality at the best price.

An effort will be made to procure multiple bids for all purchases in excess of ~~\$35,000~~ \$50,000. When recommending acceptance of a bid, the Superintendent will inform the Tewksbury School Committee whenever possible of the competitive price of a reasonable substitute for the item specified.

When bidding procedures are used, bids will be advertised appropriately. Suppliers will be invited to have their names placed on ~~mailing~~ distribution lists to receive invitations to bid. When specifications are prepared, they will be ~~mailed~~ distributed to all merchants and firms who have indicated an interest in bidding.

All bids will be submitted in sealed envelopes, addressed to the Superintendent and plainly marked with the name of the bid and the time of the bid opening. Bids will be opened in public at the time specified, and all bidders will be invited to be present.

The Committee reserves the right to reject any or all bids and to accept the bid that appears to be in the best interest of the school system. The Committee reserves the right to waive any informality in, or reject, any or all bids or any part of any bid. Any bid maybe withdrawn prior to the scheduled time for the opening of the bids. Any bid received after the time and date specified will not be considered. All bids will remain firm for a period of 30 days after opening.

The bidder to whom an award is made may be required to enter into a written contract with the school system.

Adoption date: July 2001

Reviewed and Adopted August 21, 2013

Revised: April 14, 2015

Revised:

LEGAL REFS.: M.G.L. [7:22A](#); [7:22B](#); [30B](#)

CROSS REF: DJA, Purchasing Authority

File: DK - PAYMENT PROCEDURES

All claims for payment from school department funds will be processed in accordance with regulations developed by the Superintendent. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers, or in accordance with salaries and salary schedules approved by the Tewksbury School Committee.

As an operating procedure, the Committee will receive monthly lists of bills (**warrants**) for payment from school department funds. The lists will be certified as correct and approved for payment by the Tewksbury School Committee and then forwarded to the Town Auditor for processing and subsequent payment by the Town Treasurer. Actual invoices, statements, and vouchers will be available for inspection by the Tewksbury School Committee.

The Superintendent will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget for all items.

The school-building administrators will be responsible for observing budget allocations in their respective schools.

{Adoption date}

Revised: January 18, 1996

Reviewed and Adopted August 21, 2013

Revised:

LEGAL REFS.: M.G.L. [41:41](#); [41:52](#) [41:56](#)

File: DKC - EXPENSE REIMBURSEMENTS

Personnel and school department officials who incur expenses in carrying out their authorized duties will be reimbursed by the school department upon submission of a properly completed and approved voucher and any supporting receipts required by the Superintendent.

When official travel by personally owned vehicle is authorized, mileage payment will generally be made at the rate currently approved by the Committee **state rate. Based on individual contracts, a stipend may be given.** ~~However, a monthly travel stipend, in an amount established, will be paid to the personnel authorized by the Committee.~~

To the extent budgeted for such purposes in the school budget, approval of travel requests will be as follows: 1. Travel by Tewksbury School Committee members must have prior approval of the Tewksbury School Committee. 2. ~~Any overnight travel request must be approved in advance by the Committee unless previously approved within an individual employment agreement.~~ Staff travel requests within budgetary limits may be approved by the Superintendent. Staff travel requests that exceed budgetary limits will require the **approval of the School Committee and the identification of funding sources by administration.** 3. ~~Each individual request will be judged on the basis of its benefit to the school system.~~

Adoption date: January 1996

Reviewed and Adopted August 21, 2013

Revised:

LEGAL REFS.: M.G.L. [40:5](#); [44:58](#)

File: EB - SAFETY PROGRAM

Accidents, unplanned occurrences that can result in tragic consequences--bodily harm, loss of school time, property damage, legal action, and even fatality. The Tewksbury School Committee will guard against such occurrences by taking every-possible precaution to protect the safety of all students, employees, visitors and others present on school property or at school-sponsored events.

The committee will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain, for example, to the school plant, special areas of instruction, student transportation, school sports and occupational safety.

The practice of safety will also be considered a facet of the instructional program of the schools. Instruction in accident prevention as well as fire prevention; emergency procedures; traffic, bicycle, and pedestrian safety.

The Superintendent will have overall responsibility for the safety program of the school system. It will be the responsibility of the Superintendent to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members recognize that preventing accidents is a daily operational responsibility.

{Adoption date}

Revised: May 4, 1998

Reviewed and Adopted September 25, 2013

Revised:

LEGAL REF.: M.G.L. [71:55C](#) and Acts of 1985c 614 See I Board of Education

603 CMR 36:00

[EEAE](#), School Bus Safety Program

[GBGB](#), Staff Personal Security and Safety

[IHAM](#), Health Education

JLI, Student Safety

~~Code Red—Safety Procedures~~

File: EBAB - PEST MANAGEMENT POLICY

The Tewksbury Public Schools are committed to providing a safe and properly maintained environment for all staff, students and visitors. To achieve this end, the School District will implement integrated pest management procedures for its buildings and grounds.

The integrated pest management procedures shall include implementation of appropriate prevention and control strategies, notification of certain pesticide and herbicide uses, record keeping, education and evaluation.

Integrated pest management procedures will determine when to control pests and what method of control to choose. Strategies for managing pest populations will be influenced by the pest species, location and whether and at what population level its presence poses a threat to people, property or the environment. The full range of action alternatives, including no action, will always be considered.

I. OVERVIEW AND GOALS

- A. The Tewksbury Public Schools shall develop and implement an integrated pest management program.
- B. An integrated pest management program is a pest control approach that emphasizes using a balanced combination of tactics (cultural, mechanical, biological, chemical) to reduce pests to a tolerable level while using pesticides and herbicides as a last resort to minimize health, environmental and economic risks.
- C. Pesticides and herbicides will be used only as a last resort, based on a review of all other available options.
- D. The integrated pest management program shall strive to:
 - 1. Reduce any potential human health hazard.
 - 2. Reduce loss or damage to school structures or property.
 - 3. Minimize the risk of pests from spreading in the community.
 - 4. Enhance the quality of facility use for school and community.
 - 5. Minimize health, environmental and economic risks.

II. RESTRICTIONS ON USE OF PESTICIDES AND HERBICIDES

- A. When pesticides or herbicides are used, they must be classified as an EPA Category III or IV. Application of any pesticide or herbicide may be performed only by certified applicators.

First Reading

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

B. Application of pesticides and herbicides may only be accomplished during a school break or when the building will be clear of students for at least 48 hours.

III. NOTIFICATION OF PESTICIDE AND HERBICIDE USE

A. When pesticides or herbicides are used outdoors, notice of their use will be provided to parent/guardians, staff and students and will also be posted in a common area.

B. When pesticides and herbicides are used in a building, the site will provide a 48-hour pre-notification in the form of posting the product name, purpose, application date, time and method and the Material Safety Data Sheet on all entrance doors. A contact person will also be listed.

C. In the event of an EPA registered pesticide or herbicide application in or around a building site during the school year or summer session, a notice (including the product name, purpose, contact person, and application date, time and method), will be sent home in writing with students in the affected building at least 5 days prior to application.

IV. RECORD-KEEPING

A. The District will keep a record of pesticides and herbicides used, amounts and locations of treatments and will keep any Material Safety Data Sheets, product labels and manufacturer information on ingredients related to the application of the pesticides or herbicides.

