

TEWKSBURY SCHOOL COMMITTEE AGENDA - WEDNESDAY, JANUARY 24, 2018



TEWKSBURY PUBLIC SCHOOLS
CHRISTOPHER J. MALONE
SUPERINTENDENT OF SCHOOLS

Regular Meeting #9
Executive Session #8 (6:00 PM) - Non-Public Session
Budget Workshop (6:30 PM) - Public Session

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

A. CALL TO ORDER

B. EXECUTIVE SESSION (Non-Public Session) - 6:00PM

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. BUDGET WORKSHOP - 6:30PM (Public Session)

D. RECONVENE REGULAR MEETING - 7:00PM

E. ANNOUNCEMENT (7:00PM)

The January 24, 2018 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

None

H. STUDENT REPRESENTATIVE REPORT

Grace Morris

I. PRESENTATIONS

ACE Program Presentation - Special Education

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

K. APPROVAL OF MINUTES

1. January 10, 2018 Regular Meeting Minutes

L. SUBMISSION AND PAYMENT OF BILL

1. Payroll Period Ending, January 11, 2018 (\$1,275,537.41)

M. SUPERINTENDENT & STAFF REPORT

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

O. COMMITTEE REPORTS

Elementary School Building Committee
Tewksbury Education Foundation
Wellness Advisory Committee

P. POLICY CHANGES, PROPOSALS, and ADOPTION

MASC Policy Reference Manual Review and Recommended Updates

Policies Recommended to Review and/or Revise as a Result of Legal Changes, Changes in Practice, or Updating of Language to Reflect Modern Needs on First Reading: GCBB - Employment of Principals; GCBC - Professional Staff Supplementary Pay Plans; GCE - Professional Staff Recruiting; GCF - Professional Staff Hiring; CGJ - Professional Teacher Status; GCQF - Suspension and Dismissal of Professional Staff; GDO - Evaluation of Support Staff; GDQD - Suspension and Dismissal of Support Staff; HB - Negotiations Legal Status;

HF - School Committee Negotiation Agents; IB - Academic Freedom; IC/ICA - School Year/School Calendar; ID - School Day; IE - Organization of Instruction; IGB - Support Services Programs; IGD - Curriculum Adoption; IHA - Basic Instructional Program; IHAI - Occupational Education; IHAM - Health Education; IHAMA - Parental Notification Sex Education; IHB - Special Instructional Programs and Accommodations; IHBEA - English Language Learners; IHBH - Alternative School Programs; IJ - Instructional Materials; IJOB - Community Resources

Q. OLD BUSINESS

1. Next Generation MCAS Update

R. NEW BUSINESS

1. Kindergarten Information Night
2. Elementary Visioning and Programming
3. 2018-2019 School Calendar Draft
4. 2018 Ginsburg Family Award Nomination Form

S. SCHOOL COMMITTEE MATTERS OF INTEREST

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

February 7, 2018; March 7, 2018 (Public Hearing Budget 6:30PM); March 14, 2018 Joint Mtg. w/FinCom; March 21, 2018 (Public Hearing Budget 6:30PM)

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. Pollmeno, Chairperson, kpollmeno@tewksbury.k12.ma.us
James A. Cutells, Vice Chairperson, jcutells@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. Merrimack College - Course Vouchers
- b. Merrimack College - Supervising Practitioners and Students for the Spring 2015 Semester
- c. 2018-2019 Preschool Information

2. Enrollment Update

January 18, 2018

3. Monthly Expenditure Report

None

4. Personnel Items

New Hires: Jenn Espaillat (\$64,099 *prorated*) district-wide (K-6) ESL Teacher, effective January 29, 2018; Emma Sweetapple (\$50,513 *prorated*), Digital Media/Instructional Technology Teacher, Tewksbury Memorial High School, effective January 22, 2018

Transfers: None

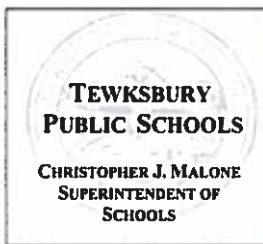
Retirements/Resignations/Terminations: Jayne Farnham, ELA/SS teacher, John Ryan Elementary School, modify date of Intent to Retire from June 30, 2020 to June 30, 2021; Kathleen MacLeod, Grade 2 Teacher, Loella F. Dewing Elementary School, effective June 30, 2021; Marguerite Weidknecht, Music Teacher, John Ryan Elementary School, effective June 30, 2021; Lisa Bailey, Yearbook Advisor, John Wynn Middle School, effective January 2018.

Appendix B Co-Curricular: Kate Deveau (\$795), Yearbook Co-Advisor at the John Wynn Middle School for the 2017-2018 school year; Jaime Noberini (\$795), Yearbook Co-Advisor at the John Wynn Middle School for the 2017-2018 school year;

5. Acceptance of Donations/Gifts: None

6. Fundraisers/Raffles: None

Executive Session



TEWKSBURY SCHOOL COMMITTEE AGENDA

Meeting Type/Time: Executive Session #8 – Non-Public Session at 6:00 p.m.

Meeting Date: Wednesday, January 24, 2018

Meeting Location: Tewksbury Memorial High School, Guidance Conference Room
320 Pleasant Street, Tewksbury, MA 01876

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

Budget Workshop

Tewksbury Public Schools



FISCAL 2019 BUDGET SUMMARY

January 24, 2018
Budget Workshop

FY19 Budget Assumptions and Contributing Factors for Change

- Reflects a 0% salary increase across all bargaining units and all non-union personnel.
- Only reflects Step and Lane changes.

Group	Step Increase	Longevity	TOTALS
Teachers	\$298,478	\$12,000	\$ 310,478
Aides	\$ 38,560	\$ 3,100	\$ 41,660
Admin Group	\$ 4,753	\$ 250	\$ 5,003
Nurses	\$ 3,542	\$ 1,000	\$ 4,542
Secretaries	\$ 6,830	\$ 2,900	\$ 9,730
Custodians	\$ 19,890	\$ 1,250	\$ 21,140
Non-Union	\$ -	\$ 1,850	\$ 1,850
TOTALS	\$372,053	\$22,350	\$ 394,403

FY19 Budget Assumptions and Contributing Factors for Change

- Level Fund the majority of Operating accounts compared to FY18.
- Comply with contractual obligations.
- Trombly Transportation contract is up this year.
- AntiVirus contract is up this year.
- Increase to Out of District Special Education Tuition accounts.
- Changes in Building & Grounds accounts.

Requested New Staffing

Central Administration

- English Curriculum Coordinator
- BCBA Coordinator (PreK-2)
- K-4 Adjustment Counselor
- K-4 Literacy Coach
- K-4 Integrated Tech Specialist
- 5-12 Literacy Coach
- SpEd Facilitators (2)

Heath Brook

- Grade 2 Classroom Teacher

Requested New Staffing



Trahan

- 50% School Psychologist
- 50% STEAM/Tech/Media Teacher

North Street

- Grade 4 Classroom Teacher
- 50% STEAM/Tech/Media Teacher

Ryan

- Math Coach
- Team Leaders (3)
- School Librarian
- Social Worker / Adjustment Counselor