B. All records of pesticides and herbicides used and correspondence will be available for public review upon notice and during normal school hours.

V. STAFF RESPONSIBILITIES AND EDUCATION

A. Designated staff (School Nutrition, Buildings and Grounds, etc.) will participate in sanitation and pest exclusion procedure appropriate to their roles. For example: keeping doors closed, repairing cracks, removing food waste within 12 hours, keeping lids on garbage receptacles and keeping vegetation properly ~~out~~ cut.

B. Ongoing education of all appropriate District staff will be a priority to ensure a safe and clean environment.

ADOPTED: November 4, 2015

Revised:

LEGAL REF.: ~~Chapter 85 of the Acts of 2000, "An Act to Protect Children and Families from Harmful Pesticides."~~ M.G.L. 71:68; 132B

File: EBB - FIRST AID

The school district attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call appropriate emergency personnel emergency medical services. In the case of illness that may include an infectious disease the school physician shall be notified in accordance with law.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the child to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

At each school, procedures will be developed for the proper handling of an injury to, or sudden illness of, a child or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent/guardian/guardian and/or family physician immediately.
- ~~3. No young child who is ill or injured will be sent home alone, nor will any older child unless the illness or injury is minor. A young child who is ill or injured will not be taken home unless it is known that someone is there to receive him/her.~~
3. In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate hospitalization transport to a hospital of injured or ill students, contacting parent/guardian or guardian in advance if at all possible.
4. The teacher or other staff member to whom a child is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.
5. All accidents to students and staff members will be reported as soon as possible to the Superintendent and the Tewksbury School Committee.

{Adoption date}

Revised: January 18, 1996

Reviewed and Adopted September 25, 2013

Revised:

LEGAL REFS.: M.G.L. [71:55A](#); [71:56](#)

CROSS REF.: [JLC](#), Student Health Services and Requirements

~~“Code Red”~~ Safety Procedures

File: EBC - EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, natural disasters, and safety threats.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local Emergency Medical Services agencies, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location on campus, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students; provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.
7. In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

Plans shall be submitted at least every 3 years ~~by September 1~~. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response Drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

Revised: May 4, 1998

Revised: November 14, 2012

Reviewed and Adopted September 25, 2013

Revised:

First Reading

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

LEGAL REF: M.G.L. [69:8A](#) Section 363 of Chapter 159 of the Acts of 2000

CROSS REF.: [EBCD](#), Emergency Closings

[JL](#), Student Welfare

[JLC](#), Student Health Services and Requirements

File: EC - BUILDINGS AND GROUNDS MANAGEMENT

The Tewksbury School Committee's most important function is to provide for the education of children, and it recognizes that the education of children is dependent upon many factors, including a proper physical environment that is safe, clean, sanitary, and as comfortable and convenient as the facilities will permit or the use requires.

The supervision over the care and safekeeping of property used by the school department will be the general responsibility of the Superintendent or designee. He/she will work with other town municipal departments, as necessary, to develop a comprehensive and well-defined plan for the proper maintenance, cleanliness, and safekeeping of all school buildings and grounds to ensure that each school is equally well maintained, equipped, and staffed.

The Superintendent or designee will establish procedures and employ such means as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all property used by the school department; to safeguard the property against loss, damage, or undue depreciation; to recover and restore to usefulness any property that may be lost, stolen or ~~dam- aged~~ **damaged**; and to do all things necessary to ensure the proper maintenance, cleanliness, and safe-keeping of school property.

Within the separate schools, the building administrator will be responsible for proper care, maintenance, and cleanliness of buildings, equipment and grounds.

Adoption date: January 1996

Reviewed and Adopted September 25, 2013

Revised:

LEGAL REF.: M.G.L. [71:68](#)

First Reading

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

File: ECA - BUILDINGS AND GROUNDS SECURITY

Public school buildings and grounds are one of the greatest investments of the town. It is deemed in the best interest of the school department and town to protect the investment adequately.

Security should mean not only maintenance of a secure (locked) building, but protection from fire hazards and faulty equipment, and safe practices in the use of electrical, plumbing, and heating equipment and the storage of hazardous materials and chemicals. The committee expects close cooperation with fire and law enforcement departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours will be limited to personnel whose work requires it. An adequate key control system will be established, which will limit access to buildings to authorized personnel and will safeguard against the chance of entrance to buildings by unauthorized persons.

Funds and valuable records will be kept in a safe place and under lock and key.

Protective devices designed to be used as safeguards against illegal entry and vandalism will be installed and maintained when appropriate to the individual situation. Employment of ~~watchmen~~ **security personnel** may be approved in situations where special risks are involved.

Adoption date: January 1996

Reviewed and Adopted September 25, 2013

Revised:

File: EDC - AUTHORIZED USE OF SCHOOL-OWNED MATERIALS

The Tewksbury School Committee wishes to be of assistance, whenever possible, to other town departments and community organizations. Therefore, permission to use school equipment may be granted by the Superintendent upon request by responsible parties or organizations.

School equipment may be used by staff members upon approval of their immediate supervisor and when the use is related to their school employment.

Use of school equipment by students must be approved by the building administrator and the equipment is to be used in connection with their studies or extracurricular activities.

Proper controls will be established by the Business Manager to assure the user's responsibility for, and return of, all school equipment.

Reviewed and Adopted September 25, 2013

Reviewed:

File: EEAA - WALKERS AND RIDERS

Students will be entitled to transportation to and from school at the expense of the public schools when such transportation conforms with applicable provisions of the Massachusetts General Laws. Reimbursement to the school system for transportation costs is given by the Commonwealth, **subject to appropriation**, only for (a) students living at least one and one half miles from school, (b) students who live more than one mile from the nearest bus stop, and (c) students with special needs for whom transportation must be provided.

Additionally, the committee will provide transportation for students as follows:

Kindergarten: All students, except those living in immediate proximity to the school, as determined by the Superintendent.

Grades 1 - 4: Students living more than one mile from school.

Grades 5 - 6: Students living more than one and one-half miles from school.

Grades 7 -12: Students living more than two miles from school.

Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school. These students will be transported regardless of the mileage limits listed.

Adoption date: January 1996

Reviewed and Adopted September 25, 2013

Revised:

LEGAL REFS.: M.G.L. [40:5](#); [71:7A](#); [71:68](#); [71B:5](#)

CROSS REF.: [EEA](#), Student Transportation Services

File: EEAEA – BUS DRIVER EXAMINATION AND TRAINING

~~SCHOOL BUS AND COMMERCIAL VEHICLE DRIVERS EXAMINATION, TRAINING, AND DRUG AND ALCOHOL TESTING~~

The Tewksbury School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate and proof of freedom from tuberculosis.
- ~~3. No person under 18 years and only persons of high character will be allowed to operate school buses.~~
3. Only persons who are properly licensed by the state and have completed the driver training program will be permitted to drive school buses.
4. The contractor will furnish the Tewksbury School Committee with a list of names of drivers and their safety records for the last three years.
5. In case of any change of bus drivers, the contractor will notify school officials as soon as possible.
- ~~7. Each driver will be required to comply with the Department of Transportation regulations for drug and alcohol testing.~~
- ~~8. The Superintendent or designee will arrange to conduct CORI and Fingerprinting background checks on all drivers.~~

Adoption date: June 1999

Reviewed and Adopted September 25, 2013

Revised: April 13, 2016

Revised:

LEGAL REFS.: M.G.L. 90:7B; 90:8A; 90:8A ½

File: EEAEA-1

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS AND COMMERCIAL VEHICLE DRIVERS EXAMINATION, TRAINING, AND

The district shall ~~comply~~ **adhere to federal law and** ~~with the~~ Department of Transportation's regulations **requiring for the a drug and alcohol testing program of for** school bus drivers and commercial vehicle drivers employed by the district. Such testing will be conducted for five different situations: pre-employment, randomly, following an accident, following an authorization to return to duty, and upon reasonable suspicion that a driver is under the influence of alcohol or using drugs.