Requested New Staffing

Wynn

- School Librarian
- Social Worker/Adjustment Counselor

TMHS

- School Adjustment Counselor
- 50% Music Teacher

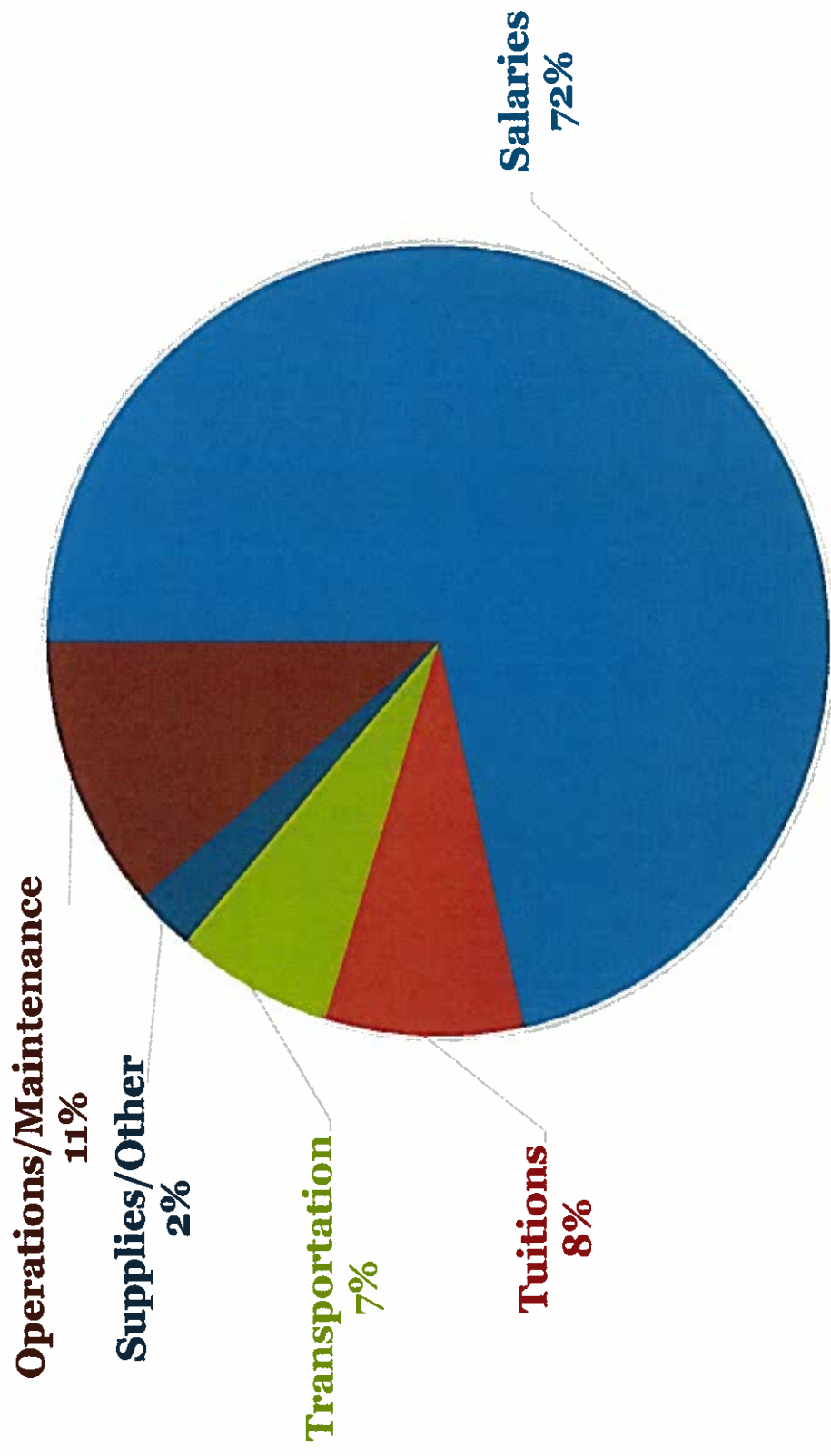
Athletics

- 50% Athletic Trainer

FY2019 BUDGET SUMMARY

	<u>School Dept</u> <u>FY18 Budget</u>	<u>School Dept</u> <u>FY19 Request</u>	<u>Town Manager</u> <u>Recommend FY19</u>
Salaries	32,329,727	33,335,458	33,335,458
Operating	12,819,581	13,264,271	13,264,271
Capital Outlay	<u>314,500</u>	<u>314,500</u>	<u>314,500</u>
Total School Appropriation	45,463,808	46,914,229	46,914,229
Fixed Costs			
Health	8,114,513	8,201,316	8,201,316
Retirement	1,309,767	1,391,282	1,391,282
Medicare	462,311	485,427	485,427
Unemployment	75,000	75,000	75,000
Insurance	197,341	223,671	223,671
Debt Non-Exempt Principal	5,895	830	830
Debt Non-Exempt Interest	110	17	17
Short Term Interest	-	-	-
Total Fixed Costs	10,164,937	10,377,542	10,377,542
Total	<u>55,628,745</u>	<u>57,291,771</u>	<u>57,291,771</u>

How We Use Local Appropriation for 2018-2019



FY2018 Grant Funding Sources

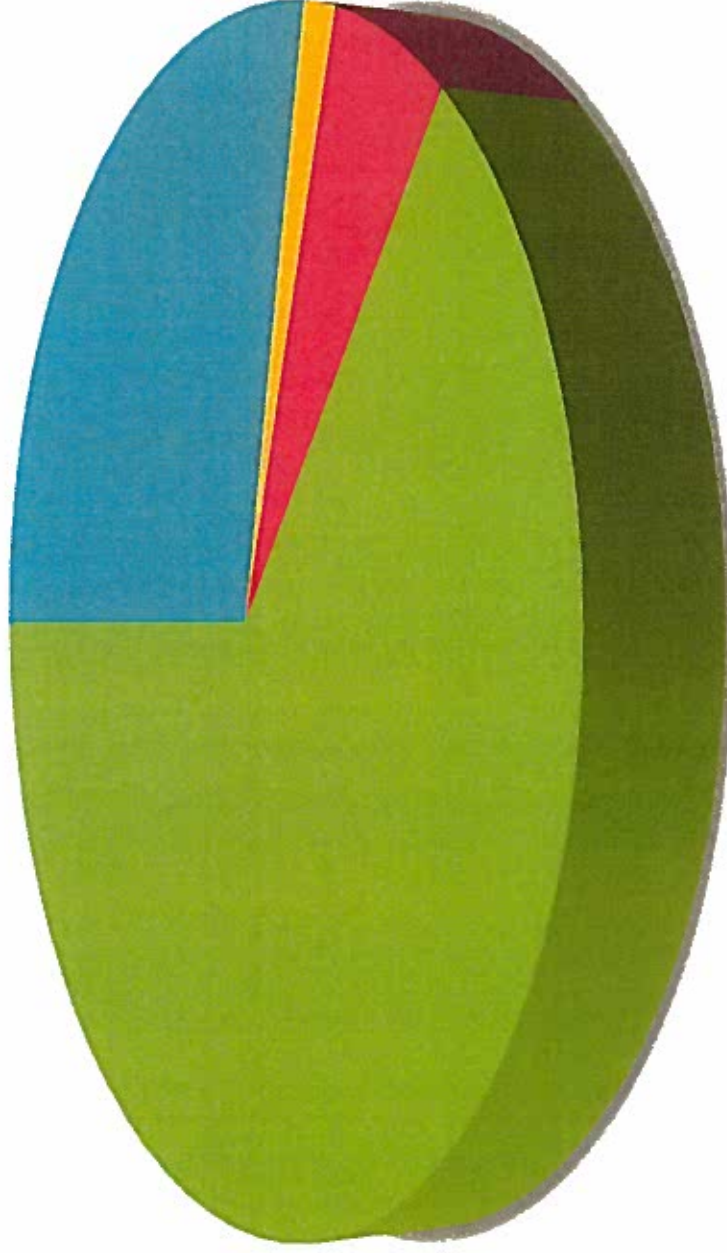
Grant Name	DESE Fund	Closing Date	Total Grant Amount
Sped 94-142 Allocation	240	8/31/2018	\$827,643
Quality Enhancement	530C	8/31/2018	\$34,950
Early Childhood	262	6/30/2018	\$23,898
Elementary Repairs	192	8/31/2018	\$200,000
Summer Program Grant	192	8/31/2018	\$25,000
Innovation Pathways Planning		6/30/2018	\$9,810
Title IV	309	6/30/2018	\$7,168
Teacher Quality (IIA)	140	6/30/2018	\$69,954
Title I	305	6/30/2018	<u>\$145,289</u>
			\$1,343,712.00

FY2019 Revolving Fund Offsets

<u>Revolving Fund</u>	<u>Salaries</u>	<u>Operating</u>	<u>Used to Offset</u>
Athletic Fees		\$110,000	Athletic Transportation
Athletic Revolving		\$35,000	Athletic Insurance and Grounds Maintenance
Circuit Breaker		\$1,700,000	Out of District Special Education Tuition
Community Services	\$162,645	\$47,000	Dir of Community Services, Financial Clerk and Utilities
Facility Rentals	\$50,000	\$50,000	Custodial Overtime and Utilities
Parking Fees	\$13,000		50% of Security Monitor
Preschool Revolving	<u>\$76,736</u>	<u>\$2,000</u>	PreSchool Teacher and Supplies
	\$302,381	\$1,944,000	

\$2,246,381 Total Revolving Offsets

FY19 Special Education Tuition



■ Circuit Breaker (28.43%) \$1,700,000
■ Stabilization Fund (5.85%) \$350,000

■ Collaborative Credit (1.67%) \$100,000
■ Local Appropriation (64.04%) \$3,829,040

Tewksbury Public Schools



- Questions or Comments?

Recognition and/or Presentations

Tewksbury School Committee - January 24, 2018

RECOGNITIONS

None

PRESENTATIONS

ACE Program - Special Education

Laura Lemke, BCBA

Candace Tharrett, Coordinator of Behavioral Services

Autism Curriculum Encyclopedia (ACE)

School Committee Meeting
1/24/2018

What is the ACE?

- ABA Software System created by the New England Center for Children (NECC) to help teachers and related service providers (i.e., BCBA, SLP, OT) run an ABA-based program for students who require individualized instruction and supports.
- "ABA-based programs"
 - Breaking complex skills down into "teachable" steps using principles of
 - Discrete trial teaching, task analysis, naturalistic teaching (i.e., incidental)
 - Positive reinforcement
 - Shaping and prompting
 - Generalization
- ACE Components
 - Two assessments linked directly to a database of more than 2000 lesson plans
 - Core Skills Assessment (CSA)SM
 - Skills Assessment
 - Data collection (paper-based and paperless)
 - Challenging behavior module
 - Reporting tools (i.e., PTO, Challenging behavior graphs, progress snapshot, progress reports)



Populations Served

- Students enrolled in substantially separate education programs who require intensive, individualized instruction based on a highly modified curriculum, smaller class size, and lower student/teacher ratio.
- Students with moderate to severe intellectual impairment
 - Developmental Delay
 - Intellectual
 - Neurological
 - Communication
 - Autism Spectrum Disorder
 - Down Syndrome

- Connected to assessments (i.e., CSA, Skills Assessment, YB-MAPP, MCAS-ALT)
- Linked to Massachusetts Frameworks and the Common Core
 - Math
 - Math fact fluency
 - Time and money skills
 - Constructing, measuring angles
 - Add, subtract, multiply, divide fractions
 - Order of operations
 - Algebraic equations
 - ELA
 - Reading – foundational skills, literature, informational text
 - Writing
 - Speaking and listening
 - Language
- Linked to commercial curricula
 - Edmark Functional Word Series
 - Edmark Reading Program (paper and computer version)
 - Weekly Reader
 - Your World of Facts
 - Reading Adventures
 - Spelling Language
 - SRA – Language for Learning

Curriculum Cont.

Sample Lesson Plan

Sample Lesson Plan

1. Overview

Standards: Number Sense: Students understand of each problem solving, non-procedural, and non-routine based.