The district will comply with Department of Transportation protocols regarding the collection and testing necessary to establish whether alcohol or drugs are present in the driver's system, and regulations will be established for the steps to be taken in the event that test results are positive.

This program shall comply with the requirements of ~~the Code of Federal Regulations, Title 49, Section 382 et seq~~ **Federal law and regulations**. The Superintendent or designees shall adopt and enact procedures consistent with the federal regulations, defining the circumstances and procedures for testing.

LEGAL REFS.: 49 U.S.C. sec. 2717 et seq. (Omnibus Transportation Employee Testing Act of 1991)
 49 C.F.R. Part 40 Procedures for Transportation Workplace and Drug and Alcohol Testing Programs
 49 C.F.R. Part 382 Controlled Substance and Alcohol Use and Testing
 49 C.F.R. Part 391 Qualification of Drivers

File: EFC - FREE AND REDUCED PRICE FOOD SERVICES

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, and in accordance with the wishes of the Committee, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his/her parent/guardians ~~or guardian~~.

As required by state and federal regulations, the Tewksbury School Committee ~~will approve a~~ **approves this** policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

Adoption date: January 1996

Reviewed and Adopted September 25, 2013

Revised:

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
Child Nutrition Act of 1966
P.L. 89-642, 80 Stat. 885, as amended M.G.L. [15:1G](#); [15:1L](#); [69:1C](#); [71:72](#)

File: FA - FACILITIES DEVELOPMENT GOALS

The School Committee believes that any educational program is influenced greatly by the environment in which it functions. The development of a quality educational program and of school facilities that help to implement the program must go hand in hand.

Therefore, it is the Committee's goal to provide the facilities needed for the number and educational requirements of students in the school system, and to provide the kind of facilities that will best support and accommodate the educational program.

~~In planning facilities, the Committee recognizes that capital outlay funds are limited, and that priorities must be established to make the best use of the school building dollar. The Committee's first objective will be to develop a plan that eliminates overcrowding and minimizes the need for extended day programs and double sessions. Whenever possible, the cultural as well as educational needs of the community will be considered in planning facility expansions.~~

~~Architects retained by the Committee are expected to plan for simplicity of design; sound economies, including low long-range maintenance costs, efficiency in energy needs, low insurance rates; high educational use; and flexibility.~~

To best use local resources, it is the Committee's intent, wherever possible, to partner with the Massachusetts School Building Authority.

Recognizing that school facilities are long-term community investments, the Committee will develop projects that reflect cost-effective designs, are consistent with good engineering practice, and use high quality construction, with attention to current and future technological practices for students, faculty, and school staff. Sites will be chosen to meet the educational need, maximize the use of any available community resources, and minimize any possible adverse education, environmental, social, or economic impacts on the community.

Revised: June 24, 1999

Revised and Adopted: September 25, 2013

Revised:

LEGAL REF.: 603 CMR [2:00](#)

File: FF - NAMING NEW FACILITIES

Naming a school facility is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a school name for a school, a portion of a school, or a portion of school grounds. A name with educational significance or inspiration should be chosen. The Committee also feels that it is appropriate to name schools for physical locations; geographical areas; distinguished local, state, and national leaders whose names will lend dignity and stature to the school; or significant or pertinent events.

The Superintendent will prepare for the approval of the Committee a procedure to follow in recommending names for school buildings. Whenever possible, the wishes of the community, including parents and students, should be considered in naming new facilities.

The School Committee has the authority to approve the naming and renaming of buildings, structures, and facilities located on school property. The School Committee also has the authority to name subsections of existing structures or facilities, such as classrooms, auditoriums, and gymnasiums.

Names and/or wording associated with school facilities shall be consistent with school district policies and promote messages aligned with the mission, vision and goals of the school district. To the extent possible, names and/or wording should be designed not to restrict the use of a space or inhibit changing the function of the space should that become necessary in the future.

When the opportunity to name or dedicate a new school or school related property, structure or facility is forthcoming, an orderly procedure will be communicated at the next available School Committee meeting. The Committee's agendas should clearly reflect the intent to consider, review, and vote on naming opportunities.

Submission of a name for a school space may be made by any resident or by the Superintendent, in writing, and should be made to the School Committee Chairperson. If a name is being initiated at the local school level, the Principal must take reasonable steps to include the School Council and PAC in the nomination of the name before submission to the School Committee.

The written request should specify the intent of the requestor and the reasons why this particular name would fit the facility. It should offer appropriate background information on the person or organization after which the facility will be named. An offer of a financial contribution to the School District may accompany the naming request, but the School Committee is not obligated to accept or reject a name based upon financial considerations alone. Philanthropic contributions in support of the School District are encouraged by the School Committee. The School Committee may acknowledge generous donors by designating appropriate spaces within the School District's facilities consistent with the level of financial commitment.

Following the submission of a naming request, the School Committee Chairperson will specify a consideration period that allows for public comment, following which the Committee will deliberate and vote on the name.

First Reading

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

~~It is expected that an orderly, announced procedure will lessen the community or factional pressures that so quickly build up when the selection is delayed or seems uncertain. A prompt decision will reduce disappointments and advance community solidarity.~~

~~Much confusion in accounts, files, and records can be avoided if a new school can be identified by name before the planning starts.~~

Adopted: September 25, 2013

Revised:

SOURCE: MASC August 2016

File: FFA

MEMORIALS

The School Committee recognizes that the death of a student, member of the staff, or prominent community member is deeply felt by the school community. As places designed primarily to support learning, school sites should not serve as the main venue for permanent memorials.

Permanent memorials within the schools shall be limited in form to perpetual awards or scholarships.

Any permanent memorials in existence before the adoption of this policy can only be removed by a vote of the School Committee.

SOURCE: MASC August 2016

Adopted:

File: GBA - EQUAL EMPLOYMENT OPPORTUNITY

The Tewksbury School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the district who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their race, ~~ereed~~ religion, color, age, sex, gender identity, national origin, sexual orientation, military status, genetic information, ancestry, or disability. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.

{Adoption date}

Revised: January 18, 1996

November 14, 2012

Reviewed and Adopted October 23, 2013

Revised:

LEGAL REF.: M.G.L. 151B4; BESE Regulations 603 CMR [26:00](#)

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

File: GBEA - STAFF ETHICS / CONFLICT OF INTEREST

The Tewksbury School Committee expects members of its professional staff to be familiar with the codes of ethics that applies to their profession and to adhere to it in their relationships with students, parent/guardians, coworkers, and officials of the school system.

No employee of the Committee will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system. Nor will any staff member engage in any type of private business during school time or on school property.