Mathematical Practices: Develop strategies for each problem solving, non-procedural, and non-routine based.

Learning Objectives: For each problem solving, non-procedural, and non-routine based, the student will be able to: (a) understand and explain the problem, (b) understand and explain the problem, (c) understand and explain the problem, (d) understand and explain the problem, (e) understand and explain the problem, (f) understand and explain the problem, (g) understand and explain the problem, (h) understand and explain the problem, (i) understand and explain the problem, (j) understand and explain the problem, (k) understand and explain the problem, (l) understand and explain the problem, (m) understand and explain the problem, (n) understand and explain the problem, (o) understand and explain the problem, (p) understand and explain the problem, (q) understand and explain the problem, (r) understand and explain the problem, (s) understand and explain the problem, (t) understand and explain the problem, (u) understand and explain the problem, (v) understand and explain the problem, (w) understand and explain the problem, (x) understand and explain the problem, (y) understand and explain the problem, (z) understand and explain the problem.

2. Lesson Plan

Standards: Number Sense: Students understand of each problem solving, non-procedural, and non-routine based.

Mathematical Practices: Develop strategies for each problem solving, non-procedural, and non-routine based.

Learning Objectives: For each problem solving, non-procedural, and non-routine based, the student will be able to: (a) understand and explain the problem, (b) understand and explain the problem, (c) understand and explain the problem, (d) understand and explain the problem, (e) understand and explain the problem, (f) understand and explain the problem, (g) understand and explain the problem, (h) understand and explain the problem, (i) understand and explain the problem, (j) understand and explain the problem, (k) understand and explain the problem, (l) understand and explain the problem, (m) understand and explain the problem, (n) understand and explain the problem, (o) understand and explain the problem, (p) understand and explain the problem, (q) understand and explain the problem, (r) understand and explain the problem, (s) understand and explain the problem, (t) understand and explain the problem, (u) understand and explain the problem, (v) understand and explain the problem, (w) understand and explain the problem, (x) understand and explain the problem, (y) understand and explain the problem, (z) understand and explain the problem.

App Based - Data Entry, Teaching, and Reporting

Overview: The app is designed to help teachers track student progress, provide feedback, and generate reports. It includes a data entry interface, a teaching interface, and a reporting interface.

AA, BL, C2

***Actual TPS student data**




Connected Assessments

Connected Assessments

CSA - Prerequisite Skills: Discrimination, Communication, Social Skills, Self-Help, etc.

Skills Assessment - Indirect assessment that helps teachers identify skills to teach once CSA are mastered; tied to Curriculum Scope and Sequence



Challenging Behavior

- BCBA/Behavior Specialist only
- Input daily student behavior data
- Generate graphs to evaluate progress with behavior supports currently in place for a student



Trainings and Supports to Date

December 7, 2017 Professional Development

- K-4 DLC teachers and aides
- General ACE lesson plan overview
- Practice reading LP's and running classes, taking paper-based data

December 13 & 15, 2017 Training

- 6 hour training from NECC representative
- Pre-K-4 DLC teachers, administrators, behavior specialists
 - ACE overview
 - Running assessments
 - Activating lesson plans and obtaining resources (i.e., teaching materials, data sheets)
 - Challenging behavior module

Teacher Feedback

"I really like how quickly you and I were able to write a customized program. In the past, I would not have had a program ready to run that fast."

- DLC Preschool Teacher

"I like the CSA because it tells us exactly what to do, to teach and in what order. determine where they are at for skills and what to share with parents." "Lesson plan templates are more user friendly than ones I have used in the past. Inputting learner profile."

- DLC Preschool Teacher

"The built in lesson plans linked to the MCAS AR is perfect for my students."

- DLC 3-4 Teacher

Questions/Comments?

Minutes

Payroll

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date 1/11/2018

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 **\$1,275,537.41**

GRANTS

2017-2018 Special Ed 240 Grant
2017-2018 Collaborative Partnerships
\$3,311.53 2017-2018 Title I Grant
\$32.04 2017-2018 Title II Grant
\$25,316.66 2017-2018 Special Ed Improvement
2017-2018 After School Out of School Time
\$1,300.00 2017-2018 Academic Support
2017-2018 Literacy Partnerships
2017-2018 Early Childhood

REVOLVING ACCOUNTS

\$24,699.68 2017-2018 Ext Day Program
\$8,843.78 2017-2018 Ext Day Preschool Program
\$1,173.03 2017-2018 Adult Education Program
2017-2018 Community Services Rec
\$17,486.88 2017-2018 Lunch Program
\$49.04 2017-2018 Hanover Funds
\$204.51 2017-2018 Facilities
\$1,764.92 2017-2018 Recreation
\$500.00 2017-2018 NPEN
2017-2018 Wynn Intramural Clubs
\$2,835.31 2017-2018 Preschool

\$87,517.38 SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,188,020.03 2017-2018 School Department Account

\$1,188,020.03 SUB TOTAL - LEA FUNDS

\$1,275,537.41 TOTAL

Consent Agenda

SUPERVISING PRACTITIONER COURSE VOUCHER

School/District: Tewksbury Public Schools
Reason for Voucher: Teacher Education Supervision
Term: Fall 2017

Date: January 9, 2018

In recognition of your teacher(s) serving as a supervising practitioner for the 2017-2018 Teacher Education program, your school/district is hereby granted one (1) course in the School of Education & Social Policy per Merrimack student in the **Fall 2017** semester. Course vouchers may be used toward any course in the **graduate education (M.Ed.)** catalog or a course in the **Child, Family and Community Studies bachelor's program**. *The vouchers are valid for up to two years from date of issue.*

This letter will serve as your proof of eligibility and, therefore you should retain and present it at registration. Present this letter within two years from date of issuance. Please note that the use of this voucher by you (or your designee) may be taxable as a tuition benefit.

Thank you for your partnership with Merrimack College and the School of Education & Social Policy.

Regards,



Isabelle Cherney, Ph.D.
Dean, School of Education & Social Policy

Name of Supervising Practitioner: _____

Name of Designee (if any): _____

Signature of Supervising Practitioner
authorizing transfer of voucher: _____

Please provide full contact information for individual using this voucher:

Name

Address

City

State

Zip

Phone

Email

FOR OFFICE USE ONLY:

GWAV
FELSP15
____ of ____



MERRIMACK COLLEGE

Christopher Malone, Superintendent
Tewksbury Public Schools
139 Pleasant Street
Tewksbury, MA 01876

January 9, 2018

Dear Dr. Malone,

Thank you for accepting Merrimack College teacher education students into your organization. Over the course of their program of study, Merrimack College aspiring teachers complete the requirements of an initial licensure program, as well as gain invaluable hands-on experience from the time spent working with students in the classroom.

As a token of our appreciation, enclosed is a graduate course voucher that is valid for one (1) course in the School of Education & Social Policy. Course vouchers may be used toward any course in the graduate education (M.Ed.) catalog or a course in the Child, Family and Community Studies bachelor's program. Organizations supporting our students receive one (1) course voucher per student teacher. *The vouchers are valid for up to two years from date of issue.*

In addition, each supervising practitioner has earned professional development points (PDP) which are recognized by the MA Department of Elementary and Secondary Education (ESE) and may be used in accordance with relicensure regulations and guidelines.

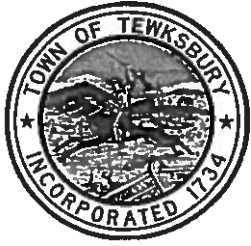
Below are the supervising practitioners and Merrimack students for the **Fall 2017** semester:

School	Supervising Practitioner	Merrimack Student
LF Dewing Elementary	Sarah Yore, Sara Gillotte	Kelley Biedermann

Thank you for your continued partnership with the School of Education & Social Policy.

Sincerely,

Isabelle Cherney, Ph.D.
Dean, School of Education & Social Policy



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

January 2018

Dear Parents,

Sometimes, choosing a preschool for your child can seem like an overwhelming task. If you are looking for a program for your three- or four-year old, Tewksbury Public Schools has three options from which to choose. ***Open enrollment for the 2018-2019 school year for all preschool programs in Tewksbury Public Schools begins on January 24th.***

There are a variety of preschool experiences that encompass full- and part-time classes in several different schools. Classes will be held at the Heath Brook and Dewing Schools as well as at Tewksbury Memorial High School next year. Tewksbury Public School preschool programs include exciting, child-centered instruction across all developmental levels including social/emotional, cognitive, motor, and communication. Staff in the preschool programs bring energy and experience to each classroom.

Please take a look at the enclosed program descriptions to learn more about the programs. You can also find more information at the Tewksbury Public Schools website: www.tewksbury.k12.ma.us. Each program description contains a summary of the program and explains location, days, hours, cost and how to sign up. If you have questions about any program, please contact the person listed on the program descriptions. Parents and families are invited to attend one of our information sessions:

Tuesday, January 23, 2018 at 11:00 a.m. at the Tewksbury Public Library or

Tuesday, January 23, 2018 at 6:30 p.m. at Tewksbury Memorial High School.

Our staff is excited to welcome you to the Tewksbury Public Schools and hopes you will find a preschool program for your child here.

Sincerely,

Jan H. Fuller

Jan H. Fuller

Asst. Principal/Preschool Coordinator

Cynthia Basteri, Ed. D.

Cynthia Basteri, Ed. D.

Interim Director, Community Services



Tewksbury
Integrated
Preschool
at the
Dewing School

There are seven separate classes for preschool children in the Integrated Preschool. Each class has seven or eight community students and up to seven students with special needs who attend school because of the services provided in their IEP. Classrooms are primarily grouped by age, but may be multi-aged depending on children's skills and development. Open enrollment for the 2018-2019 school year begins on January 24, 2018. Parents may contact Ms. Luppi at tewksburypreschool@tewksbury.k12.ma.us to reserve your child's spot.

The preschool uses *Big Day for PreK*, a theme-based curriculum, aligned with the Early Childhood Learning Standards for Programs for Three- and Four-Year Olds and the Common Core State Standards and published by Houghton-Mifflin-Harcourt. The classrooms are designed to help each child realize his/her own potential and provide a solid foundation for future learning. The curriculum provides active learning experiences in four developmental areas of a children's growth: communication, cognitive, physical and social emotional.

Classes at the Integrated Preschool are taught by Early Childhood Specialists who are DESE licensed special education teachers and are supported by Classroom Instructional Aides. This program is also supported by Speech Language Therapy, Occupational Therapy and Physical Therapy services for children on IEP's as well as classroom enrichment activities in those specialty areas for all students. These specialists also provide consultation to the classroom teachers as needed for all students in the program.

Location of PreK: Loella F. Dewing School
1469 Andover Street

Days/Times: Four half-days: Monday-Thursday 8:15-10:45 or Tuesday-Thursday 11:45 a.m.-2:15 p.m.
(School hours may be extended through the Community Services Preschool at the Dewing School. Please speak with Ms. Luppi if you want to know more about this option for your child.)

Cost: \$240.00/month

Enrollment begins January 24th by contacting Diane Luppi at tewksburypreschool@tewksbury.k12.ma.us to reserve your child's spot. More information on how to register will be available at the information session on January 23, 2018.

Questions? Contact: Jan Fuller at the Dewing School: 978-640-7858, jfuller@tewksbury.k12.ma.us



**Preschool at
Tewksbury
Memorial
High School**

TMHS Preschool Program revolves around the waterfall high school schedule. Preschool will run five days a week from 9:00 a.m. to 12:00 p.m. It is a part-time public preschool, which offers a fun, safe and secure learning environment. The goal of the program is to address the total development of the child through a mixture of free play and planned activities designed and created by following the Preschool Massachusetts State Frameworks.

The program is located in the Tewksbury Memorial High School. The classroom has its own separate entrance to the building adjacent to a fenced-in outdoor play area. The program is staffed with high school students who are enrolled in the high school child care classes. The high school students gain incredible hands-on experience while the preschool children benefit from the favorably low student/teacher/child ratio.

Open enrollment for the 2018-2019 school year begins January 24, 2018. Parents may contact Ms. Luppi at tewksburypreschool@tewksbury.k12.ma.us to reserve your child's spot.

**More information on how to register will be available at the information session on
January 23, 2018.**

Location of PreK: Tewksbury Memorial High School
320 Pleasant Street
Tewksbury, MA 01876

Days/Times: Monday-Friday 9:00 a.m. - 12:00 p.m. (there are no part-time options)

Cost: \$50.00 one-time registration fee

Enroll after January 23rd by contacting Diane Luppi at tewksburypreschool@tewksbury.k12.ma.us to reserve your child's spot

Questions? Contact: Jan Fuller at the Dewing School (978-640-7858) or jfuller@tewksbury.k12.ma.us



Community Services Preschool Programs

The Community Services Preschool is for 3 and 4 year old children who turn 3 by August 31, 2018. The program meets either 4 or 5 days each week (see options below). The Dewing School Community Services preschool times compliment the Integrated Program, to provide a full day option. Please note: All children who live in the **Dewing School district (D)** must register with Diane Luppi at tewksburypreschool@tewksbury.k12.ma.us or 978-640-7858. All children who live in the **Heath Brook School district (H)** will register on Community Pass. **Enrollment begins on January 24th.** Before School and After School Extended Day options are available for those needing services from 6:45 AM to 8:00 AM and/or 2:30 PM to 6:00 PM. There is an additional charge for Before School and After School Extended Day.

The Preschool Program offers a child-centered curriculum. Daily activities include language arts, math readiness, music, physical education and structured activities for social development. The longer, full day options will also allow for lunchtime, recess time, and a rest period. Students participate in both indoor and outdoor play and are invited to join many of the activities offered at the School. Classes are taught by a preschool teacher and an aide, who cooperatively support the children in their learning.

Program	Hours	Cost per yr./mo.
5 FULL DAYS	H: 8:25AM-2:30PM D: 8:15-2:15	\$6586.10/year divided by 10 payments = \$658.61/month
5 HALF DAYS AM	H: 8:25AM-11:30AM D: 8:15-10:45 AM	\$3297.60/year divided by 10 payments = \$329.76/month
5 HALF DAYS PM	H: 12:00PM-2:30PM D: 11:45AM-2:15PM	\$3297.60/year divided by 10 payments = \$329.76/month
4 FULL DAYS Mon-Thurs or Tues-Fri	H: 8:25AM-2:30PM D: 8:15AM-2:15PM	\$5268.30/year divided by 10 payments = \$526.83/month
4 HALF DAYS AM Mon-Thurs	H: 8:25AM-11:30AM D: 8:15-10:45AM	\$2677.50/year divided by 10 payments = \$267.75/month
4 HALF DAYS PM Tues-Fri	H: 12:00PM-2:30PM D: 11:45AM-2:15PM	\$2677.50/year divided by 10 payments = \$267.75/month

Please Note: These are the only options being offered for the 2018-2019 School Year.

More information on how to register will be available at the information session on January 23, 2018.

Thank you, Dr. Cynthia Basteri, Interim Director of Community Services
978-640-7831 x218

SCHOOL	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	TOTALS
NORTH ST					149	133										282
TRAHAN					105	130										235
DEWING	114	121	156	129												520
HEATH BROOK	82	115	126	105												428
RYAN							250	267								517
WYNN MIDDLE									269	313						582
HIGH SCHOOL (HS)											222	218	242	234	3	919
PreSchool @ HS	14															14
TOTALS	210	236	282	234	254	263	250	267	269	313	222	218	242	234	3	3497
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	PG	

[illegible]

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

Superintendent/ Staff /School Committee Reports

Policy

File: GCBB - EMPLOYMENT OF PRINCIPALS

Principals shall be employed by the Tewksbury Public Schools under individual contracts of employment. Said contracts shall be submitted to the Tewksbury School Committee for their approval of all terms concerning compensation/benefits, prior to the presentation of a contract of employment to the Principal. The compensation/benefit levels, above referenced, may be exceeded only with the approval of the Tewksbury School Committee.

Initial contracts issued to Principals may be up to three years in length, and may be reissued by the Superintendent at levels of compensation/benefits, determined by the Tewksbury School Committee, provided that the Superintendent may employ a Principal under the terms and conditions of the previous contract of employment.

The length of second and subsequent contracts of employment for Principals shall be in accordance with state law.

As a condition of employment, each Principal must maintain current certification, adhere to the policies and goals of the Tewksbury School Committee, and the directives of the Superintendent and annually must submit, with the school council, the educational goals and school improvement plan for the school building(s) under his/her direction.

Adoption date: January 1996

Revised: December 11, 2013

Reviewed:

LEGAL REF: MGL 71:41; 71:59B

File: GCBC - PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS

Certain assignments require extra responsibility or extra time over and above that required of other staff members who are on the same position on the basic salary schedule. When such supplemental assignments require extra time and responsibility beyond that regularly expected of teachers, they will be rewarded with extra compensation.

Assignments that are to be accorded extra compensation will be designated by the **School eCommittee**. Appointments to these positions will be made by the **sSuperintendent** for district-wide positions or by the principal with the approval of the **sSuperintendent** for building based personnel. The amount of compensation for the position will be established by the **School eCommittee** at the time the position is created.

A teacher who is offered and undertakes a supplementary pay assignment will receive an appointment letter specifying the pay, duration and terms of the assignment. If a teacher will not be extended the assignment for the following school year but will remain on the teaching staff, he or she will be so notified in writing prior to the expiration of the contract. Upon termination of the assignment, the supplementary pay will cease. Each person holding such assignment will be evaluated annually by their immediate supervisor.

{Adoption date}

Revised: January 18, 1996

Reviewed and Adopted October 23, 2013

Revised:

LEGAL REF.: Collective Bargaining Agreement

File: GCE - PROFESSIONAL STAFF RECRUITING/POSTING OF VACANCIES

It is the responsibility of the sSuperintendent, with the assistance of the administrative staff, to determine the personnel needs of the school system and it is the responsibility of the principal, in consultation with the sSuperintendent to determine the personnel needs of the individual schools. In addition, school councils may review personnel requirements as a means of evaluating the needs of a school. Any recommendations for the creation or elimination of a position must be approved by the sSchool eCommittee.

Recruitment procedures will not overlook the talents and potential of individuals already employed by the school system. Any current employee may apply for any position for which he or she has certification and meets other stated requirements.

Openings in the schools will be posted in sufficient time, before the position is filled, to permit current employees to submit applications.

Adoption date: January 1996

Reviewed and Adopted October 23, 2013

Reviewed:

REFS.: Collective Bargaining Agreements

File: GCF - PROFESSIONAL STAFF HIRING

Through its employment policies, the district will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon an awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.

It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the Tewksbury School Committee. The district's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children.

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the **School** Committee for the type of position for which the nomination is made.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to age, sex, gender identity, ~~creed~~ **religion**, race, color, national origin, disability, sexual orientation, **genetic information, ancestry, military status** or place of residence.
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (~~in~~ **for** the case of district-wide positions, for the position of Principals, it is the Superintendent; ~~for~~ **for** building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For positions where the hiring authority rests with the School Committee a representative screening committee may be established by the School Committee or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making his/her recommendation to the School Committee.