Employees will not engage in work of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Moreover, as there should be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator responsible for the supervision and/or evaluation of an employee be directly related to him/her.

Every 2 years, all current employees, including School Committee members, must complete the State Ethics Commission's online training. New employees must complete this training within 30 days of beginning employment and every 2 years thereafter. Upon completing the program, employees should print out the completion certificate and keep a copy for themselves. Employees will be required to provide a copy of the completion certificate to the Town or district Clerk through the Superintendent's office.

In order to avoid the appearance of any possible conflict, it is the policy of the School Committee that when an immediate family member, as defined in the Conflict of Interest statute, of a School Committee member or district administrator is to be hired into or promoted within the School District, the Superintendent shall file public notice with the School Committee and the Town or District Clerk at least two weeks prior to executing the hiring in accordance with the law.

Adoption date: January 1996

Revised: December 11, 2013

Revised:

LEGAL REFS.: M.G.L. [71:52](#); [268A:1](#) et seq.

File: GBEB - STAFF CONDUCT

All Tewksbury Public School staff members have a responsibility to familiarize themselves with and abide by the laws **and regulations** of the State as these affect their work, the policies of the Tewksbury School Committee, and the ~~regulations~~ **procedures** designed to implement them.

In the area of personal conduct, the Committee expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school system but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Committee and their implementing ~~regulations~~ **procedures** and school rules in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern for and attention to their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.
6. Due diligence in providing the appropriate school and grade level curriculum required to their students in insuring their academic success.

Adoption date: January 1996

Revised and Adopted October 23, 2013

Revised:

LEGAL REFS.: M.G.L. [71:37H](#); [264:11](#); [264:14](#)

File: GBED - TOBACCO USE ON SCHOOL PROPERTY

~~Smoking, chewing, snuff, electronic, smokeless tobacco, and vaporizing products or the use of tobacco and/or electronic, smokeless tobacco products, and vaporizing products within school buildings, the school facilities or on school property or busses, by any individual, including school personnel is prohibited.~~ Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel, is prohibited at all times

Visitors, employees, and others found violating the tobacco policy:

First Through Third Offense

~~One hundred dollars (\$100.00) fine for violations of the Smoke Free Workplace Law.~~

~~For smoking, chewing, snuff, electronic, smokeless tobacco, and vaporizing products on school grounds, visitors and others will be asked to leave the premises immediately.~~

~~Employees could be subjected to disciplinary actions by the School Committee.~~

Subsequent Offense

~~Three hundred dollars (\$300.00) fine for violations of the Smoke Free Workplace Law.~~

~~Permanently removed from school grounds.~~

~~Employees are subject to further disciplinary actions by the School Administration.~~

Any disciplinary actions(s) by the school administration/committee will be subject to and in accordance with the Collective Bargaining Agreement.

Staff members who violate this policy will be referred to their immediate supervisor.

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

Adopted: February 9, 2011

Reviewed and Adopted October 23, 2013

Revised: April 13, 2016

Revised:

File: GBGB - STAFF PERSONAL HEALTH AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Tewksbury School Committee will seek to assure the safety of employees during their working hours and assist them in the maintenance of good health.

Employees offered a position as a custodian, maintenance worker or food service worker must successfully pass a pre-employment physical examination) (provided at School Committee cost) prior to the date of employment.

The Superintendent may require an employee to submit to a physical examination by a physician appointed by the school system whenever that employee's health appears to be a hazard to children or others in the school system or when a doctor's certificate is legally required to verify need for sick leave.

School employees, their families and members of their household are eligible to use the confidential services provided by the town's employee assistance program.

Adoption date: January 1996

MASC Revised: June 21, 2004

Revised: December 11, 2013

Revised:

LEGAL REFS.: M.G.L. [71:54](#); [71:55B](#); [71:55C](#)

CROSS REFS.: [EB](#), Environmental and Safety Program

File: GCCD GBGE

DOMESTIC VIOLENCE LEAVE POLICY

It shall be the policy of the school district to permit an employee to take up to 15 days of domestic violence leave from work in any 12 month period. In order to be eligible for said leave:

- (i) the employee, or a family member of the employee must be a victim of abusive behavior;
- (ii) the employee must be using the leave from work to seek or obtain medical attention, counseling , victim services or legal assistance; secure housing; obtain a protective order from court; appear before a grand jury; meet with a district attorney or other law enforcement official; or attend child custody proceedings or address other issues directly related to the abusive behavior against the employee or family member of the employee; and
- (iii) the employee must not be the perpetrator of the abusive behavior against such employee's family member.

The employer shall have the sole discretion to determine whether this leave shall be paid or unpaid. An employee seeking such leave shall exhaust all annual or vacation leave, personal leave and sick leave available to the employee, prior to requesting or taking domestic violence leave, unless the employer waives this requirement.

Except in cases of imminent danger to the health or safety of an employee, advanced notice of domestic violence leave shall be required. If such imminent danger exists the employee shall notify the employer within 3 workdays that the leave was taken. The notification may be communicated to the employer by the employee, a family member of the employee or the employee's counselor, social worker, health care worker, member of the clergy, shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior. If an unscheduled absence occurs, an employer shall not take any negative action against the employee if the employee, within 30 days from the unauthorized absence or within 30 days from the employee's last unauthorized absence in the instance of consecutive days of unauthorized absences, provides any of the documentation found in (1) to (7) below. An employer may require documentation that the employee or employee's family member has been a victim of abusive behavior and that the leave is consistent with clauses (i) to (iii) as above referenced; provided, however, that an employer shall not require an employee to show evidence of an arrest, conviction or other law enforcement documentation for such abusive behavior. The documentation shall be provided to the employer within a reasonable period after the employer requests it.

An employee shall satisfy this documentation requirement by providing anyone of the following documents to the employer:

- (1) a protective order, order of equitable relief or other documentation issued by a court of competent jurisdiction as a result of abusive behavior against the employee or employee's family member;
- (2) a document under the letterhead of the court, provider or public agency which the employee attended for the purposes of acquiring assistance as it relates to the employee or family member;

- (3) A police report or statement of a victim or witness provided to police documenting the abusive behavior;
- (4) documentation that the perpetrator of the abusive behavior has admitted to sufficient facts to support a finding of guilt ; or has been convicted of , or has been adjudicated a juvenile delinquent by reason of any offense constituting abusive behavior;
- (5) medical documentation of treatment as a result of the abusive behavior;
- (6) a sworn statement, signed under the penalties of perjury, provided by a counselor, social worker, health care worker, member of the clergy, , shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior;
- (7) a sworn statement, signed under the penalties of perjury, from the employee attesting that the employee has been a victim of or is a family member of a victim of abusive behavior.

All information related to the employee's leave shall be kept confidential and shall not be disclosed, except to the extent that disclosure is:

- (i) requested or consented to, in writing, by the employee;
- (ii) ordered to be released by a court of competent jurisdiction;
- (iii) otherwise required by applicable federal or state law;
- (iv) required in the course of an investigation authorized by law enforcement, including, but not limited to, an investigation by the Attorney General; or
- (v) necessary to protect the safety of the employee or others employed at the workplace.

The Superintendent shall ensure that notice is provided to all employees in the next school year and beyond by appropriately amending the district's employee handbooks, by whatever title they may be known, or by direct notice about the Domestic Violence Law and securing the employees signature acknowledging receipt of the handbook/notice. The Superintendent shall be responsible for notifying all current employees, unless they have been notified through the handbook, of this policy in a manner that he/she deems appropriate.