Revised: January 18, 1996

November 14, 2012

Revised and Adopted October 23, 2013

Revised:

LEGAL REFS.: M.G.L. [69:6](#); [71:38](#); [71:38G](#); [71:39](#); [71:45](#);

First Reading

REVISED MASC POLICY – Policies recommended for revision to TPS or adoption of MCAS policy recommendations.

Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994

BESE Regulations 603 CMR [7:00](#), [26:00](#), and [44:00](#)

File: GCJ - PROFESSIONAL TEACHER STATUS

Teachers and certain other professional employees who have served in the school district for three consecutive years shall be entitled to professional teacher status. The sSuperintendent, upon recommendation of the principal, may award such status to a teacher who has served in the principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The sSuperintendent will base his/her decisions on the results of evaluation procedures conducted according to School eCommittee policy.

At the end of each of the first three years of a teacher's employment, it will be the responsibility of the sSuperintendent to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by June 15 or at an earlier date if required by a collective bargaining agreement.

A teacher who attains professional teacher status will have continuous employment in the service of the school system subject to satisfactory evaluations. A teacher with professional teacher status whose position is abolished by the Tewksbury School Committee may be continued in the employ of the school system in another position for which he or she is legally qualified. Legally qualified is defined as certified in the grade and/or subject with previous teaching experience in that grade or subject.

Nothing in these provisions will be considered as restricting the sSuperintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which he or she is not legally qualified.

Established by law and Committee policy

Adoption date: January 1996

Reviewed and Adopted October 23, 2013

Revised:

LEGAL REFS.: M.G.L. [71:38](#); [71:38G](#); [71:38H](#); [71:41](#); [71:42](#); [71:43](#)

File: GCQF - SUSPENSION AND DISMISSAL OF PROFESSIONAL STAFF MEMBERS

The sSuperintendent will strive to assist personnel to perform their duties efficiently. However, the sSuperintendent may dismiss any employee in accordance with state law. Further, the School eCommittee recognizes the constitutional rights of the district's employees and assures them the protection of due process of law. To guarantee such rights, a system of constitutionally and legally sound procedures will be followed in each case of suspension or dismissal of an employee.

When the sSuperintendent or a principal determines that sufficient cause exists that a professional employee be suspended or dismissed from service in the school system, he or she will:

1. Be certain that each such case is supported by defensible records.
2. Determine if the individual is to be suspended immediately with the understanding that the suspension will be subject to restoration of salary and position if an appeal is decided in favor of the individual.
3. Follow the procedures for dismissal or suspension that are contained in applicable laws as well as those included in the current agreement with the teachers' bargaining unit.
4. Provide the individual involved with a written statement that will:
 - a. Indicate whether the action the sSuperintendent is taking is dismissal or suspension.
 - b. State the reason for the suspension or dismissal.
 - c. Guarantee that all procedures will be in accord with due process of law.
 - d. Inform employees who have a right to request a hearing under appropriate laws that they may be represented at such a hearing by counsel of their choice.

{Adoption date}

Revised: January 18, 1996

Reviewed and Adopted October 23, 2013

Revised:

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

File: GDO - EVALUATION OF SUPPORT STAFF

A program of continuous observation and evaluation will be developed to find the right employees to fill vacancies, determine assignments and equitable work loads, and established wage and salary policies that encourage employees to put forth their best efforts. The evaluation of employee achievements and the provision of a good atmosphere in which are some of the major duties of the committee.

The evaluation will cover the major areas of the employee's responsibilities and **their job descriptions** will include the following:

- ~~1. Specific work assignment~~
- ~~2. Attitude toward students~~
- ~~3. Attitude toward public education~~
- ~~4. Attitude toward supervisors, teachers, and fellow employees~~
- ~~5. Work habits~~

Each employee will be informed of the basis upon which he/she is to be evaluated in advance of evaluation.

{Adoption date}

Revised: January 18, 1996

Reviewed and Adopted October 23, 2013

Reviewed:

CONTRACT REF.: All support staff agreements

File: GDQD - SUSPENSION AND DISMISSAL OF SUPPORT STAFF MEMBERS

Support staff employees employed by the school district may be terminated by the Pprincipal of the building in which they serve with the approval of the sSuperintendent. However, employees may request the sSuperintendent to review the circumstances of their termination.

~~Bus drivers are employed on a monthly basis with continuity of employment conditioned only upon satisfactory performance.~~ In the event of failure to perform as required, employment may be immediately suspended or terminated by the sSuperintendent depending upon agreement language.

Support staff employees ~~will generally~~ may or may not be given prior notice of their dismissal depending upon the circumstances ~~two weeks prior to the effective date.~~

The sSuperintendent, or the Pprincipal, with the approval of the sSuperintendent, may also suspend/remove employees from their individual assignments.

Adoption date: January 1996

Reviewed and Adopted October 23, 2013

Revised:

File: HB - NEGOTIATIONS LEGAL STATUS

All negotiations between the **sSchool eCommittee** and recognized employee groups are conducted subject to ~~Chapter 150E~~ of the Massachusetts General Laws. The legal status of negotiations is defined in part by Section 2 of that chapter, as follows:

“Employees shall have the right of self-organization and the right to form, join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other terms and conditions of employment, and to engage in lawful, concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from interference, restraint, or coercion. An employee shall have the right to refrain from any or all of such activities, except to the extent of making such payment of service fees to an exclusive representative as provided in section twelve.”

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the **sSchool eCommittee** and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

~~Established by law~~

Reviewed and Adopted December 11, 2013

Reviewed:

LEGAL REF.: M.G.L. [150E:1](#) et seq.

File: HF - SCHOOL COMMITTEE NEGOTIATING AGENTS

The Sschool Ccommittee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Sschool Ccommittee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The Sschool Ccommittee will appoint the negotiator and the fee or salary for his/her services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units.
 - a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Sschool Ccommittee, and their participation in negotiations must be recommended by the Ssuperintendent and approved by the Sschool Ccommittee.
 - b. He/She will direct accumulation of necessary data needed for negotiations, such as comparative information.
 - c. He/She will follow guidelines set forth by the Sschool Ccommittee as to acceptable agreements and will report on the progress of negotiations.
 - d. He/She will make recommendations to the Sschool Ccommittee as to acceptable agreements.
2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

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

Reviewed and Adopted December 11, 2013

Revised:

File: IB - ACADEMIC FREEDOM

The Tewksbury School Committee seeks to educate students in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Fairness in procedures will be observed both to safeguard the legitimate interests of the Tewksbury Public Schools and to exhibit by appropriate example the basic objectives of a democratic society as set forth the in the Constitutions of the United States and the ~~State~~ Commonwealth.

LEGAL REFS.: Constitution of the Commonwealth of Massachusetts

Revised: February 12, 2014

Revised:

File: IC/ICA - SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the ~~s~~Superintendent and submitted to the Tewksbury School Committee for approval by May 1st of each year. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Elementary and Secondary Education:

1. Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in ~~603-CMR-27.02~~ regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
2. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in ~~603-CMR-27.02~~ regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

For the information of staff, students, and parent/guardians, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent/guardian conferences.

{Adoption date}

Revised: May 24, 1996

Reviewed and Adopted December 11, 2013

Revised:

LEGAL REFS.: M.G.L. [4:7](#); [69:1G](#); [71:1](#); [71:4](#); [71:4A](#); [71:73](#); [136:12](#)

~~Board of Education Regulations for School
Year and School Day, effective 9/1/75
Board of Education, Student Learning Time Regulations,
603 CMR [27.00](#), Adopted 12/20/94~~

File: ID - SCHOOL DAY

The length of the school day ~~at various levels, as well as the specific opening and closing times of the schools,~~ is established in the Collective Bargaining Agreements with the various school unions. The specific opening and closing times of the schools will be recommended by the sSuperintendent and set by the Tewksbury School Committee.

The sSuperintendent is authorized to make minor changes in opening and closing times to simplify transportation scheduling; however, major changes in schedules will be subject to Tewksbury School Committee approval.

Parent/guardians ~~and guardians~~ will be informed of the opening and closing times set by the Tewksbury School Committee. To help insure the safety of all children, ~~student arrival times will be published in each school handbook along with the specific times faculty are on duty~~ parents will also be notified that students will not be admitted into the school building until the start of the official day unless bus schedules require earlier admittance.

Reviewed and Adopted December 11, 2013

Revised:

LEGAL REFS.: M.G.L. [15:1G](#); [69:1G](#); [71:59](#)
[603 CMR 27.00](#)

~~Board of Education Regulations for School Year and Day, effective 9/1/75~~

File: IE - ORGANIZATION OF INSTRUCTION

The Tewksbury Public Schools offers a diversified educational program compatible with the needs of the community and state standards.

The organizational plan is designed to facilitate the philosophy of educating every student, each to his/her fullest potential.

The structure will consist of ~~three instructional~~ multiple levels, ~~the Elementary level (PK– 2 and 3,4), the Middle level (7–8), and the Secondary level (9–12).~~

~~The Elementary level includes schools with pre-kindergarten through grade six. The Middle level consists of schools for grades seven and eight. The Secondary level schools consists of a senior high school for grades nine, ten, eleven, and twelve. Support Services consists of special services, federal programs, curriculum evaluation and development, as well as other specialized programs of instruction.~~

Special education services are integrated across each grade level in all schools.

The organization is designed to meet the standards of ~~accreditation as required by the State~~ established within the Curriculum Frameworks as required by the Department of Elementary and Secondary Education, Time and Learning regulations, and to serve the needs of all students.