No employer shall coerce, interfere with, restrain or deny the exercise of, or any attempt to exercise, any rights provided herein or to make leave requested or taken contingent upon whether or not the victim maintains contact with the alleged abuser. No employer shall discharge or in any other manner discriminate against an employee for exercising the employee's rights under law. The taking of domestic violence leave shall not result in the loss of any employment benefit accrued prior to the date of such leave. Upon the employee's return from such leave, he/she shall be entitled to restoration to the employee's original job or to an equivalent position. Definitions of 'abuse', 'abusive behavior', 'domestic violence', 'employees' and 'family members' may be found in the laws referenced below.

Revised:

LEGAL REF.: M.G.L. 149:52E; Section 10

Chapter 260 of the Acts of 2014

First Reading

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

File: ~~GDCC~~ **GBGF**

FAMILY AND MEDICAL LEAVE

The School System shall comply with the mandatory provisions of the Family and Medical Leave Act of 1993. The Superintendent shall issue, and from time to time amend, ~~regulations~~ **procedures** setting forth the rights and **procedures** granted by the Act, and shall ensure compliance with those ~~regulations~~ **procedures** either personally or by delegation, or by some combination of personal oversight and delegation.

Reviewed and Adopted October 23, 2013

Revised:

LEGAL REFS.: P.L. 103-3, "Family and Medical Leave Act of 1993"

File: GBI - STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The Tewksbury School Committee recognizes that employees of the school system have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive office.

In connection with campaigning, an employee will not: use school system facilities, equipment or supplies; discuss his/her campaign with school personnel or students during the working day; use any time during the working day for campaigning purposes. Under no circumstances, will students be pressured into campaigning for any staff member. This does not apply to student participation in election simulations for educational purposes.

Adoption date: January 1996

Reviewed and Adopted October 23, 2013

Reviewed:

LEGAL REF.: M.G.L. 55; [71:44](#)

File: GBK - STAFF COMPLAINTS AND GRIEVANCES

The Tewksbury School Committee will encourage the administration to develop effective means of resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and Tewksbury School Committee.

It is the committee's desire that grievance procedures provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and that each employee be assured opportunity for an orderly presentation and review of complaints and concerns.

Channels established will provide for the following:

1. That teachers and other school employees may appeal a ruling of a pPrincipal or other administrator to the sSuperintendent.
2. That all school employees may appeal a ruling of the sSuperintendent to the eCommittee, except in those areas where the law has specifically assigned authority to the pPrincipal and/or the sSuperintendent and eCommittee action would be in conflict with that law.
3. That all hearings of complaints before the sSuperintendent or eCommittee be conducted in the presence of the administrator who made the ruling that is the subject of the grievance.

The process established for the resolution of grievances in contracts negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular contract.

{Adoption date}

Revised: January 18, 1996

Reviewed and Adopted October 23, 2013

Revised:

LEGAL REFS.: M.G.L. [150E:5](#); [150E:8](#)

CONTRACT REFS.: All Contract Agreements

File: GCBA - PROFESSIONAL STAFF SALARY SCHEDULES

Teachers

The Tewksbury School Committee will adopt a salary schedule for regular teaching personnel as part of the contract negotiated with the teachers' bargaining unit. The schedule will be designed to recognize and reward training and experience and encourage additional study for professional advancement.

Principals

Salaries will be reviewed annually prior to July 1. The Tewksbury School Committee, with the advice of the Superintendent, will establish levels of compensation for each position based on the circumstances, dynamics, and requirements of each position. Consideration may be given to individuals for exceptional performance as a basis for establishing merit increases for Principals. It is the responsibility of the Superintendent to present evidence to the School Committee to support recommendations for merit increases.

Administrators

Salaries will be reviewed annually prior to July 1. The Superintendent may, upon the request of the Committee, survey other school systems to determine salaries being paid for comparable positions in each system. The survey will include the effective date of the specified salary.

Revised: January 18, 1996

Revised: December 11, 2013

Reviewed:

LEGAL REFS.: M.G.L. [71:40](#); [71:43](#)

CONTRACT REF.: Teachers' Agreement

Old Business



Tewksbury Public Schools

139 Pleasant Street
Tewksbury, MA 01876

MEMORANDUM

To: Tewksbury School Committee
From: Chris Malone, Superintendent
Date: November 8, 2017
Re: MA DESE Next-Generation MCAS Informational Updates

This is Informational Only - No Vote of the School Committee is Required

The following is Next-Generation MCAS communication from the MA Department of Elementary and Secondary Education.

Next-Generation MCAS: High School Testing Timeline and Planning

Superintendents' Advisory Council
November 2017



Background on the Competency Determination (CD)

- Established by the Education Reform Act of 1993
- Students must meet the standards adopted by the Board through regulation and measured by the MCAS tests in order to be eligible for a high school diploma
- MCAS testing began in 1998
- Students in the class of 2003 were required to score *Needs Improvement* (220) or higher on the grade 10 ELA and mathematics tests

Background on the CD (continued)

- In 2006, the Board voted to raise the standard for the CD for students in the class of 2010 and beyond, so that students are required to:
 - Pass one of the four high school science and technology/engineering tests
 - Meet the requirements of an Educational Proficiency Plan (EPP) if they score below *Proficient* (240) on the ELA or math tests
- Students are provided with multiple retest opportunities and alternate pathways (MCAS–Alt, appeals process).
- In October 2016, the Board voted to maintain the current CD requirements through the class of 2020.

Transition to Next-Generation High School Tests

- Ensure fairness during the transition period for the students in each graduating class
 - Provide adequate notice of the requirements for high school graduation
- Students entering grade 9 this fall will be the first class to take the next-generation tests in ELA and mathematics in spring 2019
- Standards will not be set on those tests until summer of 2019 following the first administration