Revised: February 12, 2014

Revised:

CROSS REFS: IC/ICA SCHOOL YEAR / SCHOOL CALENDAR

LEGAL REFS: 6-3 CMR 27.00

File: IGB – STUDENT SUPPORT SERVICES PROGRAMS

To support the classroom activities and other instructional needs of the District Tewksbury Public Schools, various educational services as listed shall be provided. The Support Student Services staff will work in cooperation with building staff and the administration of the District Tewksbury Public Schools in (1) the coordination and the supervision of the curriculum implementation of the instructional program, and (2) support services programs.

Curricular Supervision and Coordination

~~Coordinating personnel for specific curricular areas shall be assigned by the administration. These coordinators shall assist in the organization, supervision, and coordination of subject material and activities in the schools.~~

Support Services

The Tewksbury Public Schools will provide these support services which are required by law and which are needed to ensure the academic success of all students.

The Assistant Superintendent shall be responsible for all services for students who are not eligible for special education assistance, ~~and such as psychological services, English Language Learners, homebound and hospital teaching and such other programs as may be assigned,~~ and will work ~~corperately~~ cooperatively with the Special Education Director of Student Services to ensure appropriate services are delivered.

Revised: February 12, 2014

Revised:

CROSS REFS.: [ACE](#), Nondiscrimination on the Basis of Handicap

File: IGD - CURRICULUM ADOPTION

The Tewksbury School Committee will rely on its professional staff to design and implement instructional programs and courses of study that will meet the instructional needs of the student body and forward the educational goals of the school system.

The **s**Superintendent will have authority to approve new programs and courses of study after they have been thoroughly prepared, appropriately presented and studied and found to support the vision/mission of the Tewksbury Public Schools. The **School e**Committee, upon the recommendation of the **s**Superintendent, will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The **School e**Committee will be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

{Adoption date}

Revised: January 18, 1996

Reviewed and Adopted December 11, 2013

Revised:

LEGAL REF.: M.G.L. **15:1G**; 71:1; 69:1E

File: IHA - BASIC INSTRUCTIONAL PROGRAM

The business of the schools is to equip all children with the skills, tools, and attitudes that will lay the basis for learning now and in the future. It is the philosophy of the Tewksbury School Committee that the Tewksbury Public Schools will give the highest priority to developing skills in reading, writing, speaking, listening, and solving numerical problems.

The Tewksbury School Committee believes the first claim of the community's resources will be made for the realization of these priorities. School dollars, school talent, school time, and whatever innovation in program is required must be concentrated on these top-ranking goals. No student should be bypassed or left out of the school's efforts to teach the fundamental skills. Schooling for basic literacy must reach all students, in all neighborhoods, and from all homes.

The Tewksbury School Committee will implement all state laws applicable to the basic instructional program including the Constitution of the United States, the Declaration of Independence, the Bill of Rights, local history and government.

Physical education is compulsory for all students, except that no student will be required to take part in physical education exercises if a physician certifies in writing that such exercises would be injurious to the student.

{Adoption date}

Revised: January 18, 1996

Reviewed and Adopted December 11, 2013

Revised:

LEGAL REFS.: M.G.L. [71:1](#); [71:2](#); [71:3](#); [71:13](#)
[603 CMR 26:05](#)

File: IHAI - OCCUPATIONAL EDUCATION

The Tewksbury School Committee recognizes that students in pre-kindergarten through grade 12 need:

1. An opportunity to be informed about the world of work.
2. An awareness of the many vocations available to them.
3. To develop a respect for the dignity of work.
4. Be allowed the opportunity to develop an understanding regarding the technical, consumer, occupational, recreational, cultural aspects of industry and technology; An opportunity to develop skills related to problem solving and the world of work experiences.

{Adoption date}

Revised: January 18, 1996

Reviewed and Adopted December 11, 2013

Revised:

LEGAL REFS.: M.G.L. [71:37K](#); [71:38A](#) through [71:38F](#); [74:1](#) et seq.

~~Board of Education Chapter 74 Regulations, adopted 6/28/77, effective 9/1/77~~
[603 CMR 4.00](#)

File: IHAM - HEALTH EDUCATION

Good health depends upon continuous life-long attention to scientific advances and the acquisition of new knowledge.

The Tewksbury School Committee believes that the opportunity for effective health education lies within the public schools because of ~~4)~~ their potential to reach children at the age when positive, lifelong health habits are best engendered and; ~~2)~~ because the schools are equipped to provide qualified personnel to conduct health education programs.

The Tewksbury School Committee will provide a sound, comprehensive **research-based** health education program as an integral part of each student's general education.

The health education program will

- 1) emphasize a contemporary approach;
- 2) provide information regarding the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body and information regarding complex social, physical and mental health problems, which they might encounter in society.
- 3) help students make intelligent choices on alternative behavior of serious personal consequence.
- 4) examine the potential health hazards of social, physical and mental problems existing in the larger school-community environment.

{Adoption date}

Revised: January 18, 1996

Reviewed and Adopted February 12, 2014

Revised:

LEGAL REF.: M.G.L. [71:1](#)

File: ~~IHAM-1~~ IHAMA

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with law, The Tewksbury School Committee has adopted this policy on the rights of parent/guardians and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

Procedure

At the beginning of each school year, all parent/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues.

This written notification will be sent by the building principal. Parent/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parent/guardians will be notified of this fact in a timely manner before implementation.

Content of Notice

Each such notice to parent/guardians will include a brief description of the curriculum covered by this policy, and will inform parent/guardians that they may:

- (1) exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
 - (2) inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parent/guardians and others to the extent practicable.
- Parent/guardians may arrange with the principal to review the materials at the school.

Appeal Process

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the Tewksbury School Committee for review of the issue. The Tewksbury School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

~~The Superintendent of Schools will distribute a copy of this policy to each principal by September 1 of each year.~~

Proposed: May 14, 1997

Reviewed and Adopted February 12, 2014

First Reading

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

Revised:

LEGAL REFS: MGL 71:32A

SOURCE: Tewksbury

File: IHB - SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

The goals of this school system's special education program are to allow each child to grow and achieve at his/her own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of the Massachusetts General Laws, Federal laws, and state and federal regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through to 21 twenty-two who have not attained a high school diploma or its equivalent will be eligible for special education.

The Tewksbury School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non-academic and extracurricular activities.

The School eCommittee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the School eCommittee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the School eCommittee that the schools work closely with parent/guardians in designing and providing programs and services to children with special needs. Parent/guardians will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parent/guardians will be accorded the right of due process.

The School eCommittee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive the School eCommittee will make every effort to obtain financial assistance from all sources.

{Adoption date}

Revised: July 29, 1996

Reviewed and Adopted February 12, 2014

Revised:

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91 PL 108-446, adopted 12/03/04)

First Reading

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

Rehabilitation Act of 1973

M.G.L. [71B:1](#) et seq. (~~Chapter 766 of the Acts of 1972~~)

~~Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 7/1/81 also~~

603 CMR [28:00](#) inclusive

File: IHBEA - ENGLISH LANGUAGE LEARNERS

The ~~District~~ **Tewksbury Public Schools** shall provide suitable research-based language instructional programs for all identified English language learners in grades ~~Kindergarten~~ **Pre-K** through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Education regulations and guidance.

The ~~District~~ **Tewksbury Public Schools** shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (~~PHLOTE~~), observations, intake assessments, and recommendations of parents/**guardians**, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

The ~~District~~ **Tewksbury Public Schools** shall certify to the Massachusetts Department of Elementary and Secondary Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The ~~District~~ **Tewksbury Public Schools** shall provide additional information as required by the Massachusetts Department of **Elementary and Secondary** Education to comply with **federal law**, ~~the No Child Left Behind Act.~~

REVISED: March 26, 2014

Revised:

LEGAL REFS: ~~20 U.S.C. 3001 et seq. (language instruction for limited-English-proficient and immigrant students contained in No Child Left Behind Act of 2001)~~

PL 114-95 Every Student Succeeds Act

42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)

603 CMR [14.00](#)

File: IHBH - ALTERNATIVE SCHOOL PROGRAMS

Some children have great difficulty coping with the conventional school program and as a result will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The Tewksbury School Committee will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school system, move into another educational setting, or prepare them for successful employment.

The Tewksbury School Committee will approve a range of programs to afford students the opportunity to obtain credits to meet graduation requirements beyond the traditional school day.

Reviewed and Adopted February 12, 2014

Revised:

LEGAL REFS.: M.G.L. [71:37I](#); [71:37J](#)

~~Board of Education Regulations Pertaining to
Section 8 of Chapter 636 of the Acts of 1974,
Regarding Magnet School Facilities and Magnet~~
603 CMR 17.00

File: IJ - INSTRUCTIONAL MATERIALS

The Tewksbury School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the Tewksbury School Committee subject to budgetary constraints.

The task of selecting instructional materials for programs will be delegated to the professional staff of the school system. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the **School eCommittee**:

1. They present balanced views of international, national, and local issues and problems of the past, present and future.
2. They provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
3. They help students develop abilities in critical reading and thinking.
4. They help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities or sexual preference **orientation**.
6. They allow sufficient flexibility for meeting the special needs of individual students and groups of students.

{Adoption date}

Revised: January 18, 1996

November 14, 2012

Reviewed and Adopted February 12, 2014

Revised:

LEGAL REFS.: M.G.L. **30B:7**; [71:48](#); [71:49](#); [71:50](#)

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

CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

File: IJOB

COMMUNITY RESOURCE PERSONS/SPEAKERS

Human Community resources are those individuals or groups who are invited into the schools to present supplementary information and ideas to the classroom course of study. These experiences should afford students the opportunity to benefit from various viewpoints. Special care should be taken in selecting these speakers so that they are individuals who respect diversity in thinking and varying views and who are not attempting to inappropriately influence points of view.

CORI checks are required per IJOCA.

Any program or performance on a health related topic or a topic of a sensitive nature must be previewed (in person or via video) by the building administrator or group advisor.

Adoption date: January 1996

REVISED: March 26, 2014

REVISED:

CROSS REF: ADDA, C.O.R.I. Requirements

Old Business

New Business

Tewksbury Public Schools 2018-19 KINDERGARTEN



REGISTRATION IS COMING!

Kindergarten registrations for the 2018-19 school year will be held at the Dewing and Heath Brook Elementary Schools on the following dates and times:

Monday, March 5 9:30 AM - 12:15 PM 1:00 PM - 2:30PM	Wednesday, March 7 9:30 AM - 12:15 PM 1:00 PM - 2:30PM
Thursday, March 8 9:30 AM - 12:15 PM 1:00 PM - 2:30PM AND 6:00 PM - 7:30 PM	Friday, March 9 9:30 AM - 12:15 PM 1:00 PM - 2:30PM

Snow Make Up Days: Monday, March 12 and Wednesday, March 14

The following documents MUST BE PRESENTED AT REGISTRATION

1. Proof of Residency required (lease or mortgage required, licenses not accepted).
2. Proof of Occupancy required (current electric, gas or land-line telephone bill).
3. Child must be 5 years old as of **August 31, 2018**.
4. Original Birth Certificate (*not* hospital birth certificate) must be presented.
5. Parent/Guardian photo identification (driver's license or passport).
6. *Immunizations must be up-to-date and presented at registration.

INFO NIGHT

Tewksbury Memorial High School

Tues. 2/6/18

6:30pm - 7:30pm

Parents ONLY Please.

MINIMAL IMMUNIZATION REQUIREMENTS FOR KINDERGARTEN

*DTP - 5 doses

*Hepatitis B - 3 dose series

*Polio - 4 doses

*Lead screening

*Varicella - 2 doses or MD note

confirming that child has previously contracted Chicken Pox

*MMR - 2 doses

*Vision Screening

*Recent Physical Exam

IF YOU HAVE ANY QUESTIONS, PLEASE CALL YOUR CHILD'S ASSIGNED ELEMENTARY SCHOOL (see return address on reverse). Thank you!

Dewing Elementary School: (978) 640-7858

Heath Brook Elementary School: (978) 640-7865

Tewksbury Public Schools 2018-19 KINDERGARTEN



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Snow Make Up Days: Monday, March 12 and Wednesday, March 14

The following documents MUST BE PRESENTED AT REGISTRATION

7. Proof of Residency required (lease or mortgage required, licenses not accepted).
8. Proof of Occupancy required (current electric, gas or land-line telephone bill).
9. Child must be 5 years old as of **August 31, 2018**.
10. Original Birth Certificate (*not* hospital birth certificate) must be presented.
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confirming that child has previously contracted Chicken Pox

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*Recent Physical Exam

IF YOU HAVE ANY QUESTIONS, PLEASE CALL YOUR CHILD'S ASSIGNED ELEMENTARY SCHOOL (see return address on reverse). Thank you!

Dewing Elementary School: (978) 640-7858

Heath Brook Elementary School: (978) 640-7865

Kindergarten Timeline 18 ~ 19

Month	Date(s)	Activity
January		Outreach to potential kindergarten families begins. Use census database. Postcards to families with invitation to Information night.
February	2/6 pm - TMHS 6:30	Information on kindergarten registration. Families receive 2-pocket packet with handbook and registration info
March	3/5, 3/7, 3/8, 3/9 (4 days, 1 evening) 3/6PD day, 3/8 includes 6:00-7:30pm	Registration at schools. Parents will fill out cards and sign up for times for screening appointments in April
April	Week of 4/23	Screening begins at each school.
June	Last day of school	Families receive class assignment via US mail
July		Student data rollover begins, creating live student records
August		Bus routes developed and posted in newspaper and website.
	Week of 8/6	Letters from teachers mailed
	Monday, 8/27	Kindergarten Orientation/Open House...See classrooms, meet teachers, take tour of school.



Loella F. Dewing School
Terry Gerrish, Principal
Jan Fuller, Asst. Principal, Preschool Coordinator

Heath Brook School
Felicia Wettstone, Principal

KINDERGARTEN INFORMATION SESSION
Tuesday, February 6, 2018
At
TEWKSBURY MEMORIAL HIGH SCHOOL AUDITORIUM
6:30 pm

Agenda

Welcome and Introductions	Christopher J. Malone, Supt. of Schools Brenda Theriault-Regan, Asst. Supt. of Schools Felicia Wettstone, Heath Brook Principal Terry Gerrish, Dewing Principal
Program Description, Timeline	Jan Fuller, Dewing Asst. Principal
Information: <ul style="list-style-type: none">- Bus Transportation- Extended Day Options- Lunch and Breakfast Options	David Libby, Finance & Operations Manager Maura Rauseo, Community Services Admin. Deb Mugford, Director of Food Services
Information: <ul style="list-style-type: none">- Registration Packet- Immunization Requirements	Ms. Wettstone and Mrs. Gerrish Elaine Walsh, Head Nurse
Q & A	All

Tewksbury Public Schools

139 Pleasant Street
Tewksbury, MA 01876

Mrs. Terry Gerrish, Principal
Loella F. Dewing Elementary School
1469 Andover Street
Tewksbury, MA 01876
Telephone: (978) 640-7858
Fax: (978) 640-7862
tgerrish@tewksbury.k12.ma.us

Felicia Wettstone, Principal
Heath Brook Elementary School
165 Shawsheen Street
Tewksbury, MA 01876
Telephone: (978) 640-7865
Fax: (978) 640-7868
fwettstone@tewksbury.k12.ma.us

What to Bring to Kindergarten Registration*

**Please see the "New Student Registration Procedures (Grades PreK-12)" in your packet and/or on our website at www.tewksbury.k12.ma.us in the Parent top tab.*

**Registrations will not be considered complete until all required documentation and completed forms are received.*

Documentation:

Please bring originals for verification and copies for us to keep with your registration packet.

- ☐ Child's Original Birth Certificate (with raised seal)
- ☐ Physical, Immunizations, and Lead Test
- ☐ Parent/Guardian ID: (Tewksbury, MA license or current passport)
- ☐ Proof of Physical Custody (if applicable)
- ☐ Proof of Residency (lease or mortgage)
- ☐ Proof of Occupancy (current electric, gas, and/or land-line phone bill)

Completed Forms:

- ☐ New Student Registration Form
- ☐ Home Language Survey
- ☐ Accident Illness Form

Revised: January 2016

TPS Mission Statement:

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

Tewksbury Public Schools

Tewksbury, Massachusetts

NEW STUDENT REGISTRATION INFORMATION

PARENT/GUARDIAN: PLEASE FILL OUT ALL OF THE INFORMATION BELOW:

STUDENT _____ ENTERING GRADE
(LAST) (FIRST) (MIDDLE)

SEX M / F DATE OF BIRTH: _____ CITY OF BIRTH: _____
CIRCLE ONE MM / DD / YYYY CITY, STATE ZIP COUNTRY

PRIMARY

*TEL. 1:

*TEL. 2:

TEL. 3:

(NOTE: *TEL. #'s THAT YOU WILL ANSWER DURING THE SCHOOL DAY - TO BE ADDED TO SCHOOL'S EMERGENCY COMMUNICATION SYSTEM)

(PLEASE PRINT NEATLY) PRIMARY

*PRIMARY EMAIL:

(*WILL ONLY BE USED FOR DAILY SCHOOL TO PARENT/GUARDIAN COMMUNICATION)

TEWKSBURY RESIDENCE: _____ TEWKSBURY, MA 01876

NUMBER STREET APT.#

FORMER RESIDENCE: _____
NUMBER STREET CITY, STATE ZIP CTRY

CHILD'S RACE: ☐ White/Caucasian/Non-Hispanic ☐ Hispanic ☐ Asian ☐ Native Am. Ind./Alaskan
☐ Native Hawaiian ☐ Black/African Am. ☐ Other _____

PLEASE CHECK ALL THAT APPLY AS DOCUMENTED AT BIRTH: Every school district in Massachusetts is required to report to the Mass. Department of Elementary and Secondary Education each year student data by race and ethnicity categories that are set by the Federal Government.

HOME LANGUAGE:

MOTHER'S NAME: _____ OCCUPATION _____

FATHER'S NAME: _____ OCCUPATION _____

CHILD RESIDES WITH: BOTH PARENTS MOTHER FATHER OR _____

PLEASE CIRCLE ONE

BELOW - PLEASE LIST NAMES AND AGES OF OTHER CHILDREN IN FAMILY RESIDING AT THIS ADDRESS:

LEGAL OR CUSTODIAL CONCERNS THE SCHOOL NEEDS TO BE AWARE OF: YES NO

IF YES, PLEASE EXPLAIN: _____

DOES YOUR CHILD HAVE A 504 PLAN? YES NO

DOES YOUR CHILD HAVE AN IEP? YES NO

HAS YOUR CHILD BEEN DIAGNOSED WITH A LIFE THREATENING ALLERGY? YES NO

IF YES, PLEASE EXPLAIN: _____

HAS YOUR CHILD BEEN ENROLLED IN THE TEWKSBURY PUBLIC SCHOOLS AT ANY PREVIOUS DATE? YES NO

IF YES, WHAT SCHOOL?

IF YES, WHAT GRADE?