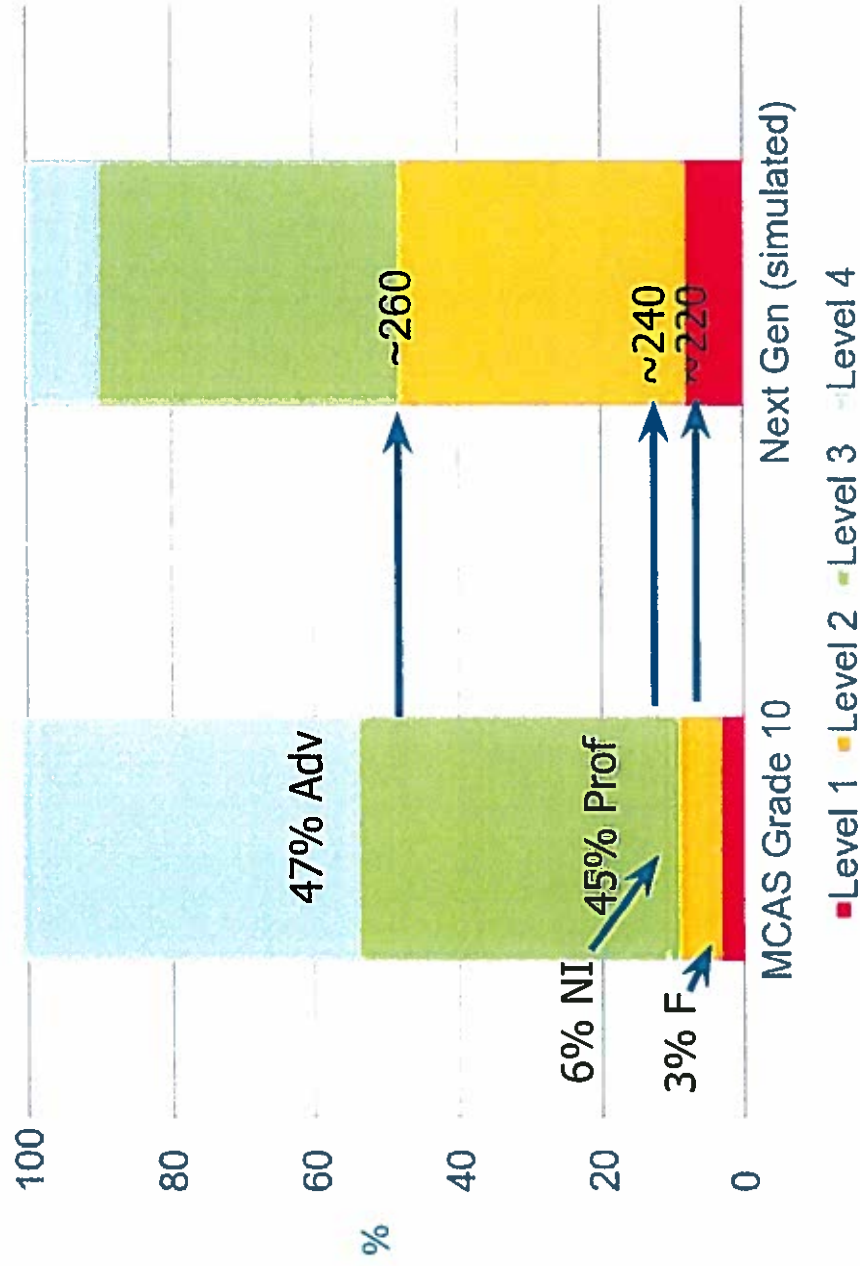
Recommendation Presented to Board in September 2017

Update the CD regulations to state that students in the classes of 2021 and 2022 will be held to an interim passing standard.

- The interim standard will be defined as a similar level of achievement to the required standards on the legacy tests: 240 (*Proficient*), or 220 (*Needs Improvement*) plus EPP
- The interim standard would be identified in summer 2019 through
 - A statistical linking process, and
 - Validation by a panels of experts
- Provides members of the classes of 2021 and 2022 with timely notice of the passing standard
- Provides students, parents, and educators with sufficient time to become familiar with the new tests and expectations before a new passing standard is established.



Equippercentile Linking Model



Timeline for Board Decisions

- September 2017: Initial Board discussion of recommendation and proposed changes to the regulations
- October 2017: Continuing Board discussion
- November 2017: Board reviews proposed amendments to regulations and votes on soliciting public comment
- January or February 2018: Board votes on proposed amendments on the regulations

Proposed CD Requirements for ELA and Mathematics, by Class

Class	School Year						CD requirements
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
Class of 2020	Grade 10	Grade 11	Grade 12				Legacy (240 or 220+EPP, per BESE vote in October 2016)
Class of 2021	Grade 9	Grade 10*	Grade 11	Grade 12			Interim (standard on new test that represents similar level of achievement as 240, or 220+EPP)
Class of 2022		Grade 9	Grade 10	Grade 11	Grade 12		Interim (standard on new test that represents similar level of achievement as 240, or 220+EPP)
Class of 2023			Grade 9	Grade 10	Grade 11	Grade 12	Future (to be determined after results of new tests are considered by the Board in fall 2019)

*First administration of next-generation grade 10 tests in ELA/Mathematics

Other considerations

- Establishment of a similar transition plan for high school Science and Technology/Engineering tests (first next-gen tests scheduled for spring 2020)
- Review and revision of other regulations and policies, as needed
 - Scholarship programs (Adams and Koplik)
 - Retesting opportunities – possible combining of March retest and spring testing opportunities in future years

Spring 2018 Field Test in ELA and Mathematics for Grade 10

- **Required** for grade 10 students who are selected
- Builds item bank and practice tests/exemplars for 2019
- Provides schools/students with computer-based testing experience
- Participation
 - All high schools will be selected for ELA or math
 - At least 25% of students in grade 10 (schools can choose to test >25%)
- More information (administration dates, session times, accommodations, etc.) – scheduled for this week
 - On the Desktop
 - Assessment update and Commissioner's update

Spring 2018 Question Tryout in Biology and Introductory Physics

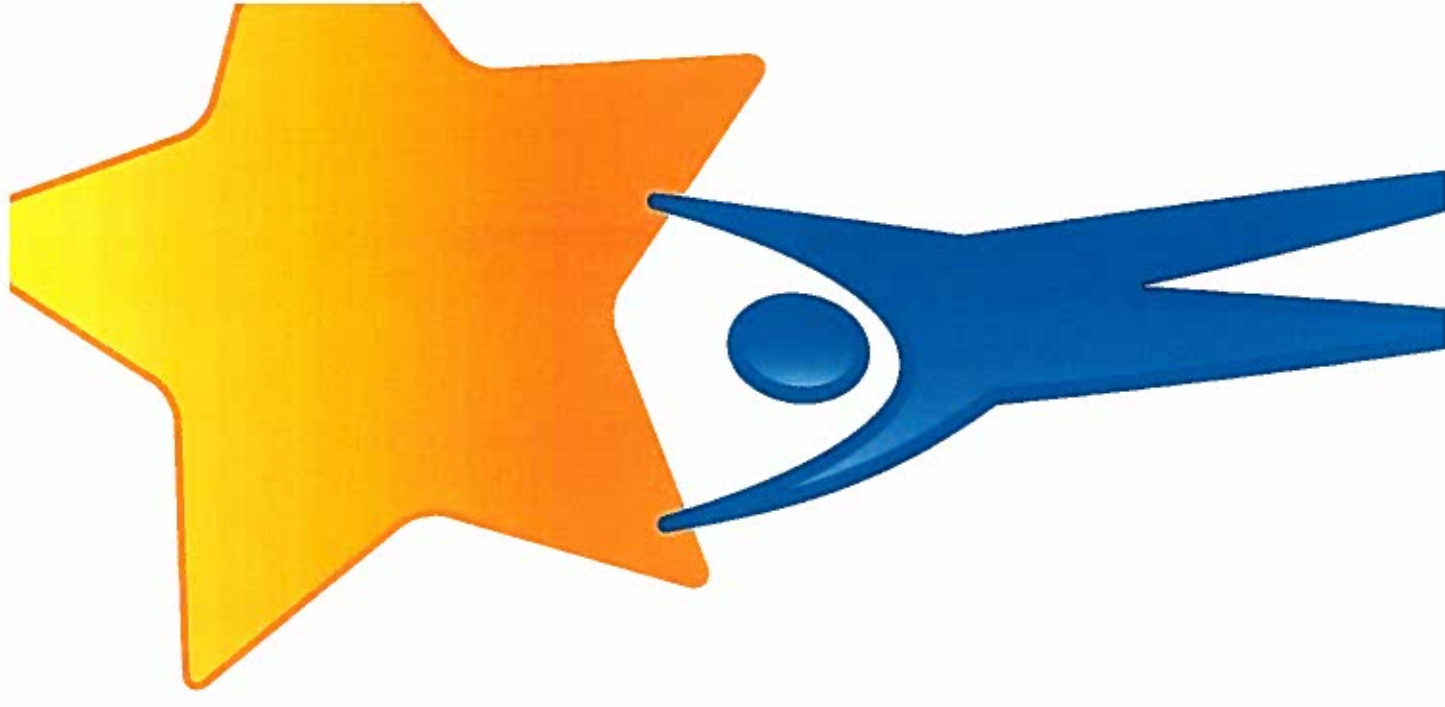
- **Voluntary** for students in grades 9 and 10
- Similar to the voluntary tryouts in 2017 in grades 5 and 8
- Schools will fill out a survey to sign up later in November