THIS BOX FOR OFFICE USE ONLY

DATE ENROLLED: _____ HOMEROOM: _____ TEACHER: _____ BUS RTE.: _____

SCHOOL: CIRCLE ONE BELOW ENTERING GRADE: _____ YEAR OF GRADUATION _____

DEWING HEATH BROOK NORTH ST. TRAHAN RYAN WYNN TMHS

Tewksbury Public Schools

Accident Illness Form

To the Parents/Guardians of School Pupils:

In the case of accident, illness, or other emergency, school principals must be able to locate the parent or some other person who will care for the child. We must have on file the names and phone numbers of two other persons who may be called to pick-up the child if the parents cannot be reached. Please provide the information requested below and then return this form to the school promptly. Thank you for your cooperation.

Pupil's Name _____ D.O.B. _____ Grade _____

Mother/Guardian _____ Lives with Parent listed: Y___ N___
Home Address _____ Home Phone _____
Place of Employment _____ Business Phone _____
Cell Phone _____ Email _____

Father/Guardian _____ Lives with Parent listed: Y___ N___
Home Address _____ Home Phone _____
Place of Employment _____ Business Phone _____
Cell Phone _____ Email _____

Is there a court order in place that prohibits the release of your child to another adult? Y___ N___
If yes, please attach a copy of it to this form.

Name of two persons who may be called to pick-up the child in the absence of the parents:

Name _____	Relationship _____
Address _____	Phone 1 _____ Phone 2 _____
Name _____	Relationship _____
Address _____	Phone 1 _____ Phone 2 _____

Name of Health Insurance Provider _____

Name of Doctor _____ Address _____
Phone _____

May we have permission to contact the child's primary care provider? Y___ N___

Please list your child's current health issues _____

Does your child have life threatening allergies? Y___ N___ *If yes, to what?* _____

Medication allergies _____

Some medical information, especially diabetes, food allergies, asthma and others may need to be shared with supervising adults (such as bus drivers, lunchroom staff, teachers and specialists) who will be responsible for your child's safety.

Are there any restrictions to our sharing this information? Y___ N___

Military Family Status: Y___ N___

Military Family Status is defined as children of a) Active duty members of the uniformed services, National Guard and Reserve on active duty orders b) Members or veterans who are medically discharged or retired within one year c) Members who die on active duty. *Massachusetts Department of Early & Secondary Education now requires us to collect this information.*

Please notify the school of any changes in the above information

Signature _____ Date _____

Home Language Survey

TEWKSBURY PUBLIC SCHOOLS

If the parent/guardian who is enrolling the new student cannot read/comprehend this form in English,
PLEASE NOTE: This form is available in 28 languages from the DESE Website. www.doe.mass.edu/ell/hlsurvey/

Massachusetts Department of Elementary and Secondary Education regulations require that all schools determine the language(s) spoken in each student's home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students. If a language other than English is spoken in the home, the District is required to do further assessment of your child. Please help us meet this important requirement by answering the following questions. Thank you for your assistance.

Student Information

First Name	Middle Name	Last Name	<input type="checkbox"/> F <input type="checkbox"/> M Gender
Country of Birth	/ /	Date of Birth	
/ /		Date first enrolled in ANY U.S. school	

School Information

/ / @ TMHS, WY, RY, HB, NS, DEW, TR	Former School and Town
Start Date with TPS	Current Grade

Questions for Parents/Guardians <i>Please answer all questions.</i>	
What is the primary language used in the home, regardless of the language spoken to the student? _____	Which language(s) are spoken with your child? please circle one <i>(include relatives -grandparents, uncles, aunts, etc. & caregivers)</i> _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
What language did your child FIRST understand and speak? _____	Which language do YOU use most with your child? _____
How many years has the student been in U.S. Schools? (not including pre-kindergarten) _____ years	Which languages does your child use? please circle one _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
Will you require written information from school in your native language? Y <input type="checkbox"/> N <input type="checkbox"/>	Will you require an interpreter/translator at Parent-Teacher meetings? Y <input type="checkbox"/> N <input type="checkbox"/>
Parent/Guardian Signature: X	/ /20 Today's Date

TPS STAFF: ANY ANSWER with a language other than English, please forward a copy of this completed form soon as possible to KAREN HODGSON @ TMHS. CHECK HERE ☐ IF STUDENT WILL START IN PRE-K *Thank you*

FOR ELL DEPARTMENT USAGE ONLY:

If an ELL representative is participating in this survey, please review & confer w/ parent/guardian child's overall language needs.

- ☐ A language other than English is acknowledged; no concern of a specific language need. Parent understands reconsideration for ELL screening does not apply.
- ☐ Professional analysis applied. Consideration from all questions determines DEBURRED screening with time w/ ELL follow-up.
- ☐ Supporting details recorded on backside, or attached. ELL Staff Signature: _____

Original Home Language Survey: Student's CUME Folder

(cc: if necessary) Karen Hodgson, ELL Dept. Head Date Sent: _____



Gail Johnson <gjohnson@tewksbury.k12.ma.us>

Re: Trahan Elementary School - Tewksbury1 message

[REDACTED] Fri, Jan 19, 2018 at 1:31 PM
[REDACTED]**Visioning and Programming**

Jan. 23rd - Tuesday (Workshop #1- Flansburgh w/ New Vista) : 1:00pm-4pm

Jan. 24th - Wednesday (Workshop #2 - Flansburgh w/ New Vista) : 8:30pm-3pm

Feb. 7th - Thursday (Workshop #3 -Flansburgh w/ New Vista) : 1pm-5pm

Teacher/Staff Interviews

Jan. 25th - Thursday (Teacher/Staff Interviews - Flansburgh w/ New Vista) : 8:30pm-3:30pm OTHER ELEMENTARY SCHOOLS / DISTRICT WIDE SPECIALIST/DIRECTORS

Jan. 29th - Monday (Teacher/Staff Interviews - Flansburgh) : 8:30am-3:30pm TRAHAN

Jan. 30th - Tuesday(Teacher/Staff Interviews - Flansburgh) : 8:30am-3:30pm TRAHAN

Yesterday's Update on who should be there:

Educational Working Group (Jan. 23 and 24) Recommended: Superintendent, Assistant Superintendent, Principals from Trahan, North, and Heath Brook and Dewing, Curriculum Director, Special Education Director, Head of Facilities**Teacher Interviews (Jan. 25, 28, and 29)** I would like to interview Teachers and Staff at North Street on January 25th. Principal Castonguay has arranged Trahan interviews for Jan. 28 and 29. You are not required to attend these.

Regards,

Today's Update on when K-4 P's will be present:

23rd: 1:00-4:00 pm Matt C. (Trahan Principal)

24th: 8:30-12:00 pm Matt, Karen, Felicia & Terry (All K-4 P's)...others may stay longer if they can clear some afternoon time.



DRAFT

2018-2019

School Calendar and Chain of Communication

August 2018							September 2018							October 2018						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
						2	30						19							22
November 2018							December 2018							January 2019						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3							1		1	2	3	4	5	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30	31		
						18	30	31					15							21
February 2019							March 2019							April 2019						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2						1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28			24	25	26	27	28	29	30	28	29	30				
						15	31						20							17
May 2019							June 2019													
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa							
			1	2	3	4							1							
5	6	7	8	9	10	11	2	3	4	5	6	7	8							
12	13	14	15	16	17	18	9	10	11	12	13	14	15							
19	20	21	22	23	24	25	16	17	18	19	20	21	22							
26	27	28	29	30	31		23	24	25	26	27	28	29							
						22	30						14							
Aug 27-Aug 28 Professional Development Days							Feb 18-22 February Recess													
Aug 29 First Day of School for Students							Apr 15-19 April Recess													
Dec 24-Jan 1 December Recess							Jun 20 *Last Day of School (Half-day)													
							*Includes 5 snow/emergency days													

- FIRST AND LAST DAY OF SCHOOL (Includes 5 snow/emergency days)
- SCHOOLS CLOSED
- PROFESSIONAL DEVELOPMENT DAY NO SCHOOL - STUDENTS
- TEACHER WORKSHOP DAY HALF DAY - STUDENTS
- HALF DAY - EARLY DISMISSAL

Tewksbury Public Schools - School Committee Members

Krisoy M. Polimeno, Chair, kpolimeno@tewksbury.k12.ma.us

James A. Cutelis, Vice-Chair, 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

ANNUAL GINSBURG FAMILY AWARD

NOMINATION:

First Name _____ Last Name _____

Organization _____

CRITERIA FOR SELECTION:

The Tewksbury Public Schools is seeking nominations for the Annual Ginsburg Family Award established in 2013 to recognize an individual, a group, or a company/organization who has had a significant impact on the Tewksbury Public Schools in the area of physical, monetary, or tangible contribution(s), or volunteering for the benefit of a school or the district.

CHOOSE ONE OR MORE SCHOOLS:

☐ Loella F. Dewing Elementary School

☐ Heath Brook Elementary School

☐ North Street Elementary School

☐ Louise Davy Trahan Elementary School

☐ John Ryan Elementary School

☐ John Wynn Middle School

☐ Tewksbury Memorial High School

☐ Tewksbury Public Schools District

DONATIONS/FINANCIAL SUPPORT:

- > _____
- > _____
- > _____
- > _____

HOSTED ACTIVITIES:

- > _____
- > _____
- > _____
- > _____

VOLUNTEER SUPPORT:

- > _____
- > _____
- > _____
- > _____

SUBMITTED BY:

Name _____ Ph. _____ Email _____

Deadline for accepting nominations is February 9, 2018. A brief narrative on the nominee is encouraged. Nominations may be emailed to Gail Johnson at gjohnson@tewbksbury.k12.ma.us or mail to Tewksbury Public Schools, Office of the Superintendent, 139 Pleasant Street, Tewksbury, MA 01876

The Annual Ginsburg Family Award will be presented at an upcoming Tewksbury School Committee meeting (date to be determined).