Science and Tech/Eng MCAS Update

MSELA Leadership Conference

October 20, 2017

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

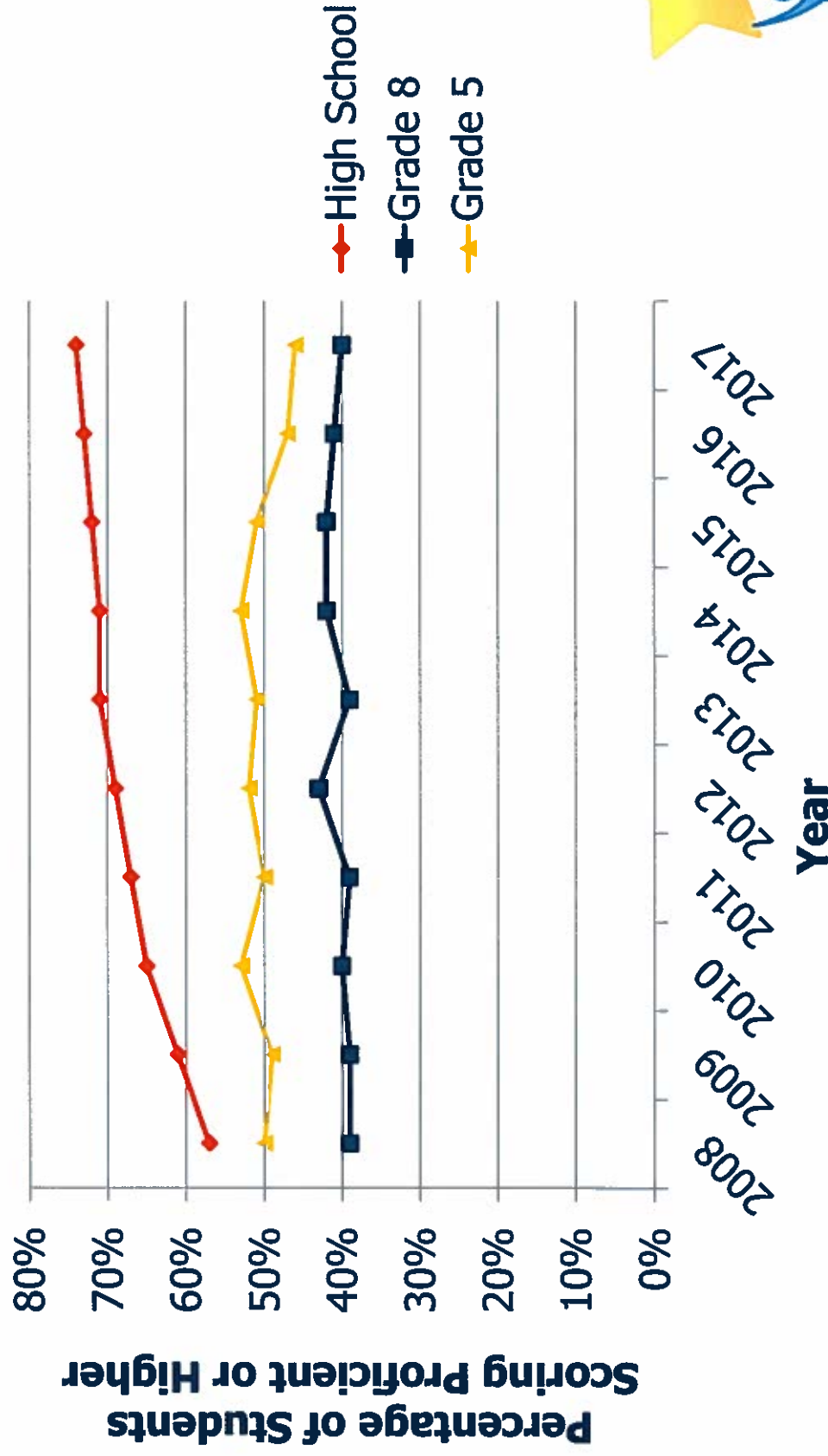


Updates

- ★ 2017 Results and Numbers
- ★ MCAS STE Timeline
- ★ Updated: Test Designs
- ★ Gr. 5 & 8 Tryouts Results
- ★ 2018 High School Science Tryouts
- ★ Questions



2008-2017 Statewide Science MCAS Results



High School MCAS Participation by Grade

2008 (Grades 9 and 10)

	Biology (June)	Chem	Intro Physics	Tech/Eng	Total
No.	59,831	2,262	16,980	2,251	81,324
%	73.5%	2.8%	20.9%	2.8%	100%

2017 (Grades 9 and 10)

	Biology (June)	Chem	Intro Physics	Tech/Eng	Total
No.	53,432	769	14,178	2,601	70,980
%	75.3%	1%	20%	3.7%	100%



Overview of Item Development

- ★ Takes 2-3 years to develop an item:
- ★ Work with contractor to develop item requests
- ★ DESE and MA teachers review items
- ★ If accepted, will be field tested the following year
- ★ DESE and teachers review field-test data
- ★ If item is accepted, can be common (count) the year following field testing



Transition Timeline for Gr. 5 & 8

- ★ STE MCAS Transition Timeline can be found at <http://www.doe.mass.edu/mcas/tdd/sci.html?section=resources>
- ★ 2018
 - ★ based on overlapping standards from old and new standards
 - ★ computer-based, common items will be MC and OR only (legacy), field-test will have other item types
- ★ 2019
 - ★ based on 2016 standards, grade spans 3-5 and 6-8
 - ★ computer-based with new test design
 - ★ performance standards are set



Transition Timeline for High School MCAS STE Tests

- ★ 2018: Legacy tests, old standards for a 4 tests
- ★ 2019: Legacy tests “overlapping” standards for Biology and Intro Physics; old standards for Chemistry and Tech/Eng
- ★ 2020: New tests for Biology and Intro Physics for the Class of 2023
- ★ Need to make decision about Class of 2022 (legacy, new, choice?)
- ★ Board needs to make final decisions regarding CD tests and ESSA Law may impact decisions



Test Designs for Next Gen STE MCAS

- ★ Similar timing and number of points to current tests:
 - ★ Grades 5 and 8:
 - ★ 2 sessions, 38 items, 54 points
 - ★ Grade spans: 3, 4, 5 and 6, 7, 8
 - ★ High School:
 - ★ 2 sessions, 42 items, 60 points
 - ★ End of course



Next Gen Gr. 5 & 8 Content Reporting Categories

Content Area	%	Points
Earth and Space	25	13-14
Life	25	13-14
Physical	25	13-14
Tech/Eng	25	13-14



How will the Science and Engineering Practices be Included and Reported out on the Next Gen STE MCAS?

- ★ Practices will be included in at least 50% of items
- ★ Those items will be dually-coded for content and practice
- ★ Practices will be reported out, but in one category
- ★ Will code individual items with a practice to one of 3 categories:

Code	Practice
A	Investigations and Questioning
B	Mathematics and Data
C	Evidence, Reasoning, and Modeling



Next Gen STE MCAS Item Types

- ★ Machine-scored
 - ★ 1 or 2 point items
 - ★ Multiple-choice, multiple-select, technology-enhanced items (e.g., drag & drop, hot spots, select from list, etc.)
- ★ Hand-scored (constructed-response)
 - ★ 2 or 3 point items
 - ★ Fill-in/short answer (2 pt.)
 - ★ Open-response (3 pt.)
- ★ Modules: groups of items based on scenario/phenomenon/model, includes:
 - ★ 1-pt. machine-scored items
 - ★ 3-pt. open-response item



Next Gen MCAS Gr. 5 and 8 STE

Blueprint

Item Type	Number of Items	Number of Points
Module	2 (3 MS-1 pt, 1 OR)	12
Machine-scored, 1 pt.	20	20
Machine-scored, 2 pt.	6	12
Hand-scored, 2 pt.	2	4
Hand-scored (OR), 3 pt.	2	6
Total	38	54



Results from Spring Gr. 5 and 8 STE Tryouts

- ★ Great participation rates—thank you!
- ★ Students did well overall
- ★ Feedback was mostly positive
- ★ Practice tests should be out in November
- ★ Practice test focused on new item types
(more than will be on operational test)



Tryout Question Types

★ Drag and Drop

★ Graphs

★ Hot Spots

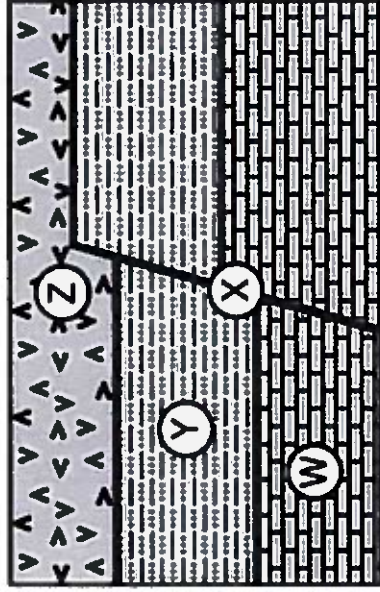
★ Inline Choice

★ Multiple Select

Turn on kinetic energy of an object changes as the object's

etance r

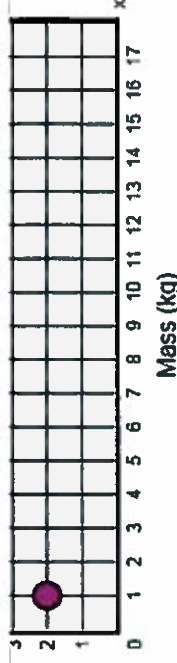
Rock layers W, Y, and Z and fault X are shown. The rock layers and the fault were formed at different times.



Drag and drop the labels into the correct boxes to show the order of formation from oldest to youngest.

W X Y Z

Oldest → → → Youngest



Example of a Module

★ Passage ★ 3 MS-1 ★ 1 OR

On a spring day, a student in Worcester, Massachusetts, reads in the news that a local river has flooded. The student asks a science teacher what caused the river to flood. The teacher explains that the flooding is a result of seasonal weather and the water cycle. The water cycle describes how water moves from one location to another. For example, water in an ocean may move through the water cycle and become part of a lake. As water moves and changes form, it has an effect on both daily and seasonal weather in an area.

The table shows seasonal climate data for Worcester, Massachusetts.

Seasonal Climate Data for Worcester, MA

Season	Average Precipitation (inches)	Average Low Temperature (°F)	Average High Temperature (°F)	Average Wind Speed (miles per hour)
winter	10.5	19.6	34.0	11.4
spring	12.5	36.7	54.6	11.0
summer	12.1	59.3	76.8	8.6
fall	12.9	42.5	58.5	9.3



2018 High School Biology and Intro Physics Tryouts

- ★ Short, voluntary, does not count toward student scores
- ★ Computer-based only with new item types
- ★ See how items perform
 - ★ Review statistics with teachers
- ★ Release items to field for instruction
- ★ Email will go out to all HS principals
- ★ Sign up today for more information



Questions, Comments, and Contacts

- ★ **Steve Long, Biology Test Development Specialist, steve.long@doe.mass.edu**
- ★ **Isadel Eddy, Physics Test Development Specialist, isadel.eddy@doe.mass.edu**
- ★ **Katie Bowler, Director of Test Development, cbowler@doe.mass.edu**



New Business

Tewksbury Public Schools

Office of the Director of Business Services

139 Pleasant Street
Tewksbury, MA 01876

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



November 15, 2017

Superintendent Malone and Members of the Tewksbury School Committee,

I wanted you to be aware we are kicking off the 2018 – 2019 school year budget process. The purpose of this communication is to provide you with a preliminary overview of the process and timeline.

By December 8, 2017:

Principals and other department heads will turn their budgets into the Director of Business Services. Director to solicit input from all principals and department heads regarding any specific requests for any new positions, building improvements, instructional technologies, instructional supplies, etc. for the 2018 – 2019 school year.

By December 15, 2017:

Principals will submit their top two priorities to the Director of Business for the upcoming 2018–2019 school year.

On or before January 12, 2018:

- a.) Director of Business to submit the School Departments initial Budget request to the Town Manager (in accordance with the Town's General By-Laws).
- b.) Director of Business to submit a copy of the initial Budget request to all members of the School Committee.
- c.) Director of Business to submit a copy of the initial Budget request to the Finance Committee Chair and the Finance Committee's Liaison to the School Department, inclusive of any supporting documentation requested.

January 24, 2018:

FY19 Budget Workshop to be held at the Tewksbury Memorial High School at 6:30pm in the Library.

February 14, 2018:

Regular School Committee Meeting with focus on the Public Hearing for the FY19 School Budget.

TPS District Strategy

The Tewksbury Public Schools community believes that our educational program will encompass a 21st century teaching and learning approach that promotes consistent growth among our students and staff to achieve academic, social, and emotional success for all students.

March 2018:

Special joint meeting with the Finance Committee, the Superintendent of Schools and the Business Manager in regards to the FY19 School Budget. (Date to be set in the future)

March 21, 2018:

Second Public Hearing on FY19 School Budget to be held at the Tewksbury Memorial High School at 6:30pm in the Library.

May 7, 2018:

The School Committee Budget request for the 2018–2019 school year to be presented at the Annual Town Meeting for consideration and approval.

Please let me know if you have any questions or concerns.

Sincerely,



Sheri-Lynne Matthews
Director of Business Services

TPS District Strategy

The Tewksbury Public Schools community believes that our educational program will encompass a 21st century teaching and learning approach that promotes consistent growth among our students and staff to achieve academic, social, and emotional success for all students.